Domaine: Lettre et Langues Etrangères

Filière: Langue Anglaise

Spécialité: Langage et Communication

Dissertation Submitted in Partial Fulfillment of the Requirements

For the Degree of Master in English

Title

Developing Learners' Autonomy in the Algerian Secondary School through the Project-Based Approach to Language Learning:

The Case of Second Year English Language Learners in Secondary schools of MAATKAS

Presented by: **Supervised by:**

Ms. RAHMANI Sylia   Ms. BENAISSA Amel

Ms. SEDDI Nadia

Board of Examiners

Chair: Mr.Aouine Akli	MAA	Mouloud Mammeri University
Supervisor: Ms. Bennaissa Amel	MAA	Mouloud Mammeri University
Examiner: Mrs.Aimeur Roza	MAB	Mouloud Mammeri University

Promotion 2015/2016

Dedications

To my beloved families :

Special thanks to my grandmother (in memory)

My grandfather (in memory)

My father Hacen and mother Ghanima

My sisters Lydia, kahina and brothers Said and Walid

My Fiancee Sofiane

My father in law Mohamed and mother in law Fazia

My brother in law Hakim and sisters in law Sylia and Rachida

Special thanks to my aunts Dehbia, Malika and Nacira

To all my uncles, aunts and cousins

To my friends Lynda, Kamelia and Katia for their support

Special thanks to my friend Sabrina Toumi for her advice and support

To my binom Nadia

Sylia

Dedications

To my beloved family :

My father Mohammed and my mother Safia

My brother Amar

My Aunts and Uncles

Special thanks to my neigbour Samia and her

husband Toufik and their children Farah

and Houssem

Special thanks to my friends Lynda ,Katia and Sabrina

To my cousins Kahina,Hassina ,Fazia

Nadia,Hayat and Zohra

To my binom Sylia

Nadia

Acknowledgements

Abstract

This study seeks to investigate the development of learner's autonomy in the Algerian secondary school through the project-based approach to language learning .To reach this end, second year English language learners in secondary schools of Maatkas have been taken as a case study. . It aims at checking whether autonomy in language learning is developed through project work in Algerian English language classes. The research relies on Benson's and Voller's theory (1997) on learner autonomy and the one of project work presented by Legutke and Thomas (1991). The investigation is based on the mixed method research .It combines a questionnaire administered to second year English language learners and English language teachers of secondary schools of Maatkas as well as a classroom observation. The study combines between qualitative and quantitative method for the interpretation of the data. It uses statistical package for social sciences (SPSS) for the analysis of statistical data whereas qualitative content analysis is used for the interpretation of qualitative data. The results have revealed that second year English language learners of secondary schools of Maatkas do project work. Also, the results show that EFL learners are autonomous when preparing their project to some extent only.

Keywords : Learner's autonomy, Project Work, English language learners

List of Abbreviations

- CBA :Competency Based Approach

- CBLT :Competecy Based Language Teaching

- EFL : English as a Foreing Language

- ELT : English Language Teaching

- ELC : English Language Classes

- PW : Project Work

- Q : Question

- QCA : Qualitative Content Analysis

- SPSS : Social Package For Social Science

- % : Percentage

List of Diagrams

List of Tables

Contents

General Introduction

Chapter 1: Review of the Literature

Chapter 2: Research Design

Chapter 03: Presentation of the Findings

Chapter 04: Discussion of the Findings

General Introduction

- **Statement of the Problem**

Recently, there was a shift in the field of English Language Teaching (ELT) in the Algerian school concerning the approaches adopted to meet the needs of the learners in particular and those of the society as a whole. Thus, ELT in Algerian secondary school has gone through different methods such as: Grammar Translation Method, audio-lingual Method and lately, the Competency-Based Approach (CBA). This approach occurred because of the need to develop and foster learner autonomy by bringing up with it the task of Project work.

CBA is a new approach used in the Algerian Educational program after the reformation of the curricula in the academic year 2002/2003. Its major aim is to make learners take part in the learning process and give their opportunity to find answers to questions encountered in real life situations, and decision making. Said differently, CBA represents a change from the passive learner seen as empty recipients waiting to be filled by the teacher into the active learner's constructers of their own knowledge. It is known as the shift from Teacher-Centered Paradigm to Learner-Centered Paradigm. To achieve these aims, CBA introduced new tasks such as Project work which is considered as learner centered activity and the backbone of this approach. Project work involves the learner in an experience that pushes him to get out of his chair by applying the knowledge acquired during the unit in real life situations. During the project realization, each learner has a specific task to accomplish in a limited time and organized way. So, all these practices make him responsible, raise his self-esteem, and foster his autonomy in language learning.

A brief glance at the literature reveals that learners autonomy in education particularly in English as a Foreign Language (EFL) context and project work have been the concern of many studies from different perspectives both at the national and international level. While, Bassou Abderahmane (2008) investigated the practice of autonomous learning when working

collaboratively on the project, Khira Hadi (2012) aims to discover whether or not pupils attending English Language in secondary school are ready to take on an autonomous language learning, Chieko Onozawo (2010) explores autonomy in language learning by examining its definition ,how to foster it and its effects. On the other hand, Adela Turloiu and Ína Sif Stefánsdóttir (2011) investigated how learner autonomy can be implemented in the classroom. Yet, Onozawa (2010), Norlida and Yaakub (2004) , Hung (2009) emphasized on the positive effect of learners autonomy on the process of language learning.

As for the project, it has   been investigated from different perspectives like the work of Aimeur Rosa (2011)which dealt with the implementation of project based learning in Algerian secondary school syllabuses and textbooks, Iosif Fragoulis (2009) purports to provide practitioners with a tool for effectively implementing project-based learning in foreign language contexts. Many works have been conducted on project by evaluating textbooks.

From this overview of the literature, it becomes clear that no study endeavored to tackle the issue of developing learner autonomy through project work. This is the reason why the present study seeks to fill this gap by checking whether project work develops the autonomy of second year EFL learners in Maatkas secondary schools.

- **Aims and Significance of the Study**

The overall aims of our research are to investigate whether second year English language learners in secondary schools of Maatkas really do project work and if this latter develops their autonomy. The significance of this study lies in the following points: recent studies in the field of language teaching and learning namely in EFL context emphasize learner's autonomy as the main purpose of educational program .Thus, the learning of EFL can be considered as being inefficient if it is not based on leaner's autonomy and learner

centered approach. Indeed, acting autonomously is a necessary condition for successful learners. Hence, constructivism brings out project work as a task so as to develop leaner's autonomy.

The main objectives of our research are to check if Algerian EFL pupils enrolled in the field of foreign languages in secondary schools of Maatkas really prepare project work, if project work helps EFL pupils to develop their autonomy and to which extent. This study would be the first attempt to tackle this issue at the level of the English Department at Mouloud Mammeri University.

- **Research Questions and Hypotheses**

The work has been framed with two important questions in order to achieve our objectives.

Q1- Do the Algerian EFL pupils in Secondary schools of Maatkas actually prepare project work?

Q2- To what extent does project work help EFL learners to develop autonomy?

The following hypotheses are developed as an attempt to predict the result of the research.

Hp1- EFL pupils in the Algerian secondary schools of Maatkas prepare projects

Hp2-EFL pupils in the Algerian secondary schools of Maatkas do not prepare projects

Hp3-Project work helps EFL learners to develop autonomy.

Hp4-Project work does not help EFL learners to develop autonomy.

- **Research Techniques and Methodology**

The present study intends to investigate the development of learners' autonomy in the Algerian secondary schools through project-Based Approach to language learning. For this

end, it adopts Benson and Voller(1997) as a theory on learner autonomy in addition to the characteristics of project work presented by Legutke and Thomas (1991). Besides, it opts for a mixed method approach combining quantitative and qualitative methods for both data collection and data analysis. A questionnaire and a classroom observation serve as methodological tools. A questionnaire was administered to (15) English language teachers and (60) second year English language learners enrolled in the field of foreign languages, as well as a classroom observation in three secondary schools of Maatkas. These are secondary schools of LAADLANI AMAR, MOUZARINE SAID and NOUVEAU LYCEE SOUK EL TENNINE.

The pupils' questionnaire contains questions about the experience of doing project work and performing presentations in the front of their classmates and whether it helps them to overcome linguistics problems and become autonomous. Concerning teacher's questionnaire, it contains questions from different perspectives; it means about the process of doing the project also about the final work. In addition to their views and opinions if project work helps pupils to be autonomous.

- **Structure of the Dissertation**

The overall structure of this dissertation follows the traditional simple model which consists of a "General Introduction", four chapters, and a "General Conclusion". The first chapter is named "Review of the Literature". It reviews the main theoretical concepts related to the topic as well as the theoretical framework underlying the research. The second chapter is named "Research Design and Methodology", it starts by presenting the procedures of data collection, which consist of a classroom observation and questionnaires distributed to second year English language learners in secondary schools of Maatkas and English language teachers. Then, it presents the procedures of data analysis. The third chapter is entitled

"Presentation of the Findings". It provides a detailed account of the results of the gathered data from a questionnaire and a classroom observation. As for the fourth chapter, it is labeled "Discussion of the Findings». It endeavors to interpret the results that bring an answer to the research questions set out at the onset of the investigation as well as confirm or refute the hypotheses. Finally, the "General Conclusion" sums up the main points of the study.

Chapter 1: Review of the Literature

Introduction

This chapter includes the review of the literature that is designed to review the major works related to learner autonomy in language learning and project work. It is composed of three main parts. First, we introduce constructivism, learner-centred approach and competency based approach (CBA henceforth) to language teaching since they are the main approaches that favoured learner autonomy by implementing projects in the curricula.

Then, we account to review key words related to our study "learner autonomy" and "project". The third part undertakes theories to be used in our research which consist of Bensons' and Voller's theory (1997) to learner autonomy. In addition to the characteristics of project work presented by Legutke and Thomas (1991).

I. The Main Approaches to Learner Autonomy

I.1. Constructivism

Constructivism is a theory of learning that explains the nature of knowledge and learning. According to constructivists, knowledge is not received passively but it is something constructed by the man himself. In this sense, Candy (1991) claims "*Knowledge cannot be taught but must be constructed by the learner*" (cited in Benson, 2001:42).It means that knowledge is something constructed by the learner.

In addition, constructivism provides learners with the opportunity to construct knowledge and new meaning from authentic experiences rather than from repetition and memorization. It claims that learning occurs through using experience. In this sense, Dewey(1938:39) says "*I have taken for granted the soundness of the principle that education in order to accomplish its ends both for the individual learner and for society must be based upon experience--which is always the actual life-experience of some individual* ". In other words, experience is vital in education in order to accomplish the need of the individual and

society. In the constructivists view, learners should participate in the formation of their knowledge rather than waiting for their teacher to transfer the knowledge. Constructivism emphasizes the way of learning rather the one of teaching and encourages learner's autonomy by integrating a project work as a task that helps learners to be autonomous in their learning process. Said differently, the constructivists brought project work as a means or a technique in order to help learners to be autonomous in their learning process. The approach of constructivism exists on two types:

I.1.1.Social Constructivism

Social constructivism is a theory of learning that focuses on the role of the society in the construction of the knowledge; it means that learning is social activity that learners develop through peering, group work and interaction with others. It gives the opportunity for learners to compare and share ideas with others using authentic tasks. In the view of constructivists,Glasersfled (1989) stresses the importance of the learner as an active agent and responsible of his learning process, contrary to the previous theories where the learner plays a passive role and the responsibility resides only on the teacher .Social constructivism asserts that students learn though discovering by themselves instead of passively receiving lectures. To support this idea, Bruner (1966) says that *"…students would better learn and retain concepts, they discover on their own instead of passively through rote learning and lectures"* (cited in Bassou: 2007:45).

I.1.2. Cognitive Constructivism

Cognitive constructivism is another dimension of constructivism which is developed by John Piaget (1977) who emphases the importance of the mental capacity, that is to say knowledge is personal. The important issue is that each individual is active in the learning

process, not passively absorbing whatever happens, and each person may construct very different understandings after interacting with the same objects in the same environment.

I.2. The Competency -Based Approach

CBA is an educational approach that emerged in the 1970 in the United States of America. It is an approach that describes the knowledge, skills and behaviors that learners posses at the end of the course .In this context, Richards (2001:141) states that it is an approach which *"(…) refers to an educational movement that advocate defining educational goals in terms of precise measure descriptions of knowledge, skills and behaviors students should posses at the end of a course study"*. This approach is a learner centered approach in the sense that the learner is an active participant in the learning process. Put differently, the learner participates in the construction of his knowledge; this makes CBA a social constructivist approach. The application of the principles of CBA in language learning is labeled competency Based Language Teaching (CBLT). It targets how to use language in concrete contexts rather than to know about the knowledge. In addition, this approach aims to establish learners competencies so that they can put into practice what has been acquired at the inside to the outside of classroom. In this respect, Docking (1994:16) states that CBLT *"is designed not around the notion of subject knowledge but around the notion of competencies. The focus moves what students know about language to what they can do with it"*. CBLT serves as a bridge between school and real life; this helps learners to become autonomous.

The activities suggested by CBLT are real world tasks that are linked to the field of the work As Richards and Rodgers (2001:14) say, the tasks *"may be related to any domain of life"*. CBA integrates project as a task so as to help learners to be autonomous. So,CBA and project work are strongly related . In other words project work puts into practice the theoretical principles of CBA, which is to develop learners' autonomy.

I.3. Learner- Centered Approach

Over the last decades, there has been a change in the way of teaching and learning EFL. This shift is due to the adaptation of the new methods in education which are based on learner centred approach. This shift occurred because of the need to develop learner autonomy. It seeks to help learners to be more responsible and autonomous in various situations .In this regard, developing a learner-centred approach requires from educators to accept that learning happens through experience. To support this view, Brown (2008) considers that the general aim for student centred classroom is for students to gain independent mind and the ability to make decisions about their lifelong learning.

In the traditional teacher centred approach, the way of teaching neglects learner during their learning process. However, the learner centred approach encourages the learner to be an active agent in which learning is at the center, responsible for his learning. At the same time, the role of the teacher has changed from one of the transmitter of knowledge to the one who guides and facilitates the way of learning for learner thus to be autonomous. In this area, John (2007) claims that in a learner-centered class, the learners are independent i.e. they do not rely all the time on their teacher. In this sense, Fodil (2005:38) says that learner-centred approach *"seeks to develop learners' autonomy and self development by laying claim for the necessities to redefine the role of both learner and teacher, hence the argument of a methodology centred on the learner"*. Moreover, learner -centered approach encourages learner's involvement and motivation through providing individual learning atmosphere. That is, learners are offered the opportunity to plan for their study, negotiate answers in a meaningful interaction. This way of learning allows them to take charge and make decisions in the learning process. As Nunan (2004:8) states:

> A learner centered classroom is one in which students were actively involved in their own learning process. This involvement has two dimensions: first, students take charge of their own learning process, including making decision, plans and so forth; the other is to maximize the classroom time for students' interactive activities.

More importantly, learner-centered approach encourages learners to be able to use the knowledge of language inside and outside the classroom. In fact, when they take part in different activities, students develop their autonomy. At the same time, engaging learners in pair or group works give them opportunity to take charge of their own learning.

II. Project Work and Learner Autonomy

II.1. Project Work

Project work (PW) is an individual, pair or group work in which learners apply what they acquired during a unit. The concept has received different definitions.

Haines (1989) claims that project includes an interesting topic which develops a variety of skills like social, computing, problem-solving, language skills as well as communicative skills instead of a specific language task. Whereas, Legutke and Thomas (1991) define project work as "*a theme and task-centred mode of teaching and learning which results from a joint process of negotiation between all participants*" (cited in Aimeur, 2011: 9), in the sense that project results from a common agreement or discussion between the members of the group. Other definitions were provided such as the one of Skehan (1998:373) saying that "*project work enables the gradual development of autonomy with progressively greater responsibility being taken by learners*" .It means that project work is one of the techniques that fosters the development of leaner autonomy since it helps them to take responsibility over their learning.

As for Stoller (2002), she defines project as "*a natural extension of what is already taken place in class*" (cited in Fragoulis, 2009:113). Another definition was provided by Hedge (1993) who sees project as an activity that integrates the different language skills. In this context, she claims that project is:

An extended task which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting and display (cited in Aimeur, 2011: 9).

It means that project work is a task which integrates language skills through various activities such as planning, the collecting of data, and discussion of the information, problem solving, oral or written reporting and display.

II.2. Skills Development though Project Work

Project work is a task that helps learners to develop different skills which pave the way to develop their autonomy while learning. Collaboration and communication can be developed from project. Doing presentation in the front of their classmates help them to develop their speaking as well as their responsibilities and self confidence on themselves are developed. In addition, problem solving is a skill that can also be developed through project work since it pushes learners to think about the subject. So they gain higher order thinking that bring up critical thinking which is a fundamental skill to learner autonomy; learn how to select materials that are needed for the work. Searching for the information helps learners to develop their computing skills (Fragoulis, 2009).

II.3. Learner Autonomy in Language Learning

II.3. 1. Definitions of Autonomy

There are many terms that are close in meaning to autonomy, but they are not synonymes.Among the term, there are: 'self-instruction', 'self-directed', self-access, and 'distance learning' (Shanghais, 2012).

Self-instruction: It refers to the situation in which learners undertake language study without the help of teachers. In this context, Dicknson(1987) says that self –instruction refers to *'learning without the direct control of the teacher'*(cited in Shanghais, 2012:560).

Self-direction: It refers to the process where learners assume responsibilities for making decisions of their learning.

Self-access: refers to *'learning from materials and facilities that are organized to facilitate learning; self –instruction in using these materials'* (Dicknson ,1987 :11) .

Distance learning: It is a way of organizing learners in order to allow them to take charge over their learning.

One of the earliest and most frequently cited definitions of autonomy is found in Holec's (1981:3) he says that is *"... the ability to take charge of one's own learning, and to take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning"* .

Then, according to Benson and Voller (1997:2)

> Learners naturally exercise a degree of control over their learning independently of our efforts to encourage them. If this is the case, fostering autonomy may essentially be a question of helping learners to develop behavioral and psychological characteristics that come more or less naturally to them. He adds that greater control "cannot be achieved by each individual acting alone according to his or her own preferences.

The definition above extends the base of Holec as it adds the necessity of the other's help in language learning. This kind of autonomous learning might range from activities in the Classroom which provide students chances to choose what they want to learn, or let them to participate in out-of-class project work through self-access center or by peer-working (Sinclair, 1999).

Sinclair (1999:310) summarizes Holec and Bensons' opinions into a term of "self-directness". According to her survey, *"one view is that autonomy in language learning is principally concerned with providing learners with situations and opportunities for exercising a degree of independence"*.

Another definition provided by Nunan (2000), he stated: *"principally, autonomous learners are able to self determine the overall direction of their learning process, exercise*

*freedom of choice in relation to learning resources and activities" (*cited in Cheiko, 2010:127).

Ur (1996) regards autonomy as one of the three stages of the process of learning skill. She defines the process of learning skill by means of a three stages_ course of instruction: "verbalization, automation and autonomy", and explains briefly that at the last stage learners continue to use the skill on their own, becoming proficient and creative. This means that the learners are autonomous.

Another definition of learner autonomy was put forward by Jeffries (1990) who views it *as " learning in which an individual or group of learners study on their own, possibly for a part or parts of a course without direct intervention from a tutor. This can involve learners in taking greater responsibility for what they learn"* (Jeffries, 1990: 35). Said differently, learners have to take charge of their learning process without direct intervention from instructor.

Little (1991: 4) declares that learner autonomy *is "a capacity-for detachment, Critical reflection, decision-making and independent action. The learner will develop a particular kind of psychological relation to be process and content of his learning".* In relation to the psychological relation, Little (ibid) continues, *"our capacity for self-instruction probably develops out of our experience of learning in interaction with others: in order to teach ourselves, we must create an internal substitute for the interaction of home or classroom".* The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider context.

Benson (2001) adds that *"autonomy* is about people taking more control over their lives-individually and collectively. Autonomy in *learning* is about people taking more control over their learning in classrooms and outside them. It is about people taking more control over the purposes for which they learn languages and the ways in which they learn them.

II.3.2. Defining Learner Autonomy

Learner autonomy has become a central topic in the field of language learning. The word autonomy has been studied over 20 years and has been given a great consideration in the field of education, namely in language learning.This is due to the shift from "**man as the product of the society to man as producer of the society"** (Holec, 1981: 1). It means that a man is viewed as an active agent who constructs his knowledge rather than a passive one.

II.3.3. Levels of Learner Autonomy

Littlewood (1999) distinguishes between two levels of autonomy:

II.3.3.1. Proactive Autonomy

It controls the direction of activity. In "Proactive autonomy", learners determine objectives, select methods and techniques and evaluate what they have acquired.

To support this idea Littlewood (1999) claims that proactive autonomy:

> …..regulates the direction of activity as well as the activity itself ….the key words are action words: learners are able to take charge of their own learning and determine their objectives, select methods and techniques and evaluate what has been acquired (cited in Benson, 2001:43).

It means the ability of learners to take charge of their own learning, determine their objectives, select methods and technique and evaluate what has been acquired.

II.3.3.2. Reactive Autonomy

It manages the activity once the direction has been set. "Reactive" autonomy enables learners to organize their sources autonomously in order to reach their goals. It is the kind of activity that pushes learners to learn vocabulary without being pushed.

Littlewood(1999) says of reactive autonomy that it:

> …..regulates the activity once the direction has been set…the kind of autonomy which does not create its own direction, but once a direction has been initiated, enables learners to organize their resources autonomously in order to reach to reach their goal.(cited in Benson,2011:43).

II.4. Autonomous Classroom

Nunan (1996) presents a picture of what an autonomous classroom looks like. He claims that generally, in non autonomous classroom, the teacher or the institution makes all the decisions about what and when it will be taught. In contrast, in an autonomous classroom, decisions regarding the content and classroom norms will be made with much reference to the students (cited in Balaçikanli, 2010). Said differently, in an autonomous class, learners should take part or be involved in the decision making concerning the content and so on.

II.5. Behaviors of Autonomous Learners

Omaggio (1978) provided details of the behaviors of being autonomous learners with regard to good language learners. Autonomous learners decide on their learning styles and strategies; take an active approach to the learning task at hand. It means that they decide on the direction of their learning process and they are willing to take risks, i.e., to communicate in the target language at all costs. Indeed, they are "*good guessers*"as they attend to form as well as to content, that is, place importance on accuracy as well as appropriacy.They develop the target language into a separate reference system and *are "willing to revise and reject hypotheses and rules that do not apply"* i.e. to solve problem and draw conclusions; and have a tolerant and outgoing approach to the target language (cited in Wenden1998).

Both Little (1991) and Sinclair (1999) believe that critical reflection in the process of learning process is necessary and it can be strengthened by learning training or learning strategy education. Autonomous language learners to some degree are successful learners, who are good at understanding their own learning styles, methods, and practicing appropriate strategies at appropriate phases. Little (1999:13) believes that *"the most successful learners are autonomous and they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, how they are learning, and with what degree of success"*.

III. Theoretical Framework

Our work relies on Benson and Voller (1997) theory on learner autonomy. Their studies are concerned with four versions of learner autonomy that consist in "technical, psychological social and political versions". In addition to the characteristics of project work that are seen by Legutke and Thomas (1991) as a strategy to develop learner autonomy.

III.1. Benson Contribution to Learner Autonomy

> ## Technical version of learner autonomy

Benson (1997:19) refers to technical version as *"the act of learning language outside the framework of an educational institution and without the intervention of a teacher»*. Said differently; it is the act of learning outside the classroom without the help of the teacher.

> ## Psychological version of learner autonomy

According to Benson and Voller (1997), it is the capacity which permits the learners to be responsible in their learning process. In the psychological version, autonomy is defined as "*a construct of attitudes and abilities which allows learners to take more responsibility for their own learning*" (Benson, 1997: 19). This version, associated with constructivism, focuses on the inner transformation of the individual behaviours, personality and attitudes, in order to take charge of their own learning. It is based on Constructivist principles which emphasize self-awareness, self regulation confidence, authentic and real learning Environments, negotiation and social mediation and the role of the teacher as a facilitator.

> ## Social version of learner autonomy

It is the ability to interact and collaborate with others; this version stresses the importance of interaction between members (learners) so as to develop their capacities to construct their knowledge and responsibility to enhance learners' autonomy.

> ➤ **Political version of learner autonomy**

It is the version that emphasizes learners' control over the content and process of learning. It is the conditions that permit learners to make decision over their learning for instance, freedom to choose the topic and the content of project work.

III.2. Legutke and Thomas 1997 (Characteristics of project work)

In this section, we present the characteristics of project work according to Legutke and Thomas (1991).

> ➤ **Themes do not derive exclusively from academic disciplines but from social life**

Through projects, students improve their communicative skills. They have opportunity to choose topics that derive from real life. This choice makes their learning authentic and self directed. This control over content of their learning is crucial element in the development of autonomy (Benson, 2001: 99).

> ➤ **Experiential learning involves discussion, experimentation, reflection, and application of insights**

When learners imply the action to plan, they face the problem of thinking about practical activities which help them to increase their critical thiking.Making decisions about the content of learning encourages learners to be an active participants since their ideas and decisions are based on the action for which they are responsible (Benson, 2001: 90).

> ➤ **There is a jointly constructed and negotiated plan of action, which undergoes change**

Project work is an organized activity with a final product. In project-learning environments, many activities must be considered when planning project work such as resources of information, social arrangements, potential outcomes and schedule restriction. (legutke and Thomas, 1991).

➢ **Project learning is investigative**

Project work is not an easy task where learners work in isolation outside the classroom and present final product at the end of the Course. It is an activity that develops in cycles going from abstract ideas, to experience (Legutke and Thomas, 1991)

➢ **Project learning is learner-centred**

Learner-centeredness lies not only on the fact that learners choose the topics of their projects, but also on the fact that through the learners' ability to choose or select methods, techniques and materials to achieve their aims. Project work allows learners to discover their strengths, interests and talents.

➢ **It requires cooperative abilities of small groups**

In carrying out the tasks involved in the project, group members are responsible for their learning group. Learners may have their own individual purposes and set their own individual goals; however, decisions about content are dependent on the situation of learning, call for cooperative learning, and have social consequences (Benson, 2001). In classroom, learners cannot ignore their classmates' and teacher's interests, and need to discuss the content of their project within the group and also with the whole class.

➢ **Product is as important as process**

In traditional teaching, the product implies a change in cognition, whereas in project work the product involves changes not only in the Knowledge base, but changes in skills .The final product of the project reflects the way learners view themselves and the world, and it is discussed among the members of the group (Legutke and Thomas 1991).

➢ **It involves an interdisciplinary approach to learning**

Legutke and Thomas (1991) stress the idea that teachers from different subjects have to ask their learners to prepare project work. They confirm that in project work, learners develop

and acquire not only accademic but also capacities that do not have a direct relation with the main topic.

> **Teachers and learners assume multiple roles**

According to Legutke and Thomas (1991), the teacher may take various roles which can be that of manager, researcher, facilitator, participant, and the learner that of manager, researcher, teacher, writer. It means that learners in this case are active agents.

> **Learners are partners who contribute to the content and process of learning (open, process-oriented curriculum)**

Learners contribute or participate in making decisions concerning the content, procedures and the final results of the research activity. Besides, collaboration and negotiation among the members of the group, when sharing ideas and experiences about project implementation are communicative opportunities for social interaction and language learning (Benson, 2001).

> **Project work assumes self-direction and learner autonomy**

In project work, the teacher acts as a facilitator (guide) and control over learning is shifted to the learners. Teachers give an appropriate environment where learners take responsibility and independence for their learning.

Conclusion

The chapter has reviewed the different literatures related to learner autonomy and project work. It consists of three sections. The first one deals with the main approaches that encourage autonomy in language learning which are constructivism, learner centred approach and CBA. The second section contains the main concepts related to our study which are learner autonomy and project work. Finally, in the last section; we develop the theory of Benson and Voller (1997) on learner autonomy and that of Legutke and Thomas (1991) on the characteristics of PW.

Chapter 2: Research Design

Introduction

The present chapter is methodological. It describes the techniques and procedures of data collection and data analysis used in our research in order to fulfil our aim which is to find out if learners who do project work are encouraged to be autonomous and responsible in the process of their learning. Then, to show if the hypotheses are confirmed or refuted. The research design is composed of two sections. The first one is labelled procedures of data collection; it describes the context of the investigation .It, then, presents the participants who took part in our research. Furthermore, it explains the procedures followed for data collection which consist of questionnaires administered to second year English language pupils of secondary schools of Maatkas Tizi Ouzou and questionnaire for teachers as well as classroom observation. The second section is called procedures of data analysis; it explains the procedures of data analysis. While numerical data are subjected to a statistical analysis using the Statistical Package for Social Sciences (SPSS).The qualitative data elicited from open-ended questions of a questionnaire and a classroom observation are analysed through Qualitative Content Analysis (QCA).

I. Procedures of Data Collection

I.1. Context of the Investigation

The investigation took place in a real context in three different secondary schools of Maatkas. These are secondary schools of LAADLANI AMAR, MOUZARIN SAID and NOUVEAU LYCEE SOUK EL TENINE in Tizi-Ouzou.

I.2. Participants

I.2.1.Pupils

The population involved in our study is sixty (60) pupils out of ninety (90) chosen randomly from three foreign language classes in the three secondary schools of Maatkas, Tizi Ouzou labeled: LAADLANI AMAR, MOUZARIN SAID and Nouveau LYCEE SOUK EL-TENINE. The choice of second year FL classes was not done at random; it was for the fact that FL classes are the ones which deal with project in the English module so as to improve their language abilities such as communication in the target language.

I.2.2.Teachers

English language teachers of the first, second and third year at three secondary schools of Maatkas Tizi Ouzou. Fifteen teachers are the total population used to investigate this study. Their experience varies from one another.

For the sake of empirically investigating the issue addressed in our research, we have opted for questionnaires and classroom observation as data collection instruments. The questionnaires were distributed for sixty English language learners of second year and fifteen teachers of English language. Also, a classroom observation took place from March 6. 2016 to March 17 and from April, 10 to April 21.We have observed three English language teachers. Due to the time limitations, we have managed to conduct only twelve (12) observations instead of eighteen (18).

I.3.Questionnaire

Generally speaking, the questionnaire is a data collection tool that is used to collect information about particular issues from a target group in a short period of time. As Brown (2001) defines a questionnaire as any written tool that contains a series of questions and

statements which the respondents answer either using their own words or choosing answers from those they are provided with.

I. 3.1.Description of Pupils' Questionnaire

The questionnaire is administered to sixty (60) pupils of second year of the three secondary schools of Maatkas enrolled in the field of foreign languages stream. It aims at finding out whether projects work helps them to promote their autonomy. The structure of the questionnaire is a mixture of close-ended questions and open ended ones where the participants have to tick in the appropriate answer box. The questionnaire is composed of seventeen (17) questions and it consists of two sections. The questionnaire is developed according to the theoretical framework.

I.3.2.Description of Teachers Questionnaire

Teachers' questionnaire aims at checking whether teachers contribute to foster learner autonomy through doing project work. A questionnaire is distributed to fifteen (15) Teachers of English of three secondary schools of Maatkas. The questionnaire is made of eighteen (18) questions which are divided into three categories; close ended questions which contain answers from which the respondents can choose; and open indeed questions where teachers are asked to give their answers.

I.4.Classroom Observation

The second research technique that the study uses is classroom observation relying on our theoretical framework. In fact, the classroom observation allows verifying whether project work helps to foster learners' autonomy by noticing if this experience goes with the characteristics of project work described in Legutke and Thomas (1991) . In our investigation we use classroom observation by developing a checklist of eight (08) items to be observed, the items are related to characteristics of PW. The observations were conducted in three

different secondary schools of Maatkas. Three (03) English language teachers accepted to attend their classes. These teachers work in secondary schools LaadlaniAmar, Mouzarin Said and Nouveau lycée of Souk E Tenine. The observation process took place from March 6. 2016 to March 17 and from April, 10 to April 21. Due to time limitations, we have managed to conduct only twelve (12) observations instead of eighteen (18).

The classroom observation is important for our topic. In this sense, Cohen (1997) argues that behaviours such as exercise of autonomy are easily observed or more observed using classroom observation (cited in Bassou 2008).

II. Procedures of Data Analysis

II.1. Statistical Package for Social Sciences (SPSS)

For the sake of the analysis of the quantitative data collected through questionnaires, the obtained data are interpreted by means of a computer program labelled the statistical package for social sciences (SPSS). It is a tool used in social sciences in order to describe the statistical analysis. In other words, SPSS is a system commonly used in the social sciences which analyses data from almost any type of file; e.g. numeric, binary, date. The results can be transformed into tables, charts, diagrams and histograms.

II.2. Qualitative Content Analysis

Qualitative content analysis (QCA) is a procedure that is used by qualitative researchers to analyze the data. In this study, it is used to describe and interpret open ended questions of the questionnaires and classroom observation .As argued by Zoltan(2007:24) *"qualitative research involves data collection procedures that results primarily in open ended non numerical data which is then analyzed primarily by non statistical method"*.

Conclusion

This chapter has shed light on the research design of the study. It has presented the data collection procedures which are the questionnaire for both teachers and pupils and classroom observation. It has described the data analysis procedures which consist of SPSS for the analysis of quantitative data and QCA for the interpretation of the open ended questions of the questionnaire as well as the classroom observation. The results obtained from these procedures will show whether pupils develop their autonomy through project work.

Chapter 3: Presentation of the Findings

Introduction

This chapter is empirical. It presents the results obtained from sixty (60) questionnaires administered to second year English language learners in three different secondary schools of Maâtkas.Also, fifteen (15) questionnaires distributed to English language teachers in addition to Classroom observation done in the aforementioned secondary schools. The aim of this chapter is to show whether second year English language learners of secondary schools of Maâtkas develop their autonomy through doing project work. The findings are presented by percentages and displayed in bar charts, sectors and tables. This chapter is organised into three sections. The first section is devoted to the presentation of the findings of pupils questionnaire, the second section deals with presentation of the results obtained from teachers questionnaire, whereas the third section reports the results from the classroom observation that deals in secondary schools of Maatkas.

I. Presentation of the Results of the Pupils' Questionnaire

I.1. Results of Section One: Project as a Process

The first section of the questionnaire is about project as a process, i.e the way pupils prepare for the project.

Q01: "Do you prepare project work?"
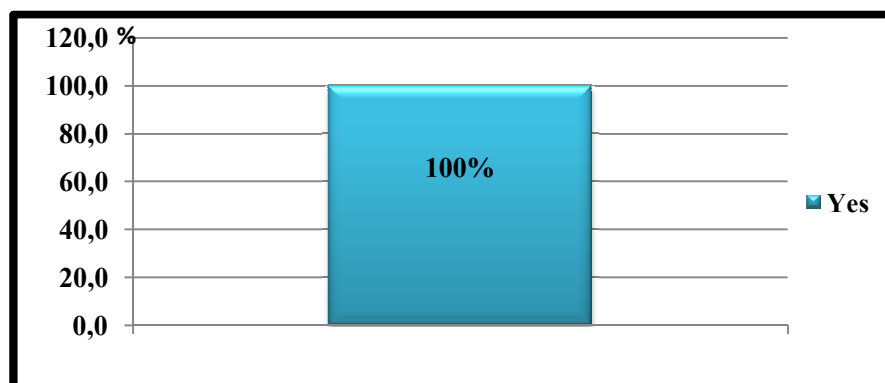
Diagram 01: Project Assignment

As highlighted in diagram 1,the entire participants (100%) confirm that they do project work.

Q02: "You prepare the project:"
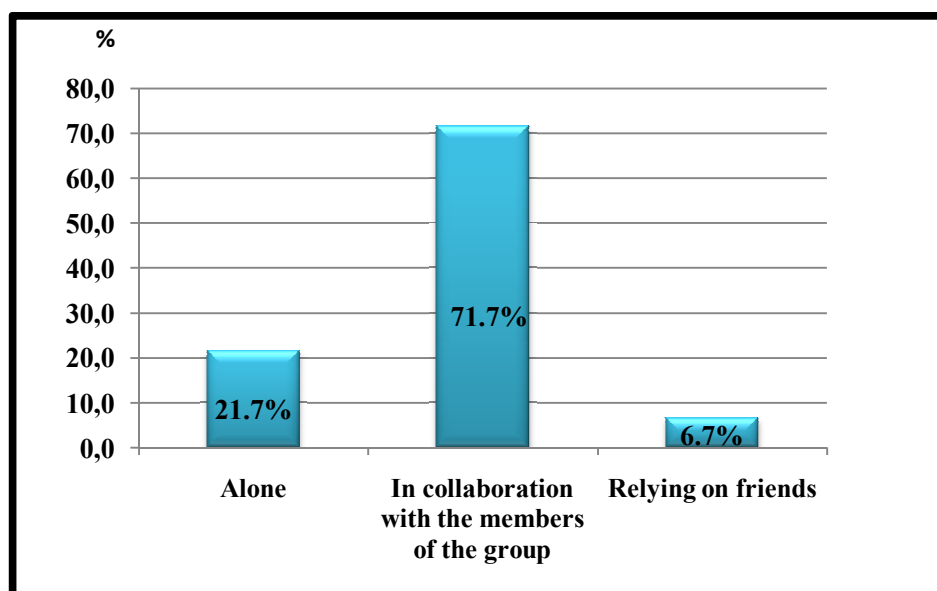
Diagram 02: The Way Learners perform Project Work

As the participants are asked about how they prepare the project, the diagram indicates that the majority of respondents that corresponds to (71.7%) tend to do project in collaboration with the members of the group". While (21.7%) claim that they prepare the project "alone" and only (6.7%) rely on their friends.

Q03: "What do you use to collect information for the assigned project?"
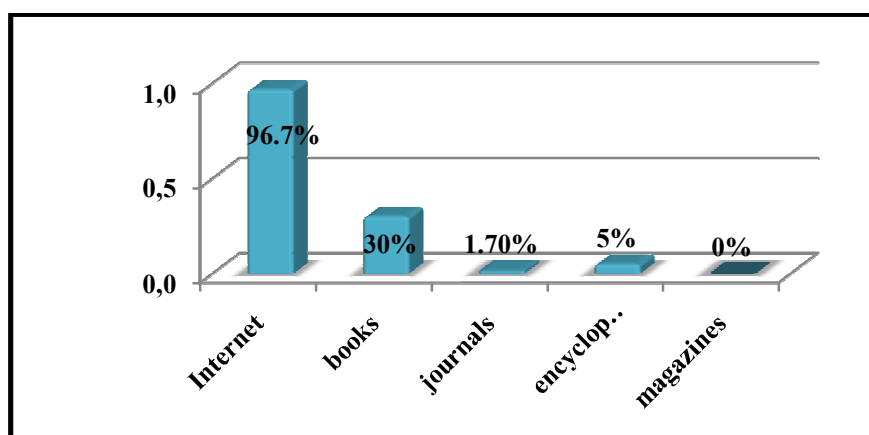
Diagram 03: Source of Information for the Assigned Project

The diagram represents a multi choice diagram to figure out the different sources that learners use to seek for information for their research. From the diagram above, we notice that "Internet" with(96.7%) is the source that learners make use of each time, "books" represents 30% , "journals"(1.70%,) then come "encyclopedias" with (5%) in the last position "magazines"(0%).

Q04: When you collect information for your assigned project:
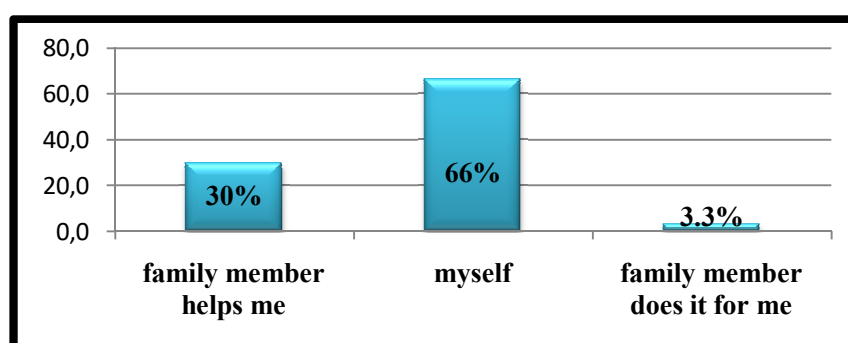
Diagram 04: Learners' Involvement in Doing the Project at Home

As underscored in the bar chart above, the majority of the participants (66%) do their research "alone", (30%) of them receives help from family members whereas (3.3%) of the respondents say that they rely on a member of their family to do everything for them.

Q05: "Do you go to cyber space to gather information for your project?"
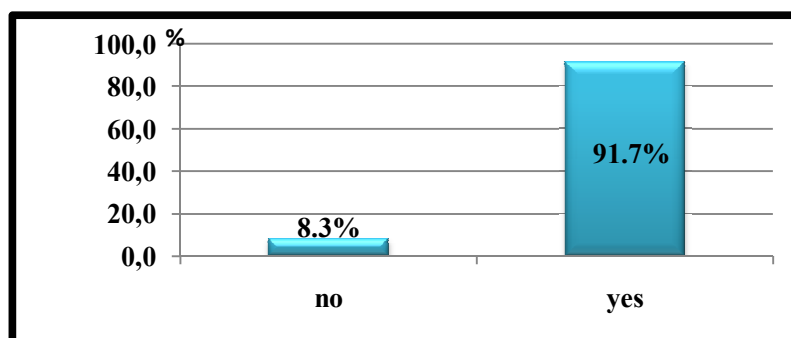
Diagram 05: Pupils Online Information Gathering

The bar chart above shows that 91.7% of the participants do go to cyber space's to collect information for the assigned project, whereas 8.3% recognize not to do.

Q06: "If yes, how do you make the research?"

    a.   I do it myself

    b.   The cyberspace owner helps me to do the research

    c.   The cyberspace owner do the research for me
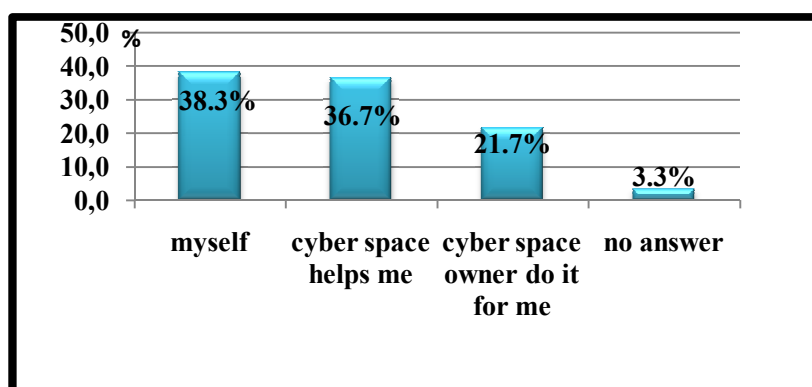
Diagram 06: Learners' Involvement in Doing the Research Using the

Internet

The results gathered in question(6) show that 38.3% of the respondents who go to the cyber spaces do research themselves, 36.7% get help by the cyber space owner, whereas

21.7% rely completely on the cyber space owner to do it for them, and 3.3% didn't answer to this question.

Q07: "Does your teacher help you while preparing the project?"
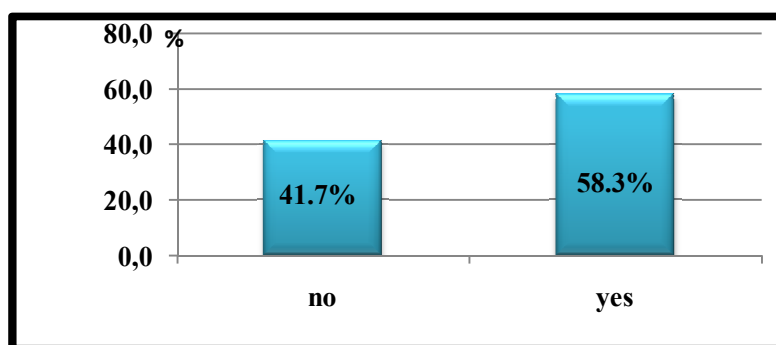
Diagram 07: Teacher's Help in Doing the Project

The bar chart above demonstrates that 58.3% of learners say that teachers help them while preparing the project and 41.7% do not help them in this process.

Q08: "If yes, how?"

Categories	Answers	Percentages
Teachers gives us Key ideas	20	33.33%
Teachers provide us with references	10	16.66%
Teachers give us the outline to follow	5	8.33%
Total	35	58.32%

Table 01: The Way Teachers Help Pupils in the Process of the Project

The aim of this question is to know the way teachers help their pupils to do the project. Different answers were provided; some of them declare that teacher gives them with the key ideas about the topic. Yet, others say that they provide them with the references related to the research. Giving the outline to follow was another answer from the respondents.

Q09: "Do you reformulate or summarize the information you get in your own words?"
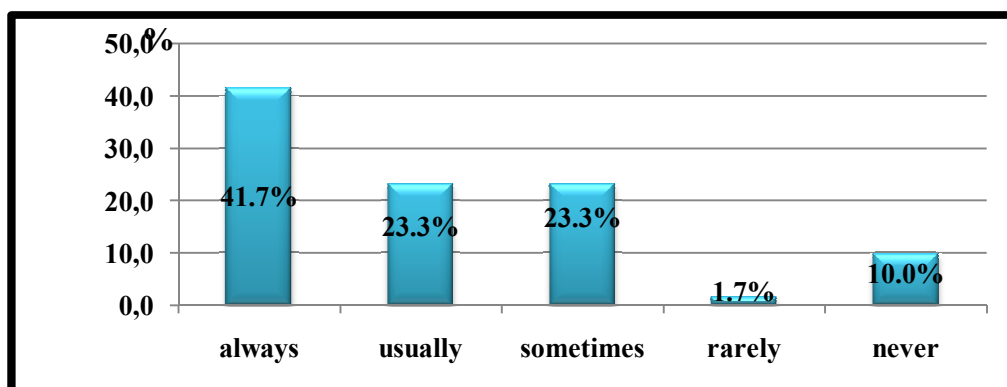
Diagram 08: Learners' Treatment of the Information

As underscored in the diagram above, 41.7% of the participants use to summarize and reformulate the information gathered for their research, 23.3% do it usually, 23.3% do it but sometimes, while 1.7% rarely summarize and reformulate the data, 10% of them never do it.

I.2. The Result of Section Two: Project as product

Q10: "Do you present the work once finished?"
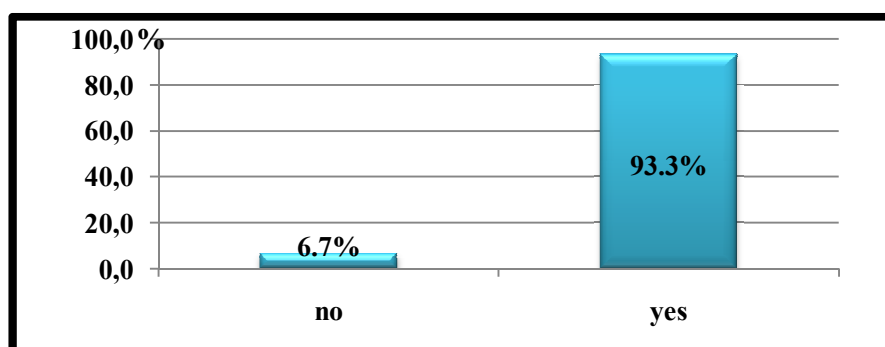
Diagram 09: Project Presentation

The results of this question reveal that the majority of the learners; that is, 93.3% present their work once finished. A small group of the participants 6.7% do not present the project.

Q11: "When you present the project, you make use of":

    a.   Data show

    b.   Pictures

    c.   Video recordings

    d.   Others
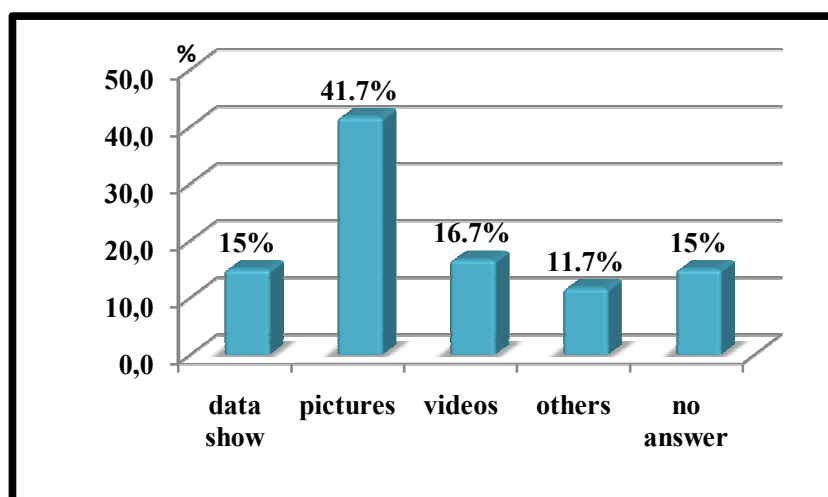
Diagram10: Materials Used in the Presentation of the Project

    The collected data shows that the majority of pupils which stands for 41.7% use "picture" as a material in their presentation, 16.7% use "video recordings", 15% use "data show" and 11.7 % bring others materials. 15% of the respondents have not answered this question.

Q12:"Do you look for the meaning of the new words?"
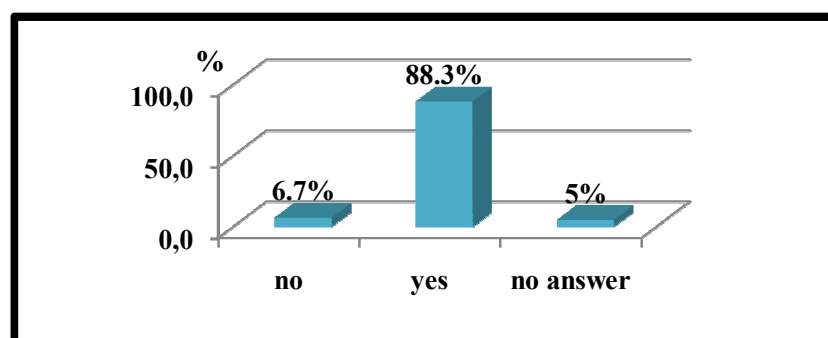
Diagram 11: Looking for the New Words

32

The diagram above shows that 88.3% of the participants look at the pronunciation of the new words encountered in their research, whereas 6.7% do not. 5% of the respondents didn't provide an answer to this question.

Q13: "when you present the project

   a.   You read from the paper

   b.   You speak spontaneously
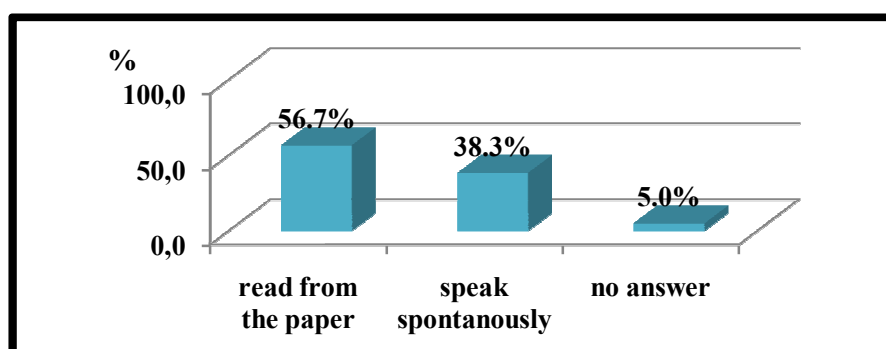
Diagram 12: The way of presenting the project

As underscored in the diagram above, 56.7% of the participants read from the paper when presenting the project, however 38.3% speak spontaneously. 5% of the pupils have not answered the question.

Q14: "Does the experience of project work help you to overcome some linguistic problems?"
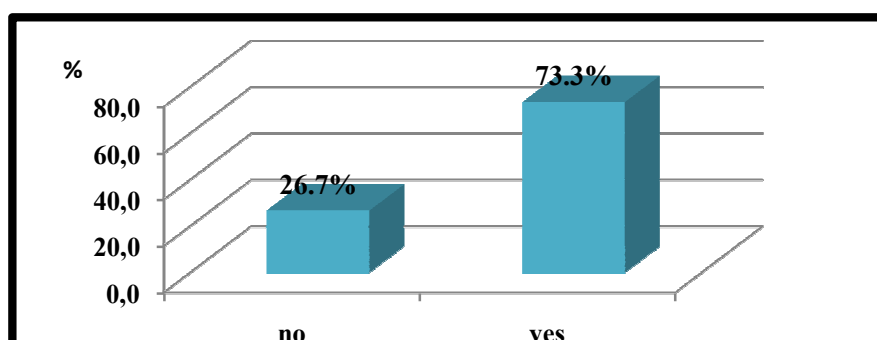
Diagram 13: Benefits of the Experience of Performing Project Work

As indicated in diagram (17), the majority of the pupils; that is, 73.3% confirm that doing project helps them to overcome some linguistic problems, while 26.7% say that the experience does not overcome some linguistic problems.

Q15: "Do you feel any improvement in your Oral, written as well as communication skills?"
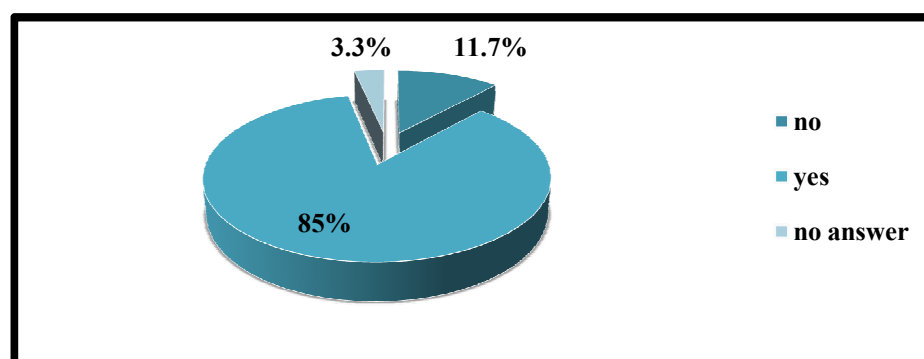
Diagram 14: Pupils improvement in their oral written and communication skill

As presented in diagram (14), 85% of the informants feel improvement in their oral, written as well as communication skills, but 11.7% of them do not see any improvement. Unfortunately 3.3% of the respondents have not answered this question.

Q16: "In situations where you are obstructed, do you try to overcome your limitations or do you give up and wait for the teacher?"

Categories	Answers	Percentages
I try to overcome the situation alone	22	36.66%
I try but sometimes I need teachers' help	27	45%
I wait for the teacher	11	18.33%
Total	60	100%

Table 02: Pupils'Reaction Towards an Obstructed Situation

The majority of the respondents try to overcome their limitation but sometimes they need teachers' help, whereas the other claim that they try alone to overcome the situation whenever they are blocked and only few of them wait for the teacher to help them.

Q17: "How do you find the experience of performing presentations in front of your classmates?"

Categories	Answers	Percentages
Interesting	47	78.33%
Not interesting	13	21.66%
Total	60	100%

Table 03: Pupils' Attitudes Towards the Oral Presentation

As indicated above, from the answers gathered from the 60 participants, we notice that the majority of the participant found the experience of presenting orally the project interesting and fruitful. However, the minority of them found it not interesting and difficult.

Q18: Presenting project has a great impact on your learning experience and independence.
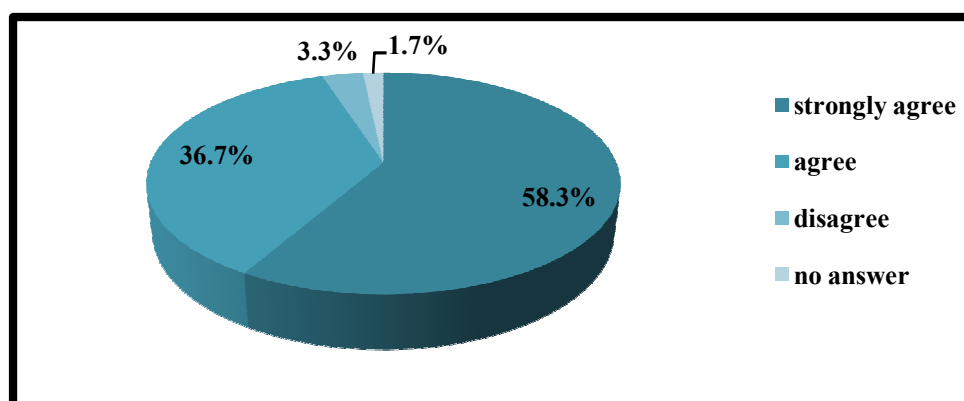
Diagram 15: The Impact of Presenting Project on Learners

The results gathered in question 18 shows that the majority of respondents 58.3% and 36.7% confirm that presenting project has an impact on their learning experience and independence, however 3.3 % disconfirm it. 1.7% has not provided answer to the question.

II. Presentation of the Results of Teachers' Questionnaire

Q01. Do you think that the project works included in the syllabus help students to be autonomous and independent learners?
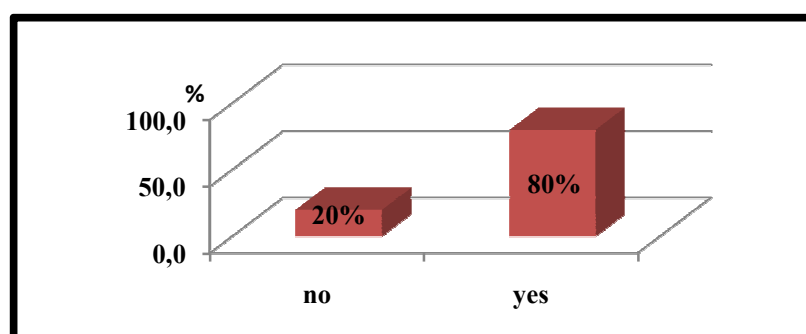
Diagram16: Teachers Attitudes Towards the Project Included in the Syllabus

The diagram above represents the attitudes of the teachers towards the projects included in the syllabus. It shows that the majority of teachers (80%) have a positive attitude towards those projects while 20% of the teachers think that project included in the syllabus do not help learners to be independent and autonomous.

Q02: Do you ask pupils to do the project:

a. Individually
b. In pairs
c. In groups
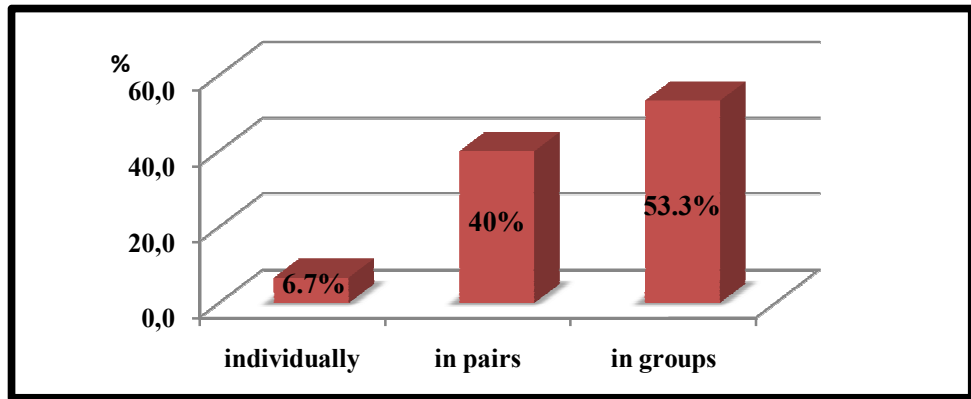
Diagram17: The Way of Doing Project

The results mentioned in the diagram above demonstrate that 53.3% of the teachers ask their pupils to work in groups (collaboratively) while doing the project, 40% of them ask them to do it in pairs whereas 6.7% of the teachers ask their pupils to do the project individually.

Q03: Do you give your learners opportunity or freedom to choose the topic of the project?
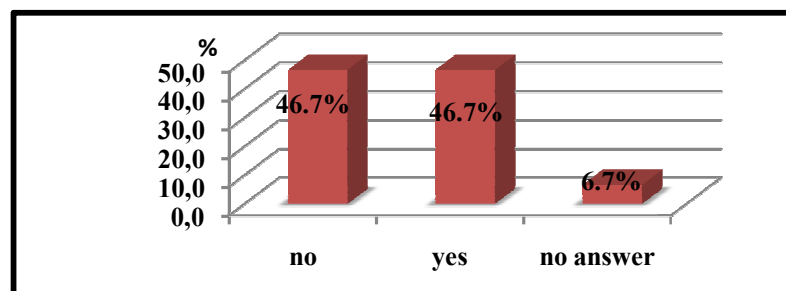
Diagram 18: Freedom to Choose the Topic of the Project

As understood in the bar chart above , 46.7% of the teachers do not give the opportunity to the learners to choose the topic and 46.7% of them give the freedom to their learners to choose alone the topic of their research. 6.7% of the teachers have not provided any answer to the question.

Q04: How are the groups formed?
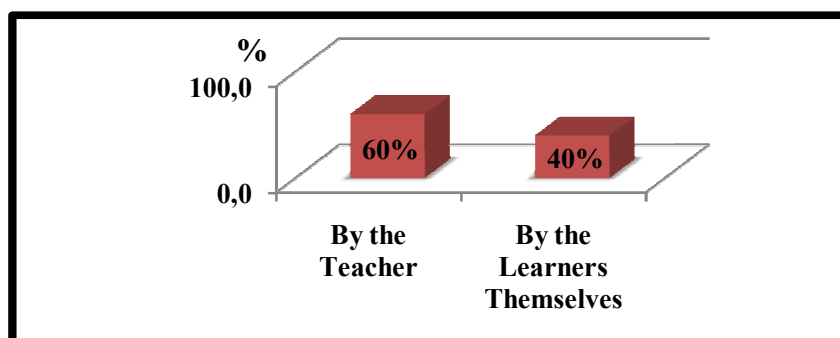
Diagram19: The Group Formation

As understood in the diagram above, the majority of the groups are formed by the teachers and 40% of the teacher let the responsibility to their pupils to form their groups.

Q05: How do you divide the work?
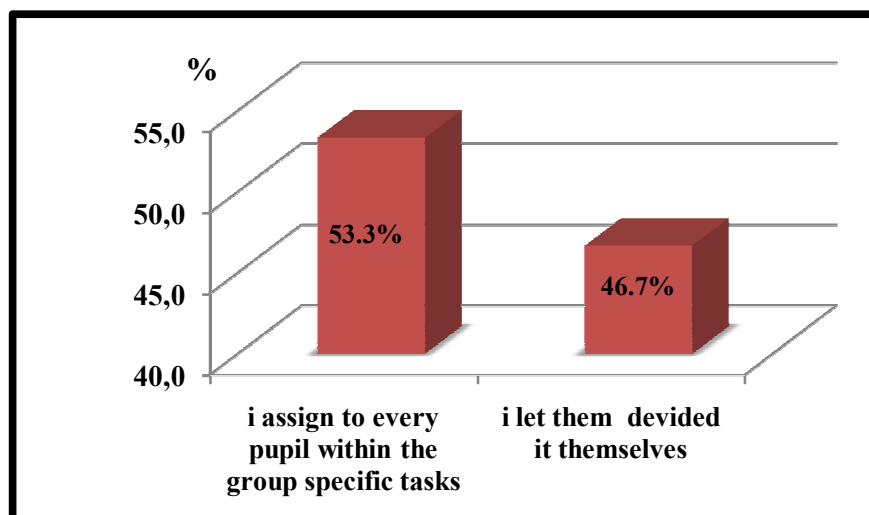
Diagram 20: The Division of the Work by the Teacher

As understood in the diagram above, 53.3% of the teachers assign to every pupil within the group a specific task and 46.7% give responsibility to the learners to divide the tasks themselves.

Q06: Do you give the learner the evaluation grid to follow or to correct their works?
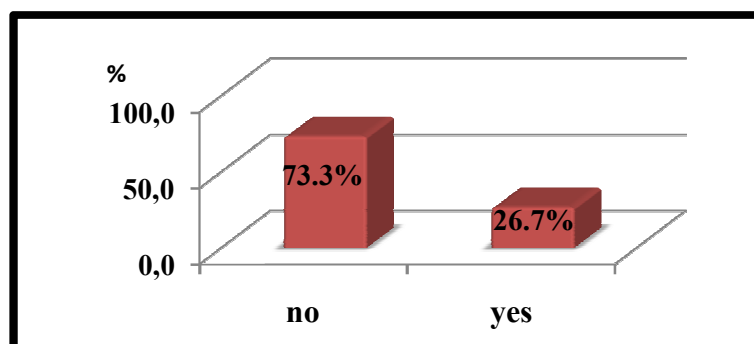
Diagram 21: The Project Evaluation Grid

The diagram above shows that the majority of the teachers 73.3% do not give an evaluation grid to their pupils, while 26.7% of them give the opportunity to their pupils to evaluate themselves.

Q07: what interest you most?
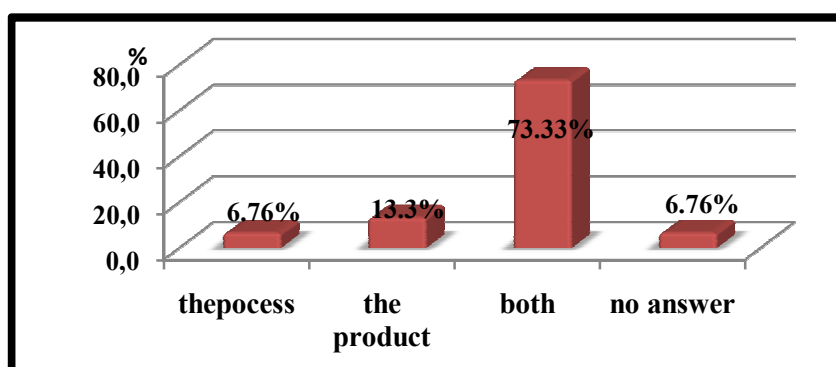
Diagram 22: Teachers' Conception on the Project

The presented diagram demonstrates that the process that interest teacher, 73.3% of them interest for both, the project as a process and as a product while 13.3% are interested on the product, 6.7 on the process. 6.7% of teachers have not provided answers.

Q08: Justify your answers of the above question.

Categories	answers	percentages
Process helps me to follow the progression Of the work.	1	6.76%
Product helps me to assess the information gathered Thus the product as the final work.	2	13.33%
Process and product are both important since it helps the Teacher to remind learners about the work and to follow Its progression and at the end the product permits the Teacher to evaluate the project.	11	73.33%
Total	**14**	**93.42%**

Table 04: Justification of Teachers' Interest

The table illustrates the teacher's conceptions on the project work. The majority of teachers 73.33% assert that *"process and product are both important since it helps the teacher to remind learners about the work and to follow its progression and at the end the product permits the teacher to evaluate the project."*Others13.33% hold that *"product helps me to assess the information gathered thus the product as a final work".*6.7% of the teachers affirmed that *"process helps me to follow the progression of the work."*

Q09: Do you ask learners to present the project orally?
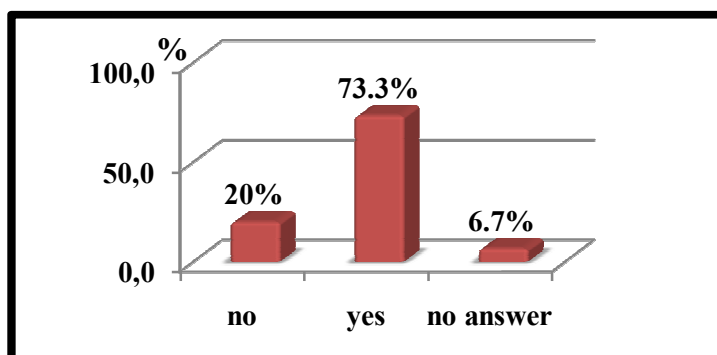
Diagram 23: Oral Presentation of the Project

The diagram above demonstrates that the majority of the teachers ask their pupils to perform their works orally, 20% do not ask for the oral presentation. 6.7% of the participants have not responded.

Q10: do you feel that your learners are responsible and confident when presenting their works?
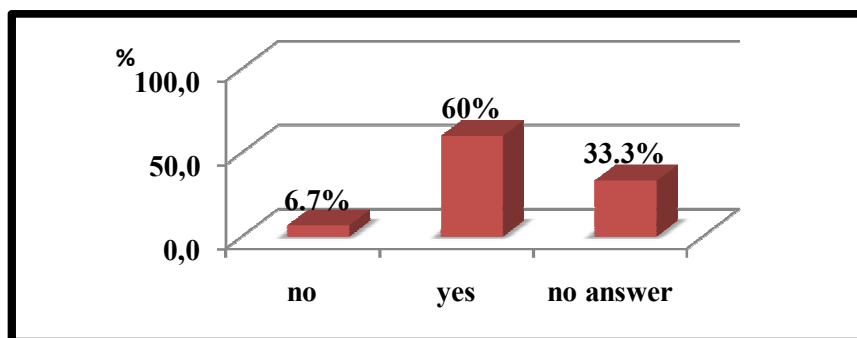
Diagram 24: Teachers' Attitude Towards their Pupils

The results above show that 60% of the teachers feel their pupils are confident and responsible when presenting their works orally, whereas 6.7% don't feel them responsible. 33.3% of the respondents have not answered.

Q11: Does your role when assigning projects consist of that of:

    a. Facilitator
    b. Manager
    c. Guide
    d. Researcher
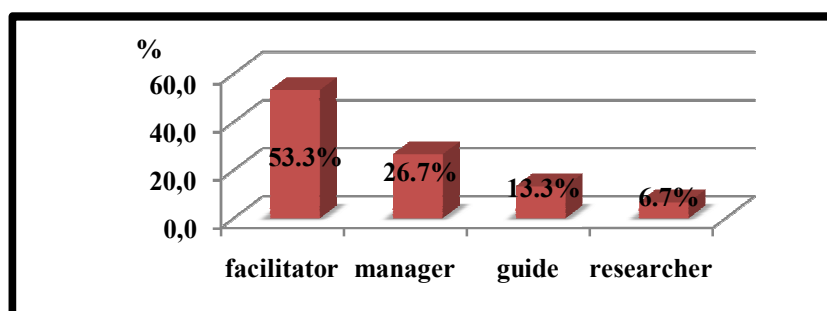
Diagram 25: The Role of the Teacher

The above diagram indicates that (53.3%) of teachers act as facilitators,(26.7%) act as managers,(13.3) their roles consist of a guides and(6.7) of them are researchers.

Q12: Is there any interaction between the pupils while presenting?
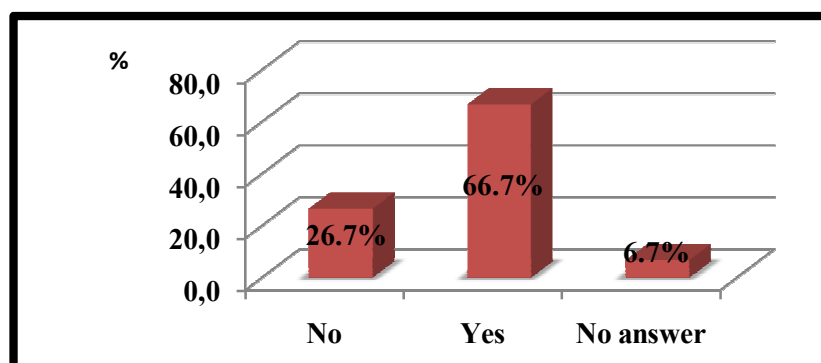
Diagram 26: The Interaction between Pupils while Presenting Project Work

The above diagram indicates that the majority of the teachers 66.7% reveal that there is interaction between their pupils. 26.7% affirm that their pupils do not interact between them whereas 6.7% of the respondents have not answered.

Q13: Does project work give you opportunity to develop learners' autonomy?
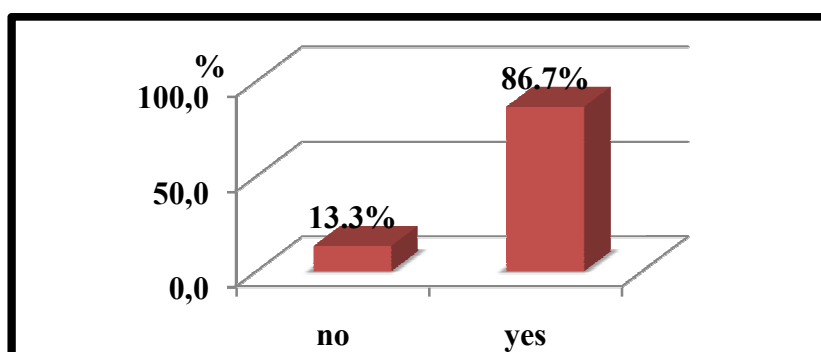
Diagram 27: The Development of Learners' Autonomy through Project Work

The diagram above shows that the majority of the respondents (86.7%) find that project work develops learner's autonomy, but the other participants 13.3% says that PW does not develop learner autonomy.

Q14: If yes, how does Project Work give the Opportunity to Develop Learner Autonomy?

Categories	Answers	Percentages
Doing PW motivates learners to work collaboratively And do research by themselves	4	26.66 %
Having the opportunity to plan, organize, present and do their research alone	3	20 %
Make learners discover new language points and knowledge that are not included in the syllabus	6	40 %
Total	13	88.66 %

Table 05: The Role of Project Work in Developing Learner Autonomy

The results highlighted in the table above show that the majority of the respondents, that is 40% point out that project work" *makes learners to discover new language points and knowledge that are not included in the syllabus"*. Other participants 26.66% stated that*" doing project work motivates learners to work collaboratively and do a research by themselves"*.20% of them assert that project work*" gives the opportunity to plan, organize, present and do the research alone."*

III.Results of the Classroom Observation

Observed Items	G 01	G 02	G 03	G 04	G 05	G 06	G 07	G 08	G 09	G 10	G 11	G 12
Pupils prepare project collaboratively	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Topics' Project are derived from real life context	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Pupils choose the topic by themselves	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Pupils interact with their classmates		✔	✔	✔			✔		✔	✔		✔
Pupils and teachers assume various roles	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Pupils speak spontaneously when presenting their work	✔	✔		✔		✔	✔	✔		✔	✔	
Pupils read from the shift of the paper their work			✔		✔				✔			✔
Teacher evaluate the project at the end	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Conclusion

This chapter presented the results obtained from the questionnaires answered by Second year English language learners schools of Maâtkas and English teachers as well as a classroom observation. The results were represented in terms of bar chart, sectors and tables. The tools we used allow us to gather a considerable amount of data that will be clarified and interpreted in the following chapter.

Chapter 4: Discussion of the Findings

Introduction

This chapter is devoted to the discussion of the findings of our research obtained from the two research tools: the questionnaire and the classroom observation that were used to collect data in order to provide answers to the research questions asked in the introduction. The results are interpreted in relation to the literature presented in the first chapter. This chapter is divided into two parts; the first part is devoted to discussing both teachers and pupils' questionnaires whereas the second part is designed to discuss the results obtained from the classroom observation.

I. Discussion of Results of Pupils and Teachers' Questionnaires

I.1. Pupils Preparation of Project Work

From the results displayed in the previous chapter, it appears that pupils of secondary schools of Maatkas Tizi Ouzou prepare PW. In fact, the results show that all the participants (100%) affirm that they do PW (see diagram 01). In addition, to the results obtained from teachers' questionnaire (see diagram17), we notice that the majority of the teachers (53.3%) ask their pupils to do their project in groups. Considering that working in groups is one of the important characteristics of PW provided by Legutke and Thomas (1991), "*Project work requires cooperative abilities of small groups*". It means that PW is more effective when learners cooperate with each other.According to the results mentioned in the previous chapter; we notice that all the participants do PW. It means that both teachers and pupils are aware of importance of PW which creates a warm atmosphere inside and outside the classroom. This technique gives the opportunity to share and exchange ideas between the members of the group.

I.2. The Role of Project work in Developing Learners Autonomy

Learner's autonomy is the ability to take responsibilities over their learning process. It is manifested through interaction, self confidence, as well as the freedom to choose the topic.

The interaction between pupils presented in the classroom. In fact, interaction between learners is developed thanks to PW while working collaboratively. The collaboration and autonomy are highly related to the basis of the results, it is noticed that pupils do their projects in collaboration with others. This means that pupils are highly encouraged to demonstrate their responsibilities and capacities since they have the opportunities to work with others. In this context, Adela and Ina (2011:13) say '*Interaction in the classroom directly influences the learners' learning process"* .Thus, interaction is one of the crucial aspects which develops learner's autonomy as mentioned in Bensons' social version of autonomy where he emphases the importance of interaction between members of the group in order to develop their abilities to participate in the construction of their knowledge. Thus, to enhance their autonomy in learning process. As it is noticed in the results, 66.7% of teachers affirm that there is interaction between the groups who present the work and their classmates. Concerning pupil's questionnaire, 85% of them assert that they improve their oral and communication skills through project work which shows that there is interaction between them.

As regards self confidence, it is a fundamental aspect of learner's autonomy. The findings show that the majority of teachers claim that PW raises self confidence and responsibility in their learners, especially while presenting their work (See diagram 24).Also The majority of the learners (see table 03) say that the experience of performing PW is interesting. Indeed, one of the participants declares: "*PW is an interesting task since it allows us get self confidence"*. This idea was stressed by Benson and Voller (1997) in psychological version of learner autonomy (see review chapter).

45

Another point which helps learners to be autonomous is the one associated to the political version provided by Benson (2001) where, he stresses the importance of making decision in the learning process. Giving learners the choice or the freedom to choose the topic on which they are going to work, planning their projects and decide on the content to include in the project is an essential element to develop their autonomy. As declared by Balçikanli(2010:91) *"....to contribute to the development of learner autonomy in language classrooms, it is vital that students be involved in making decision about their own leaning"* (Balçiklan, 2010:91). In addition, Skehan (1998) says that learners should be active agents in project planning such as the choice of the topic in order to enhance their autonomy. In the case of the second year English language learners of Maatkas Tizi-ouzou, the results indicate that (46.7%) of teachers give the opportunity to their pupils to choose the topic of their PW and the same result (46.7%) of them do not provide their learners with the choice of their work.

The majority of teachers (80%) have positive attitudes towards the PWs' included in the syllabus arguing that the topics are derived from real- life contexts such as internet technology and television what motivate pupils to discover new knowledge and push them to do the research. In contrast, a minority of teachers have a negative attitude towards projects arguing that pupils use plagiarism from the Internet. This factor, according to these teachers, hinders pupils from developing their self -reliance and responsibility, thus autonomy. According to the results obtained from pupils' questionnaire, (41.7%) of the participants do not copy and paste from the internet. They always try to summarize the information in their own words. From these findings, we can say learners who reformulate the data have high level in English language.

Teachers agree that PW helps the development of learner's autonomy due to the fact that learners take a part and charge on the process of learning. One of the participants says:

"Project work, enables learners to develop their autonomy by making their own research, using their own way in gathering, organizing and presenting the final product". Another one adds *"Through the Project Work the learners discover new concepts and language points that are not included in the syllabus"*. The data collected from teachers' questionnaire have shown that (86.66%) of the participants affirm that PW is a technique which helps the development of learner autonomy.

I.3.The Role of the Teacher

Autonomous learning does not mean to get rid of the teacher but the role of the teacher in the classroom is still vital as s/he facilitates, guides and advises his/her learners to accomplish their process of learning in a successful and effective way. The saying goes: *"you can bring the horse to water but you cannot make him drink"*. Besides, CBA favours discovery learning, in that the teacher facilitates the way of learning rather than transmitting knowledge to learners as he used to do in the previous methods. From the reformation of the curricula, there was a shift from teacher- based to learner based or what is called learner centeredness there was the appearance of PW which was based on the principles of constructivism. In fact, the role of both teachers and learners has changed. The teacher helps learners to be more responsible and autonomous. The results obtained from our research indicate that teachers and learners exchange various roles. The majority of teachers (53.3%) act as facilitators see diagram (25). From the aforementioned results, we understand that the balance has shifted from the teacher as the authority of the classroom to the teacher as a facilitator; helps and guides his pupils and the learner as the key agent in the learning process that takes an active role rather than a passive one. In this sense, Galileo affirmed the importance of autonomy saying *"You cannot teach a man anything; you can help him find it within himself."*(Cited in Benson 2001). Chieko (2010:135) puts: *"to foster autonomy, there is a need to adopt a somewhat non-traditional teaching style, often described as a facilitator*

*styl*e" .Besides, the results obtained from the second year English language learners of Maatkas show that teachers guide and provide their pupils with help. This is clear in diagram (7) which indicates that the majority (58.3%) of the teachers help their learners by providing them with key ideas, whereas others give them the outline to follow (see table 01).These results go with the findings of Bassou Abedrahmane (2008) who found that project work develops autonomy focusing on the role of the teacher in the learning process. Besides, teachers help their learners in the classroom by giving them only the key ideas to develop their research. This point confirms what has been said on the teacher in an autonomous classroom whose role consists of that of an orchestra leader who just guides and facilitates the way to his learners learn that success in learning depends as much on the pupils as on the teacher. Moreover, constructivist views affirm that the learning process should be constructed by learners themselves rather than by the teacher in order to develop their language autonomy.

The necessity of the teachers' help for their learners is deduced from the results shown in the table (02) where the majority of the pupils affirm their need of the teacher to overcome obstructed situations when presenting their works. In this sense, one of the participants declares: "*I always try to resolve my problems but sometimes i need teachers' help*". Another one says: "*teacher helps me to overcome the obstructed situation*". From the two cases, we deduce that to be autonomous doesn't mean that you don't need the teacher at all. As declared by Chieko (2010:135) "*people can develop autonomy through experience with the teachers' help as an adviser*". According to the findings obtained from teachers' questionnaire, we notice that the majority of them help their pupils to divide their works and assign to each group a specific task to do and only the minority of them let their pupils divide their work alone. Still in this result, teachers' help is important which confirms what has been said in the review of the literature about the teachers' help in a classroom which encourages autonomy.

I.4. Skills Development through Project Work

I.4.1. During the Process

Project Work helps learner to develop important and different skills that pave the way toward autonomy in language learning. That is to say, during, the learning process, learners learn how to be responsible through working in groups (collaboratively) which helps them to improve their social skill through the interactive action within the group. The point which is stressed by social constructivism is that learning is a social activity developed by learners through group work and interaction with others; their cognitive abilities will be developed through searching for information using different sources and means to collect data as well as to discover new vocabulary and to solve their language problems already encountered. The results obtained from pupils' questionnaire have shown that (88.3%) of the participants look for the meaning of the new words encountered during their research. Moreover, their computing skill will be developed through the effective use of the internet to accomplish their works. In this regard Fragoulis (2009:114) puts: "*.....their computer skills improved, mainly, the ability to use the internet to search for information"*. Internet in nowadays is a means the most used by many pupils because it provides them with a lot of information in a short period of time .unlike the others, sources such as books, journals, magazines and encyclopaedias which are less used but they still necessary and preferable for some pupils. In our case, the data gathered from the questionnaire distributed for pupils, internet took the highest position with (97.6%) as a source of information.

The findings show that only (38, 3%) of the informants rely on themselves to make the research. According to the aforementioned results, we understand that only pupils that have the abilities to use the computer who do the research by themselves. In addition, pupils use books and journals to search for the information, which make them able to develop their cognitive abilities. Moreover, during the process of the realisation of the project, pupils

improve their language skills especially writing. The results gathered about this fact show that (41.7%) of the respondents use to summarize and reformulate the data collected to the work in their own words.

Furthermore, Project work develops an interesting skill towards learner's autonomy which is critical thinking, since it pushes learners to think altogether with the group members about how to plan, organize and manage the work, where to collect the data and which information will fit their needs; then, it encourages the learners to be able to take decision and to determine the method and materials such as data show, pictures videos recording. This kind of leaning makes learners able to develop a kind of autonomy that is suggested by Littlewood (1999) which is called "Proactive autonomy". It means that learners determine their objectives, materials, techniques and evaluate what they have acquired.

I.4.2.The Final Product

The final product which consists of the project accomplished by the learners (final work) is a crucial step in the work. In this step several skills that pave the way to the learner autonomy can be improved. Presenting the project in front of their classmates and their teacher in the target language allows the learners to acquire self confidence, a sense of responsibility, communicative abilities and interaction skill.

The data collected demonstrate that 73.3% of the teachers ask for learners to present their work. Presenting the work is a veritable experience to develop their speaking. The data gathered about this fact show that the majority of pupils (95%) affirm that presenting project work has an impact on the improvement of English language and independence. Benson and Voller in their psychological version of autonomy say that autonomy is the ability that allows learners to be responsible in their learning process. In the case of second year English Language learners of Maatkas Tizi Ouzou, we notice from the results presented in the

diagram (24) that the majority of teachers (60%) feel their pupils are confident and responsible while presenting their works, a point that promotes autonomy. In contrast, (6.7%) do not feel them confident and responsible, whereas (33.3%) of teachers have not answered.

Furthermore, interaction is an aspect of social constructivism that has brought PW as a strategy to develop learner autonomy through creating an atmosphere where learners interact meaningfully between the group members and their classmates while presenting the work. That is to say, exchange, share ideas, communicates between the classmates and teacher. Without interaction in the class pupils cannot develop their communication skill .As a result their learning autonomously will be hindered since they are incapable to speak independently in front of an audience. Littlewood (1999) puts in this sense: *"Learners cannot be prepared for communication unless their classroom experiences, too, include forms of interaction in which they participate autonomously to the development of the discourse"* (cited in Bassou, 2007: 124). On the same point, the majority of the teachers declare that there is interaction in their classes. The data gathered from the pupils' questionnaire show that after the accomplishment of the project work, the majority of the informants feel improvements in their oral, as well as communication skills.

The process and the product are two steps in the realisation of the project work. Actually, the data obtained from teachers' questionnaire show that the majority of the participants (73.3%) give more importance to both process and product. One of the respondents argues that "I *pay attention to the process because it helps me to follow, to assess the evolution of the work and Ialso pay attention to the product to assess the information gathered by the pupils"*.

While (13.3%) of the respondents are interested in the product and (6.76%) give importance to the process. In addition, (6.76%) of teachers have not provided answers. From these findings, we conclude that teachers are interested in the project

II. Classroom Observation

The second data collection tool we used in our research is classroom observation. Twelve (12) attendances have been assured with three foreign language classes of three different secondary schools of Maatkas Tizi ouzou. The use of this tool is very beneficial to our study. It helps us to confirm or refute the research hypotheses, since it permitted us to observe the data in a natural setting. The observations scheme or checklist we have used contains (8) items. In this section, we are going to discuss the results in a detailed manner.

Encouraging doing project work in collaboration with others is an important aspect which has a great impact on the language learning process. Indeed, Legutke and Thomas (1991) emphasize the importance of working in groups which call for social interaction and independence so as to reach autonomous learning. On the basis of the results, it is noticed that the twelve (12) groups do the project work collaboratively; in each group there was four or five members .This means that teachers encourage learners working in collaboration with others. This result confirms the once obtained from pupils' questionnaire. Working in groups calls for social interaction and independence so as to reach autonomous learning. Moreover, we notice that all the topics presented by the different groups are derived from real life context; topics are not exclusively academic but derived from the learners' everyday life such as technology, television, internet, social network "face book". This makes learners more motivated and willing to do the research then give them the opportunity to present interesting themes and express their opinions about it. Indeed, these everyday life topics help pupils to acquire the knowledge they need and encounter in real life situations. Then, a clear interaction between the majority of groups is noticed from these results (G02, G03, G04, G07 G09, G10, G11, G12) and their classmates including sometimes the teacher who asks questions or guides the group in order to create interactional situations in his classroom. Indeed the teachers tried to involve everybody by asking questions to those who do not participate and create

interaction among them by comparing their answers. This reflects the principle of constructivism, that is, the learners are given the opportunity to construct argument and discuss. This allows pupils to feel free to express themselves and, then helps them to create an interactional atmosphere which brings other skills such as critical thinking, self confidence and independence, especially when there are contradictory views, From the observations, we notice that foreign languages classes are not overloaded classes; it gives much time for pupils to present their work.

Another aspect was observed in the different classes, we notice the exchange of roles between the teacher and the group who present the work. In all the presentations observed, the teacher takes the role of facilitator who intervenes rarely and asks questions at the end in order to create an environment where learners feel their responsibility over their own work in order to push them toward autonomy. However, there were some members in different groups who have difficulties to take the floor to speak or interact with others. Generally, we deduced that the majority of the group members assume different roles as well as the teachers.

Speaking spontaneously in the front of the audience and keeping an eye contact with them is an important behavior which shows to classmates and teacher a self confidence, and a sense of responsibility toward the task performed, these behaviors will attract them to listen and react .The majority of the groups (G1, G2, G4, G6, G07, G08, G10, and G11) speak spontaneously with the use of different materials such as groups (G03, G05, G09, and G12) who speak spontaneously with the use of different materials such as pictures, data show and sometimes video recording that attract the attention of their classmates. They ask questions, and respond to their mates' feedback. At the end of the presentation they respond to the the questions asked by both the teacher and classmates by providing different explanations which help them to improve their speaking as well as communication in English language. The

result confirm that majority e of the informants (85%) of them feel improvement in the oral as well as communication skills. These results disconfirm the results of pupil's questionnaire.

As regards the seventh item; this relates to reading their work from the papers. From the observations we have conducted with foreign language classes in three secondary schools of Maatkas Tizi ouzou, we observed only the minority of pupils (04 groups) who read from the shift of papers.

As regards the last item observed which consists on the way the teacher evaluates the work at the end of the presentation, we notice that the teacher gives the same mark to the whole group. This way, the teacher uses to mark the learners is interesting because it encourages and helps to develop collaborative works and pushes each of the member to give his best in the work. That is to say, make each member feel himself responsible toward the group to which he belongs; the teacher pushes the learners to help one another to realize something collaboratively in order to share the same objectives. The use of different sources of information and materials has an impact on the teacher evaluation of the work. Hence, this way of evaluating PW can contribute to the development of learners' autonomy.

Conclusion

This section permitted us to interpret the results of teachers and pupils' questionnaire as well as classroom observation concerning developing learner' autonomy in the Algerian secondary school through project based approach to language learning. The discussion of the gathered data from the questionnaires and classroom observation answer the research questions stated in the general introduction and confirm the first hypothesis which claims that EFL pupils in Algerian secondary schools of Maatkas prepare project. Concerning the third hypothesis, project work helps EFL learners to develop autonomy to some extent only. This hypothesis is conformed but only at certain degree.

General Conclusion

General conclusion

Learner autonomy is an important area of research that has been given a deserved importance by researchers, psychologists and educators .It is a goal of modern education.

This study has investigated the development of learners' autonomy in the Algerian secondary school through the project – based approach to language learning. The study aimed at cheeking whether autonomy in language learning is developed through project work in Algerian English language classes. It has taken second year English learners in secondary schools of Maatkas as a case to carry out the study.

To investigate such an issue, the study has raised the following research questions:

Q1- Do the Algerian EFL pupils in Secondary schools of Maatkas actually prepare project work?

Q2- To what extent does project work help EFL learners to develop autonomy?

To bring an answer to the advanced research questions, it relied on Benson and Voller (1997) theory of learner autonomy and Legutke and Thomas (1991) characteristics of project work as theories basis.Additionally, it adopts a mixed methods research combining between quantitative and qualitative procedures for both data collection and data analysis. The study relied on twelve observations that took place from March6.2016 to March 17 and from April10.to April21.Moreover, another type of the data was drawn from a questionnaire administered to sixty English learners of secondary schools of Maatkas and fifteen English language teachers. The quantitative data emerged from the questionnaire were processed usig computer software known as SPSS.Whereas the qualitative data emerged from the open-ended questions of both of the questionnaire and classroom observation were analysed through Qualitative Content Analysis (QCAThe study has attempted to shed light on the project work as a technique that encourages learner centred process and its effectiveness to

develop learner autonomy. In the first chapter we have highlighted the different literatures related to learner autonomy and project work.

The discussions of both the results of the questionnaires and classroom observation have provided the answers to the research questions advanced in the study. Our research has revealed that Algerian pupils enrolled in the field of foreign languages in secondary schools of Maatkas actually prepare projects. Also, the findings show that EFL learners are autonomous when preparing project work but at certain degree only.

As a final point, the study is significant because we believe that the implementation of project work in the field of language learning is very important for developing learners' independence and self confidence .It permits them to express and share their thoughts in the front of their classmates. Consequently, teachers need to provide the opportunity for learners to collaborate with each others in interactional situations, in which all the learners will have the chance to participate and communicate in the target language in order to develop their autonomy. We hope that the results we have reached through this empirical investigation will open opportunities for further research in this area of study.

Bibliography

Bibliography

● Adela.Tand Ína,S. (2011) *Learner Autonomy Theoretical and Practical Information for Language Tachers.*Haskoli Islands.

● Aimeur, R. (2011) *Project-Based Learning in Algeian Secondary School Syllabuses and Textbooks.* University of Tizi Ouzou.

● Balçikanli,C.(2010) *Learner Autonomy in Language Learning* :*Students Teachers' Beliefs.*Austalian Journal of Teacher Education,35(1).Retrived on April 7,2016 from http://dx.doi.org/10.14221/ajte.2010v35n1.8.

● Bassou,A.(2008) *Fostring Learner Autonomy Through Collaborative Projects*: The Case Study of First Year Secondary School Pupils (LITERARY STREAM) Retrieved on March, 2 2016 from http://www.sciencedirect.com.www.sndl1.arn.dz

● Benson, P. (2001) *Teaching and Researching Autonomy in Language Learning.* Longman, Harlow.

● Benson,P. And Voller,P. (1997) *Autonomy and Independence in Language Learning*, London, Addison Wesly_Longman LTD.

● Brown,J.D .(2001) *Using Surveys in Language Programs.* Cambridge: Cambridge University Press.

● Brown, J-G and Alder, R.PQ. (2008) Mind on Fire: open education the Long Tail and Learning 2.0.Educ Review, 43(1). 63-32

● Chieko,O. (2010*) Promoting Autonomy in the Language Class - How Autonomy Can Be Applied in the Language Class*- No10. 125-136

● Claudia,P. and María, C.F.A. (2004) *Promoting Autonomy Through Project Work.* Íkala, revista de lenguaje y cultura, vol. 9, núm. 15, 205-230. Retrieved on March,6 2016 from http://www.Jstore.com

● Dickinson,L. (1987) *Self Instruction in Language Learning*. Cambridge University Press.

Retrieved on june, 10 2016 from http://www.m.applij.oxfordjournals.org/content/12/1/107

● Docking,R. (1994) *Competency-Based Curricula*-The Big Picture, Prospective, 8-17.

● Fodil, M.S. (2005) To Which Extent Could C.B.A. Represent an Alternative to Failure in Education. In: Fodil et al. (eds.) *Competency-Based Approach: State of the Art and Perspectives*, Tizi-Ouzou 6-7 March. Mouloud Mammeri University of Tizi-Ouzou, 36-43.-

● Fragoulis,L.(2009) *Project-Based Learning in the Teaching of English as a Foreign Language in Greek Primary Schools* :*From Theory to Practice* ,in English Language Teaching,vol.2, .°3,113-119.

● John,L. (2007) *The Student-Centered Classroom*. Cambridge University Press

● John,D. (1938) *Experience and Education*. Retrieved on december,8 2015 from http://ruby.fgcu.edu/courses/ndemers/colloquium/experieceducationdewey.pdf

● Jeffries, C. (1990) A-Z of Open Learning. National extension college: trust,UK

● Haines, H. (1989) *Projects*. Thomas and sons Limited.

● Holec,H.(1981*) Autonomy in Foreign Language Learning*.Oxford :Pergamon.(Reprint ;First Published 1979),Stansbourg :Council of Europe.

● Glaserfled,E.V .(1989) *Constuction in Education*.In : T .Hussen & T.N.Postlethwait,[eds] (1989) The International Encyclopidia of Education, Supplement Vol .1.Oxford / New York :Perganon   Press ,162-163 .Retrived   on   May   10,2016   from http://www.Univie.ac.at/constuctivism/EVG/.

● Legutke,M.and Thomas,H. (1991) *Process and Experience in the Language Classroom*. London, New York: Longman.

● Little, D. (1991) *Learner Autonomy: Definitions, Issues and Problems*. Dublin:Authentik Retrieved on February, 13 20016 from http://www.researchgate.net/pubilcation/259874253

● Little, D., J. Ridley & E.Ushioda. (2002) *Towards Greater Learner Autonomy in the Foreign Language classroom.*(Report on a research- and- development project)1997-20 Dublin Authentic

● Littlewood,W.(199) *Defining and Developing Autonomy in East Asian Contexts*. Applied linguistics 20 /1:71-94.oxford: Oxford University Press.

● Nunan,D. (1996) *Towards autonomous learning*:*Some Theoritical,Empirical and Practical Issues.*InR.pemberton,et al [Eds.],Taking Control: Autonomy in Language Learning.pp.13-26.Hong Kong University Press.

● Nunan.D. (2003) *Nine Steps to Learner Autonomy*, In Nunan,[Ed].Practical English Language Teaching.New York.McGraw Hill.

Available from http://www.jstore.com accessed on March,6 2016

● Nunan, D. (2004) *Task-Based Language Teaching*, Cambridge: Cambridge University Press

● Papandreou, A. (1994) *An Application of the Project Approach to EFL*.Forum32, 3, pp41.

● Piaget,J. (1977) *The Developement of Thought :Equilibration of Cognitive Structers.*(A.Rosin,Trans).New York :The Viking Press.

● Richards,J.C. and Rodgers,T.S. (2001) *Approaches and Methods in Language Teaching: A Description and Analysis*.Cambridge.CUP.

● Skehan,P. (1998) *A Cognitive Approach to Language Learning*,Cambrige:Cambridge University Press

● Sinclair,B. (1999) *The Teacher as Learner*: *Developing Autonomy in an Iteractive language Environement* Retrieved on March 3 ,2016 from

http://www.nottingham.ac.uk/shared_cartecp/pdfs/teachers_as_learners.pdf

● Shanghais,Y.(2012),*Teachers' Roles in Autonomous Learning*.Vol.3,no.2,557-562.Retrived on March 3 ,2016 from http://dx.doi.org/10.5296/Jsr.v3i2.2860

● Sckmenk,B. (2005) *Globalizing Learner Autonomy*.TESOL Quarterly 39/1:107-118 Retrieved on june,3 2016 from http://www.jstor.or

● Ur, P. (1996) *Acourse in Language Teaching* :Practice and Theory.Cambidge : Cambidge University Press.

● Wenden, A. (1998) *Learner Strategies for Learner Autonomy* UK, Prentice Hall.

● Zoltan, D.(2007) *Research Methods in Applied Linguistics*: Qualitative and Mixed Methodologies. Oxford. Oxford University Press.

Appendices

Appendix 1: Questionnaire for Pupils

Questionnaire for Pupils

This questionnaire is part of a research study that revolves around **developing learners' autonomy in EFL context within project based approach to language learning**. Thus, you are kindly requested to answer the following set of questions. Your answers will be treated anonymously, so please provide sincere responses.

Please put a cross (×) in the appropriate box to indicate your answers.

Thank you in advance for your collaboration

SECTION 1: Project as a process

Q01- Do you prepare projects work?

    a. Yes ☐

    b. No ☐

Q02- you prepare the project:

    a. Alone ☐

    b. in collaboration with the members of the group ☐

    c. you rely on your friend to do everything ☐

Q03- What do you use to collect information for the assigned project?

    a. Internet ☐

    b. Encyclopedias ☐

    c. Books ☐

    d. Journals ☐

    e. Magazines ☐

Q04- When I collect information for my assigned project:

    a. A member of my family helps me ☐

    b. I do it myself ☐

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

Q05- Do you go to the cyber space to gather information for your project?

    a. Yes   ☐

    b. No   ☐

Q06- If yes, how do you make the research?

    a. I do it myself   ☐

    b. The cyberspace owner helps me to do the research   ☐

    c. The cyber space owner do the research for me   ☐

Q07- does your teacher helps you while preparing the project?

    a. Yes   ☐

    b. No   ☐

Q08: If yes, how deos your teacher help you to prepare the project?

Q09- Do you reformulate or summarize the information you get in your own words?

    a. always   ☐

    b. usually   ☐

    c. sometimes   ☐

    d. Rarely   ☐

    e. Never   ☐

SECTION 2: Project as a product (the final product)

Q10 - Do you present the work once finished?

    a. Yes   ☐

    b. No   ☐

Q10- When you present the project, you make use of:

    a. data show   ☐

    b. pictures   ☐

    c. Videos recording   ☐

    d. others   ☐

Q12- Do you look for the meaning of the new words?

  a. Yes   ☐

  b. No   ☐

Q13- When you present the project;

  a. you Read from the paper   ☐
  b. I speak spontaneously   ☐

Q14- Does the experience of project work help you to overcome some linguistics problems?

  a. Yes   ☐
  b. No   ☐

Q15- Do you feel any improvement in your oral, written as well as communication skills?

  a. Yes   ☐
  b. No   ☐

Q16- In situation where you are obstructed, do you try to overcome your limitations or do you give up and wait for the teacher?

  ………………………………………………………………………………….

  …………………………………………………………………………………

Q17- How did you find the experience of performing presentations in front of your classmates?

  …………………………………………………………………………………

  ……………………………………………………………………………….

Q18: presenting project has a great impact on your learning experience and

independence**.**

    a. Strongly agree   ☐

    b. Agree   ☐

    c. Strongly disagree   ☐

    d. disagree   ☐

Thank you for taking time to respond.

*Appendix 3: Classroom Observation*

Questionnaire for teachers

This questionnaire is part of a research study that revolves around **developing learners' autonomy in EFL context within project based approach to language learning**. Thus, you are kindly requested to answer the following set of questions. Your answers will be treated anonymously, so please provide sincere responses.

Please put a cross (×) in the appropriate box to indicate your answers.

Thank you in advance for the collaboration

Q01- Do you think that the project works included in the syllabus help students to be autonomous and independent learners?

    a. Yes   ☐

    b. No   ☐

    Why?………………………………………………………………………………
………………………………………………………………………………………….

Q02- Do you ask students to do the project,

    a. Individually   ☐

    b. In pairs   ☐

    c. In groups   ☐

Q03- Do you give your learners opportunity or freedom to choose the topic of the project?

    a. Yes   ☐

    b. No   ☐

Q04- How are the groups formed?

    a. by the teacher ☐

    b. by the learners themselves ☐

Q05- How do you divide the work?

    a. I assign to every pupil within the group specific tasks ☐

    b. I let them divide it themselves ☐

Q06-Do you give the learner the evaluation grid to follow or to correct their works?

    a. Yes ☐

    b. No ☐

Q07-What interest you most?

    a. The project as a process ☐

    b. The project as a product (the final product) ☐

    c. both ☐

Q08: Justify your answer of the above question..

....

Q09-Do you ask learners to present the project orally?

    a. Yes ☐

    b. No ☐

Q10- Do you feel your learners responsible and confident when presenting the works?

    a. Yes ☐

    b. No ☐

Q11-Does your role when assigning projects consist of that of:

    a. Facilitator ☐

    b. Manager ☐

    c. Guide ☐

    d. researcher ☐

Q12-Is there any interaction between the students while presenting?

a. Yes ☐
b. No ☐
c. Sometimes ☐

Q16-Learners improve their language abilities through project work.

a. Agree
b. Partly agree ☐
c. Disagree ☐

Q17- Does project work give you the opportunity to develop learners' autonomy?

a. Yes
b. No

If yes,

how?..

....

Thank you for taking the time to respond

Appendix 2: Questionnaire for Teachers

Classroom observation

Observed Items	G 01	G 02	G 03	G 04	G 05	G 06	G 07	G 08	G 09	G 10	G 11	G 12
Pupils prepare project collaboratively												
Topics' Project are derived from reallife context												
Pupils choose the topic by themselves												
Pupils interact with their classmates												
Pupils and teachers assume various roles												
Pupils read their work from the paper												
Pupils speak spontaneously when presenting their work												
Teacher evaluate the project at the end												