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**Title:**

## Enhancing Students' Speaking Skill Through the Use of Project Work:

## The Case of Third Year Secondary School EFL Students in Tizi-Ouzou.

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# Dedication

To my beloved family:

My father Said and my Mother djouhar

To my lovely brothers: Nourdinne, Razik, and Mouhamed

My Sisters: Djamila, Malika, Farida, Houria, Samia.

To my beloved grandmother Tassadit, my aunts hayet and Souhila

To my uncles mouhouch and nourdinne for their helps

To my nephews and nieces

To all my friends.

*Fatiha*

It gives me an immense pleasure to dedicate my dissertation to my adorable and affectionate parents "Mohammed" and "Sadia".

I am eternally grateful for my beloved husband "Harrouche Smail" and my little girl "YASMINE".

I also dedicate this work to my sisters:" Zahia", "Hakima" and "Kamelia".and to the little girls: "Mariem" and "Maya".

My brothers: "Yacine" and "Karim". Without forgetting my adorable brother "Rachid" May GOD bless you in his large heaven

In addition, to my closest friends.

*FAZIA*

# Acknowledgements

# Abstract

*The present work is concerned with the development of the speaking skill through project work. It attempts to discover the role of project work integrated in <u>New Prospects</u> secondary school third year EFL textbook in improving students' speaking ability since the primary aim of learning any foreign language is to use it in communication. The research is conducted in both secondary schools of "Djebla" in Ouaguenoun and "Moussaoui Mouhamed" in Ait Yahia Moussa in the wilaya of Tizi-ouzou (Algeria)relying on Stollers' model of project work (1997). Our investigation is based on mixed methods research, which combine both quantitative and qualitative methods. A questionnaire as a research tool is distributed to thirteen students in both schools and ten sessions of classroom observation are conducted for the sake of gathering more data and support of the data collected through the questionnaire relying on a checklist adopted from Penny Ur (1996). SPSS (Statistical Package for Social Sciences) is used for statistical data analysis while Qualitative Content Analysis (QCA) is used to interpret the results of the open-ended questions and classroom observation sessions). Based on the study results, it is concluded that students' speaking skill could be developed through project work, but the projects integrated in <u>New Prospects</u> are meant to develop students' writing skill since the **"Baccalaureate"** exam format is conceived in the written mode.*

# List of Abbreviations

- **CBA:** Competency- Based Approach.

- **EFL:** English Foreign Language.

- **L1:** First Language.

- **PP:** Page.

- **Q :** Question.

- **QCA :** Qualitative Content Analysis.

- **SE3:** Secondary Education, Year Three.

- **SPSS:** Statistical Package for the Social Sciences.

- **TEFL:** Teaching English as a Foreign Language.

- **TL:** Target Language.

- **%:** Percentage.

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**General Introduction**

**Statement of the problem**

In this globalization era, English plays a prominent role in the world where most people use English as a means of communication. In Algeria, English is considered as a foreign language, which has been introduced in educational institutions as an obligatory subject to learn starting from the middle school to university.

In July (2002), Algeria has undertaken a reform of its educational system, this newly educational school reform is grounded in Competency-Based Approach (CBA) by designing new syllabuses and textbooks at different educational levels. This reform mainly seeks to develop learner's autonomy and the mastery of the four language skills: Reading, writing, Listening, and especially speaking.

Unlike traditional approaches to foreign language teaching, which tend to focus on accuracy by teaching discrete grammatical points and vocabulary items, Competency –Based Approach allows both the teacher and the students to concentrate on the communicative use of language and content rather than form. In addition, the integration of Project work in textbooks as in the third year secondary school textbook <u>New Prospects </u>(SE3), learners are led to work cooperatively in groups to enhance their cognitive and social skills.

Project-based learning functions as a bridge between using English in class and using English in real life situations outside of class (Fried-Booth, 1997, quoted in Moss and Van Duzer, 1998. P. 1). According to Stein (1995), It does this by placing learners in situations that require authentic use of language in order to communicate (e.g., being part of a team or interviewing others). When learners work in pairs or in teams, they find they need skills to

plan, organize, negotiate, make their points, and arrive at consent about issues such as what tasks to perform, who will be responsible for the whole group.

Project based learning was introduced into the field of second and foreign language education about three decades ago as a way to reflect the principles of learner-centered teaching (Hedge Tricia, 2000). More recently, it has been considered as an appropriate approach to teaching English as a second or foreign language. Indeed, as the English Language Teaching profession that has come to support the principles of learner-centredness, English language teachers have exploited the tradition of project work (ibid).

There are two kinds of project work used in the classroom; first is "Traditional Project Work". In which pupils at the end of the project choose a leader that can be responsible for the whole group and present the final product; The second is "Cooperative Project Work", in which pupils work and share ideas cooperatively and at the end each one presents his/her share of the workload.

One of the weaknesses, which pupils have in learning English, is speaking ability. Their English speaking ability is still low. This new reform tries to fill this gap by giving the students the opportunity to use English communicatively and sustaining the importance of project work to fit this need.

In educational contexts, the project work should be a pupil-centred activity, not a teacher –centred or syllabus-centred one. The pupils have to understand why they make a project and how it is useful for them. The best way is when they can choose the topic of the project themselves. They usually work in groups, they develop their social skills to cooperate and communicate together by choosing the way of work, and dividing tasks then what is important agree on the final product of the project. The teacher evaluates not only the project itself but also the work of each pupil and his/her contribution to the group.

According to Stoller (1997), there are many reasons why the project work improves the students 'speaking ability. First, project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to students. Second, project work is student-centered, though the teacher plays a major role in offering support and guidance throughout the process. Third, project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way. Fourth, project work culminates in a product (e.g., oral presentation, a poster session, a bulleting board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not only just in the final product but also in the process of working toward the end.

Previous works have dealt with the improvement of either writing, listening or reading skills in <u>New Prospects</u>, but the gap remains in the fact that nobody has investigated whether project work in this textbook improves students' speaking skill or not.

**Research questions and hypotheses**

The present research work is directed by the following research questions:

1. Does project work reinforce third year secondary school learners' speaking/oral skill?

2. If yes, are the projects provided in third year secondary school EFL textbook <u>New Prospects</u> addressing this objective?

The questions asked above need to be answered by referring to these following hypotheses:

Hp1: Project work reinforces learners' speaking skill.

Hp2: Project work does not reinforce learners' speaking skill.

Hp3. Project work in the third year secondary school English textbook <u>New Prospects</u> gives pupils the opportunity to ameliorate their speaking skill.

Hp4.Project work in the third year secondary school textbook does not give pupils the opportunity to ameliorate their speaking skill.

**Aims of the study**

The research work aims to investigate the role of project work in <u>New Prospects</u> in developing pupils' oral skill by using English in real situations either in or outside of the classroom.

**Research Tools and Methodology**

The research work is led through quantitative and qualitative methods. By evaluating the activities in <u>New Prospects</u> and attending classroom sessions to observe the progress of pupils' interaction, with each other and with the teacher and to provide answers to the aforementioned research questions, a questionnaire is addressed to student about project work and the way to improve their speaking ability through the tasks integrated in their textbook. Besides, the analysis of project works integrated in New Prospects relying on Stollers' model (1997).

**Structure of the Dissertation**

This dissertation follows the traditional complex model; it consists of a General Introduction, and four chapters. The first chapter is The Review of the Literature, which consists of different definitions related to the topic of our investigation. The second chapter includes the Research Design, which describes the research tools and the methodology to be used. The third chapter is Presentation of the findings, which presents the findings that are attained from our research. The fourth chapter is Discussion of the finding, and it provides explanations about the findings derived from the investigation. Finally, the work ends with a General Conclusion, which summarizes the most important results obtained from the investigation.

**Introduction**

In Algeria, the global reform movement of the educational system launched in July (2002) laid emphasis on learning to communicate through interaction in the target language since speaking is of a great importance in foreign language learning. This is why Project work has become popular in educational settings and it is hardly to find a school in which project work is not undertaken. In this chapter our aim is to provide definitions of concepts that are related to our topic of research which is the role of project work in enhancing pupils'speaking skills in <u>New Prospects</u> textbook.

**1. Origins of project work**

Projects and project work have become more common nowadays, but they are not new ideas in education. The roots of project work are found in pedagogical references of thinkers of the18<sup>th</sup> and 19<sup>th</sup>centuries like J. J. Rousseau and J.H. Pestalozzi. Jean Jacques Rousseau's thoughts have coherence with current conception of education. Stockton (1920,p.8) argues, *"Rousseau points out that the method of development from childhood to adulthood is through interaction of natural child with his environment. The child is developed through his experience and experience defined as everything that happens to him through his contact with his environment"*.

J. H. Pestalozzi, who is influenced by Rousseau's work, defines education as *"The harmonious development of all the powers and capacities of the human being"* (Stockton, 1920. p.12). Both Rousseau and Pestalozzi consider the child as the Centre of education and they claimthat: *"...education must be with direct reference to the natural development of the whole child, physical, mental, and moral."* (ibid).

At the end of the 19<sup>th</sup> c and at the beginning of 20<sup>th</sup>century the pragmatic philosophy originated in the USA has influenced education. The main representatives ofpragmatic

pedagogy are: J. Dewey and W.H. Kilpatrick. Kilpatrick's essay "The Project Method" (1918) has spelled out the consequences of Dewey's pragmatic study *Democracy and Education* (1916). He has pointed out that, *"learning process is required which not only prepared young people to be responsible citizens, but which mirrored in its very forms of operation an experimental society of cooperating individuals"* (Legutke and Thomas 1991, P.157).

Dewey(1916) believes that *"the school is just a bit of real life, not a place to prepare for life. The aim of education is focused not upon mere knowledge, but upon doing, and more than that, upon efficient social doing-social efficiency"* (Stockton1920, p.40), this means that knowledge is not only acquired through school but also with real interactions between people in a social community.

In contrast to Dewey, Kilpatrick's contribution to the project method should be reflected upon more critically. AlthoughKilpatrick, Dewey's friend, student and later colleague, is the first to delimit the approach and describe it in detail in his essay *"The Project Method"* (1918), he has departed from Dewey's original concept. According to Kilpatrick (1918), a *"real project could be undertaken and regarded as purposeful merely by the child itself, triggered off exclusively by the childs' motivation"* (Knoll,1997).

Kilpatrick's conception contradicts Dewey's model, as it denies any assistance or support by the teacher. Dewey object to Kilpatrick's one sided orientation on the child and emphasizes the relevance of the teacher's role in providing guidance and direction to students. He denotes the project as a "common enterprise" of teacher and pupils rather than only" the enterprise of a child" (Knoll,1997).At the beginning of 20[th]century,thoughts of project method have appeared and influenced the thinking of teachers to turn the tide of teaching and learning language into learning through projects.

## 2. Definitions of Project work

There are various definitions of project work. Haines (1989)states that *"project work is a multi-skill activity focusing on topics or themes rather than on specific language target"* (p.1).

Project work can be defined as *"a learner- oriented activity which can be carried out individually, in pairs or in groups. It can be conducted intensively over a period of time or extended over a few weeks or a semester"*(Stoller,1997).Legutkeand Thomas (1991) view project work as *"a theme and task, centered mode of teaching and learning which results from a joint process of negotiation between all participants"*. This means that project work is a result of a negotiation and finally an agreement on the end product between the group participants.

Based on these definitions, we can conclude that project work is a set of teaching strategies which enable teachers through in-depth studies of real world topics with a great way to have students work together. It helps them also to be highly motivated, feel actively involved in their own learning process, and produce work of a high quality.

## 3. Project based learning

Project- based learning is the use of classroom projects, and it intends to bring about deep learning, where students use technology and inquiry to engage with issues and questions that are relevant to their lives. It is based on constructivist theory which borrows its principles from pragmatic constructivism, cognitive constructivism and social constructivism that constitute the main stands of the constructivist learning theory.

Project –based learning is defined by Fried-Booth (1986) as: *"a valuate means of extending the communicative skills acquired in the classroom by offering language learners opportunities to interact with each other in authentic contexts".*

According to Stoller (1997*)," the value of project work does not lie only in the finaloutcome, but in the process of working towards the end point. Indeed, in Project- based learning focus is put on both the experience of the process and the end- product".*

From these definitions, we can distinguish that PBL helps learners to exercise and develop their cognitive skills both within and beyond the classroom and results in increasing their sense of responsibility and autonomy in learning.

## 4. Project work in the language classroom

Project work in the language classroom is the opportunity for learners to developtheir language skills. It encourages learners to use the foreign language and motivatesthem. Moreover, it develops the learners´ social skills, the ability to cooperate together.

Haines (1989) says, *"in the context of language learning, projects are multi-skillactivities focusing on topics or themes rather than on specific language targets."* (p.1). He adds*"because specific language aims are notprescribed, the learners concentrate on reaching the targets withopportunities to recycle known language and skills in a relatively natural context."* (ibid)

## 5. Types of projects

Projects can differ in the degree to which the teacher and students decide on the nature and sequencing of project-related activities, as demonstrated by the three types of project work proposed by Henry (1994):

- **Structured projects:** they are determined and organized by the teacher in terms of topic, materials, methodology and presentation.

- **Unstructured projects:** these are defined largely by the learners themselves. In other words, the students are free to choose their projects in terms of topic, materials, methodology and presentation. This encourages students' self- autonomy.

- **Semi-Structured projects:** they are defined and organized by both the teacher and the learners. In which the projects are chosen with the cooperation of them in terms oftopic, materials, methodology and presentation. (Henry, 1994 quoted in Stoller, 1997, p.4).

Projects can differ also in data collection techniques and sources of information as demonstrated by the following types suggested by Stoller (1997; p.5):

- **Research projects:** necessitates data collection through library research.

- **Text projects:** they carried out through the encounter with" Texts" (literature, reports, news, media, video and audio material or computer-based information).

- **Correspondence projects:** require communication with individuals to solicit information by means of letters, faxes, phone calls.

- **Survey projects:** entail the creation of a survey and the collection and analysis of data from informants.

- **Encounter projects:** require face-to-face encounter with individuals outside the classroom in order to gather information.

Projects can differ also in the way information is reported. Stoller (1997) identifies three categories:

- **Production projects:** involve the creation of written reports, letters, hand books, brochures. This means that the outcome of this type of projects is a written production.

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- **Performance projects:** can be oral presentations, staged debates, theoretical performances.

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

## 6. Definition of Speaking Skill

Teaching English as a foreign language (TEFL) requires students to learn the fourskills: writing, reading, listening and speaking. This latter aims at developing learners' abilities in producing oral discourse. The term "Speaking" is open to a variety of definitions, *(Bueno, Madrid and Mclaren, 2006, p. 321) state "Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of   English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen"*

Through the quotation cited previously, it appears very clear that speaking is not a simple skill. It is considered as a complex process which needs more experience and practice.The foreign language teachers take a long time trying to develop their students' speaking abilities. As Luama (2004, p.1) argues, "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". Moreover, Tarigan (1990,p.15) describes speaking as the most complicated skill in foreign language learning because of many aspects like its complex grammar, pronunciation, and a large vocabulary.

Furthermore, Nunan (1991, p.39)argues, *«To most people, mastering the art of speaking is the single most important factor of learninga second or foreign language and success is measured in terms of the ability to carry out a conversation in the language"*

In short, speaking is an active or productive skill deserves more attention in both first andforeign language because it reflects people's thought and personalities. In fact, we judgepeople according to their speaking skill. Hedge (2000, p.261) views that speaking as *"Skill by whichthey are judged while first impressions are being formed"*. In addition, speaking is askill whereby others are recognized from what they are saying and how they are thinking.

**6.The characteristics of a successful speaking activity**

According to Ur (1996: 120), *"Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course."* Implementing and developing inappropriate approaches, methods, and techniques in teaching and learning process may create some new problems. The students feel bored with the activities run in the classroom, most of them feel sleepy when the activities running, and finally, their motivation in following the lecturing activities decrease slowly. Ur provides some characteristics of a successful speaking activity:

 ➢ **Learners talk a lot**. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

 ➢ **Participation is even**. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.

 ➢ **Motivation is high**. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

➢ **Language is of an acceptable level**. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

## 7. Learners' Speaking Difficulties

Since speaking skill is regarded as a very complex process, the majority of foreignlanguage students encounter various problems with classroom speaking activities.Ur (1996, p. 121) and other researchers suggest fundamental problems that appear in the speaking class, as follows:

### a. Inhibition

According to Penny Ur speaking is the most difficult skill. It is quite different from the other three skills, reading, listening and writing. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are usually worried in making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. In addition to that speaking requires what is called' real time exposure. Foreignlanguage learners are noticeably inhibited to talk or express their ideas in front of the othersusing the target language (Ur, 1996). That is, inhibition is closely related to students' shyness and fear of making mistakes as well as destructive criticism.

### b. lack of Vocabulary

A good knowledge of vocabulary and a correct mastery of grammar rules are veryimportant to speak a foreign language. In our context, many students show the desire to speakand to participate but unfortunately they fail to present their messages verbally arguing thatthey are unable to find out suitable words to specific topics or have not enough vocabulary intheir linguistic repertoire.

Thronbury (2005, p.22).) states, *"spoken language also has a relatively high proportion of words and expression".* Thus, learning foreign languages requires a great knowledge of its vocabulary, thephenomenon in our EFL classes is that many students often find some difficulties when theytry to express what they want to say because they find themselves struggling their limitedwords and expression.

### c. Lack of Participation

Participation is considered as one of the golden keys during oral sessions since it enhances speaking abilities of learners. According to Harmer (2001), putting learners in group increases their participation, that is, when we make the students work in pair or in group, this increases their talking time and gives them the opportunity to express themselves. Moreover, according to Ur (1996), this phenomenon generally occurs in large classes where the opportunities given to learners to speak are reduced. Many factors prevent students to participate during oral sessions, Thronbury (2005) provides some psychological barriers which make students prefer still silent rather than to speak.

### 3.1. Psychological Barriers

The psychological barriers of EFL students in oral English communication are thepsychological negative emotions that prohibit their performance in English as a foreignlanguage. Students may experience different psychological barriers including lack of self-confidence,anxiety, shyness and fear … etc.

### a. Lack of self -confidence

In many classes, some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate inthe oral tasks. EFL students hardly believe in their skill to speak English or evenfacing their teachers and classmates or simply they have not the confidence in themselves.Thus, lacking self-confidence leads them to say a few words to avoid making mistakesand embarrassment.

### b. Shyness

Shyness is purely psychological problem that EFL student are suffering from. Shynessis the most obstacles that students of English as a foreign language face because they feeluncomfortable to speak in front of their classmates and their teachers. Students often donot participate in EFL classroom in natural manner because of shyness, so they are notable to perform in their tasks and achieve their goals. This will affect obviously theirparticipation and lead them to a low participation or even to none.

### c. Fear of making mistakes

In EFL classes, students cannot express themselves in foreign language and do notparticipate appropriately in the oral lessons for the reason that they are worried about makingmistakes, fearful about public correction. As Ur (2000, p.111) states, *"Learners are often inhibitedabout trying to say things in a foreign language in the classroom, worried about makingmistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."*. Therefore, fear of making mistakes can be considered as another obstacle forstudents' participations.

### d. Anxiety

Anxiety is one of the main handles for many EFL learners. Anxiety is the negativeemotion that created trouble in learning process for the students. Anxious student does not learn well as well as do no communicate effectively in classroom situation. Wrench, Gorham, andVirginia (2009, p.55) support,

> *Students don't communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students don't complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students don't do well in the classroom environment when they are fearful, anxious, apprehensive, or scared.*

Anxiety reveals more than when students try to participate in the classroom, so they feel uncomfortable about speaking English in front of their classmates as Littlewood (1981, p.93)states, "*it is too easy for a foreign language classroom to create inhibition and anxiety*"

**4.Mother-Tongue Use**

This phenomenon occurs in classes where the learners speak the same mother tongue. There is a tendency for them to use it because it is easier, more natural, and safe. According to Harmer (2001), there exist many reasons for the use of L1 amongst which, learners tend to use L1 as an alternative aid to cover their inability to use the TL because of their lack of vocabulary and learners feel at ease when they use it.

**8. Developing speaking skill through project work**

In foreign language learning, speaking skill is considered as the backbone of communication and interaction between language learners. So, project work is the teaching method which has been chosen by many language educators to fill the gap of speaking weaknesses that the learners face in the process of language learning.

When doing project work students are asked to prepare a specific project either the teacher proposes the theme or they choose by their own freely. After being guided by the teacher on how to do it, they will present the end product orally to their classmates in the classroom. The language content of the project work presentations was used to see how well those presentations can help students improve their speaking skill.

Project work makes it possible for students to use language in a meaningful way by recycling vocabulary and grammar forms. While students are engaged in authentic tasks in projects. It is an opportunity for learners to interact and negotiate meaning; improve reading, writing and speaking. Project work in that sense prepare students to use those skills for lifelong learning (Stoller,2006).

## 9. Importance of speaking skill in language learning

Language is an important tool for communication. We communicate with others in order to express our ideas and to know others' ideas as well. Speaking is the primary aim that the majorities of learners want to develop and seek to improve. Ur (1996, p.120) declares that of all the four skills (listening, speaking, reading, writing), speaking seems intuitively the most important, it has often been viewed that the most demanding of the other four skills. For that, we frequent ask the question "Do youspeak English?" to foreign language learners rather than asking them "Do you write inEnglish". The question shows the importance of speaking as skill because mastering this skillmeans mastering other skills. Nazara (2011, p. 29) regard speaking as the most important skill that EFL learners need to acquire and she claims,

> *Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language*

Speaking skill demands to be skilled in the other language skills. Therefore, with speaking, students can improve their writing skill and develop their vocabulary and grammar. In addition, good speaker needs good listener to improve his/her oral-aural skill. For instance, EFL learners can express themselves, argue, give opinions, ask, request and do otherfunctions of language. So far, speaking is very important inside and outside classroom as wellas an effective speaker can gain the attention of the audience and hold it till thecompletion of his message and it is important for career success.AsNunan (1991, p.39) argues, "*To most people, mastering the art of speaking is the single most important factor of learning a second or*

*foreign language and success is measured in terms of the ability to carry out a conversation in the language".*

## 10.The role of the teacher in project work

Although the responsibility for project work is given to the pupils, a teacher's role is very significant. In the project, the teacher is acting as advisor or (consultant) and coordinator, the teacher's role according to Haines (1989, p.4) is as follows:

1)-Initiating role: the teacher decides when it is the suitable time for a project and how long it should last.

2)-During the project:

a)-The teacher is an advisor being prepared to advise and help if the pupils ask for it.

b)-As a referee he is assisting to solve out arguments and differences of opinions.

c)-As a chairperson "from time to time groups will report their activities to the whole class, on these occasions the teacher can take on the role of an objective chairperson".

3)-Finally: when the project is coming to its end, the teacher becomes "an organizer being actively involved in the organization of displays, the final production of written reports". As an evaluator, he encourages the pupils "to evaluate the project work process for themselves" and he should be prepared "to comment honestly on what the students have reached".

## 11.The role of project work in foreign language learning

Fried-Booth (1986) states that there are some advantages of project work which enable students to improve their achievement. First it helps learners to bridge the gap between language study and language use and making them responsible for their own learning. Moreover, it Extends the communicative skills acquired in the classroom and offering the

opportunity of using the language skills already acquired in a situation which is new, challenging and real.

Project work helps increase knowledge in the creative process and their skill in developing their own creativity by taking part in various activities. This lattergives them ideas on how teach English using authentic materials and teaching aids and practicing their knowledge and skills in designing lesson for young learner of English.

Haines (1989) added that project work has an important role in increasing learners' motivation which helps them become personally involved in the project. In addition, all four skills, reading, writing, listening and speaking are integrated.

Furthermore, autonomous learning is promoted as learners become more responsible for their own learning outcomes because at the end learners have an end product. Another important benefit is that authentic tasks and the language input are more authentic which allows learners to use language in real situations. Interpersonal relations are developed through working as a group that means that learners can establish other relations with different community members outside the classroom.

Haines (1989) has also stated that content and methodology can be decided between learners and the teacher and within the group themselves so it is more learner-centered which insures the role of the teacher during the process of preparing the end product or the project outcomes.This makes a break from routine and the chance to do something different which balances the need for fluency and accuracy.

## 12.Analytical framework

The current work aims to depict the extent to which project work is effective in enhancing pupils' speaking skill concerning the English secondary school textbook <u>New Prospects</u>. This leads to adopt Stollers' model of project work (1997) as the theoretical

framework for the study. The main aspect of project works integrated in <u>New Prospects</u> textbook in the way information is reported either "Performance", "Production", or "organizational" projects. This helps to depict whether it helps in enhancing pupils' speaking skill or not.

**Conclusion**

To sum up, we can say that project work appears to be an important step in the direction of the pupils' self-autonomy as well as a way to bridge the gap of the speaking skill weaknesses that inhibit the pupils from being active learners of the target language; moreover, it helps them to possess social and cognitive skills that enable cooperative learning in the classroom.

**Introduction**

This chapter is concerned with the research design of the study that has served to answer the research questions asked in the introduction.

### 1. Research methods

To carry out our research, we have adopted a mixed method that combines qualitative and quantitative research tools for data collection and data analysis, since it ensures credibility and flexibility in collecting and reporting the findings.

Our research is adopted a quantitative and qualitative methods. A questionnaire is addressed to third year secondary school pupils which includes both close-ended (quantitative) and open-ended questions with classroom observation (qualitative), both methodologies are used in order to analyze the data collected. First, quantitative method explains a phenomenon by collecting numerical data that will be analyzed by using a statistical method labelled Social Package for Social Sciences (SPSS). While, qualitative research seeks to answer open ended questions that will be analyzed and interpreted by using Qualitative Content Analysis (QCA).

### 2. Context for the Study and Population Sample

Since it is impossible to involve the whole population in research, we have chosen a sample. According to Lohr, the sample should be representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population. Dornyei (2007) also argues that "The main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation, so as to maximize what we can learn". A sample selected should be representative of the relevant population and has relation with the subjects and events being investigated in order to reach the objectives of the research.

The study takes place in two secondary schools "Moussaoui Mouhamed" in Ait Yahia Moussa and "Djebla" in Ouaguenoun. The total number is (180) students and we have selected randomly 30 of them as a representative sample.

### 3. Procedures of Data Collection

For the aim of collecting data in this research, two ethical procedures as follows; a questionnaire and classroom observation.

### 3.1. The Questionnaire

Questionnaire is a technique for asking questions about someone's feeling, opinion and idea but in non-face-to-face interaction, it is given in the form of written question with available answers in ranged-degree. It is applied to gain participants' responses in certain issues. According to Wilson & MC Lean (1994, cited in Cohen et al., 2007. p.317),"The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher".

The questionnaire comprises two kinds of questions: closed and open-ended questions. In the former, the participants are asked to select the answer from the list that the researcher provides them; but latter, they are asked to answer in their own words (Cohen et al., 2007). For our research a questionnaire has been designed and handed to pupils in the secondary school third year of "Djebla" in Ouaguenoun and "Moussaoui Mohammed" in Ait Yahia Moussa.

### 3.1.1. The students' Questionnaire

A questionnaire is addressed to the pupils of the third year secondary school. It is handed out to a total of thirty (30) pupils. The questionnaire contains twelve (12) items which

consist of open and close-ended questions which attempts to find the pupils' perceptions about the use of project work in their English textbook New Prospects and to which extend project work help them to improve and overcome their difficulties in speaking skill.

### 3.2. Classroom Observation

In addition to the questionnaire, classroom observation is also a useful instrument in gathering data. It supports the data collected and reinforces the data analysis of the questionnaire, and it is an activity of watching and recording action and behavior of research participants.

Classroom observation is defined by Bell. J. (2005, p .184) as "a technique that can often reveals characteristics of groups of individuals which would have been impossible to discover by other means"

In our research, we have dealt with classroom observation over a period of two weeks by attending Ten (10) sessions in Seven (07) classes; from the third to the fourteen of April 2016 by spending three (03) hours per day. The data gathered from this observation is considered as a support for our questionnaire that is previously addressed for the pupils of the same classes.

Our observation was mainly carried out with the support of a checklist that has been prepared before (Appendix 2, p. 78), this latter is suggested by Penny Ur (1996, p.228).

### 3.3. Description of the Algerian English textbook New Prospects

New Prospects (SE 3) is the last of a series of three textbooks designed for the teaching of English to secondary school pupils in Algeria. It complies with the recommendations issued in the official syllabus set down by the Ministry of National Education (2006). It encompasses six (06) units which are as follows :

27

- **Unit One:** Exploring the past.

- **Unit Two:** Ill-Gotten Gains never prosper.

- **Unit Three:** schools: Different and Alike.

- **Unit Four :** Safety First.

- **Unit Five:** It's Giant Leap for Mankind.

- **Unit Six:** We Are a Family.

4. **Procedures of Data Analysis**

In order to answer the research questions, whether project work is integrated in New Prospects enhances students' speaking skill. Several analyses are needed to be conducted. These procedures represent the statistical data and Qualitative Content Analysis (QCA) used to analyze and interpret the data gathered from the student' questionnaire and classroom observation. Since we are using the mixed method approach, our research involves the combination of qualitative and quantitative means of analysis.

To analyze the data collected from the questionnaire, we should analyze both open ended and close ended questions. Thanks to the development of the technological means, on the one hand, close-ended questions (numerical data) are analyzed with the software program designed for the management of the quantitative data called SPSS. On the other hand, open ended questions and classroom observation (qualitative data) are analyzed and interpreted through the use of Quantitative Content Analysis (QCA).

**4.1. Statistical Package for the Social Sciences (SPSS)**

SPSS is a package that is used in social sciences. It is concerned with statistical analysis and representation of the quantitative data, (Landau and Everitt, 2004). The results in this software program are presented in tables, pie charts and histograms.

## 4.2. Qualitative Content Analysis

In order to describe, analyze, and interpret the data collected from the questionnaire more exactly the open ended questions, content analysis is adopted. It is defined by Marring as "a systematic procedures of assignments of categories to portion of text". That is a system used in order to analyze texts. Indeed, QCA is "a research method for subjective interpretation of the content of the text data through systematic classification process coding and identifying themes or patterns" (hsiesh and Shannon, 2005, p. 1278). It means that QCA is a matter of interpreting the meaning of texts. Therefore, QCA allows us to describe, analyze, and interpret the outcomes obtained from the open ended questions.

## Conclusion

This chapter is concerned with the research design for our investigation. It includes the data collection and then data analysis procedures. It is presented as follows: first, research methods which are used to collect data in order to answer our research questions set in the General Introduction and the selection of the population sample. Then, it provides a description of the procedures of data collection which comprise classroom observation and questionnaire for students, including the methods used for the analysis of the gathered data. Indeed, SPSS is used as a statistical technique to provide a percentage of the data obtained through a questionnaire while the Qualitative Content Analysis is used to interpret the open - ended questions of both questionnaire and classroom observation.

**Introduction**

This chapter presents the results reached through the questionnaire addressed to a group of thirty (30) third year secondary school pupils in "Djebla" (Ouaguenoun) and "Moussaoui Mohammed" (Ait Yahia Moussa). It aims at investigating pupils' view about the implementation of project work in <u>New Prospects</u> textbook and its effectiveness in improving their speaking capacity. For the sake of readability and visibility, the results are presented in percentages, showed in tables, pie charts and histograms. This chapter is arranged into two main subsections. The first subsection presents the results of pupils' questionnaire. While the second subsection presents the results obtained from the observation, which have taken place in both secondary schools mentioned before.

**Presentation of the Questionnaire's Results**

**1- Results of the Pupils' Questionnaire**

**Q1: Pupils' Gender**
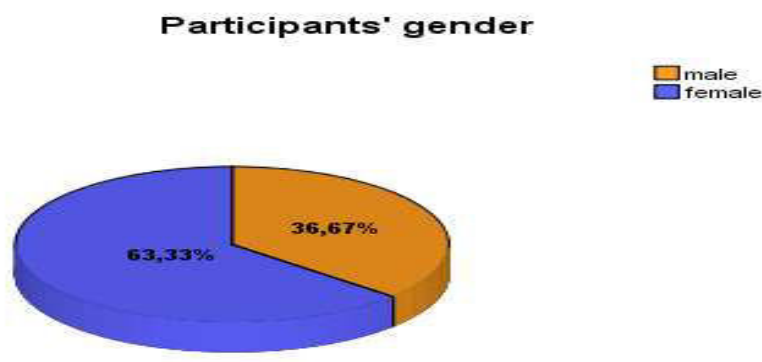


**Diagram 1: Participants' Gender**

The above diagram shows that female participants (63.33%) are numerous than male ones (36.67%).

**Q02: What are the activities incorporated in <u>New Prospects</u> textbook?**



**Diagram 02: Activities incorporated in <u>New Prospects</u> textbook.**

From diagram 03, it appears that (16.67%) of the participants argue that activities in <u>New Prospects</u> textbook should be done individually, while (33.33%) of them state that the activities should be done individually as well as in pairs or in groups (AB). However, the majority of the participants (50.00%) indicate that these activities should be done in pairs or in groups.

**Q03: What kind of project work does your teacher often give you?**
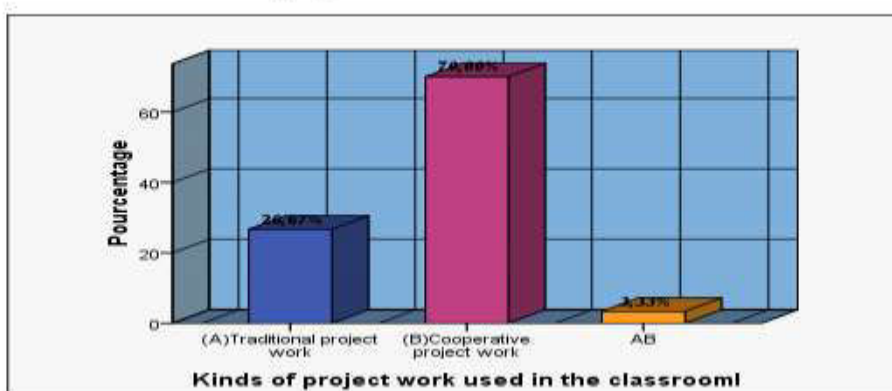


**Diagram 03: Kinds of project work in the classroom.**

In this diagram below, we deduce that the majority of the participants (70.00%) state that their teachers give them opportunity to practise cooperatively by integrating cooperative project work, while (26.67%) of the participants argue that their teachers integrate traditional project

work, (3.33%) of them claim that their teachers vary by using both of them (AB).

**Q04: Do you think that project work is effective in improving your speaking capacity?**

| Options | YES | NO | TOTAL |
|---|---|---|---|
| Number | 29 | 01 | 30 |
| Percentage | 96.7% | 3.3% | 100% |

**Table 01: Effectiveness of project work in improving speaking capacity.**

As it is clearly shown from Table 03, twenty-nine (29) of the participants which make up (96.7%) state that project work is effective to improve their speaking capacity. While, only one (1) participant that make up (3.3%) argues that project work is not effective to improve his/her speaking capacity.

**Q04: justify your answer?**

Most of the pupils' responses based on opinion that project work is effective for improving their speaking capacity, since it involves interaction in the classroom and it is a chance to practise their speaking skill; another justification is that it enriches their vocabulary by learning new words (pronunciation, word choice). Some of the participants have not provide any justification, and only one participant refutes the effectiveness of project work in improving his/her speaking ability without any justification.

**Q05: How does your teacher encourage you to improve your social skill?**

**Teacher's encouragement to improve the pupils' social skill**
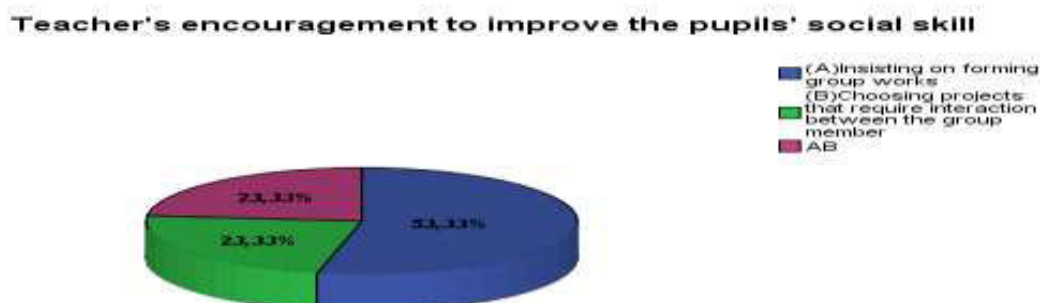


**Diagram 04: Teacher' encouragement to improve the pupils' social skill.**

As we observe from the diagram 06, the great majority of participants (53.33%) advocate that their teachers encourage them to improve their speaking abilities by insisting on forming group works. Whereas, (23.33%) encourage them by choosing projects that require interaction between the group members. The same as the previous, (23.33%) asserts that their teachers encourage their speaking capacity by using both of them (AB).

**Q06: According to you is learning speaking through project work effective?**

| Options | NO | YES | TOTAL |
|---|---|---|---|
| Numbers | 11 | 19 | 30 |
| Percentage (%) | 36.7% | 63.3% | 100% |

**Table 02: Pupils' opinion about the effectiveness of project work in learning speaking.**

As it is highlighted in the table above, eleven (11) participants, which make up (36.7%) assert that learning speaking through project work is not effective. Whereas, nineteen (19) of them make up (63.3%) assert the effectiveness of project work in learning speaking

**Q06: Justify your answer?**

Most of the participants confirm that learning speaking through project work is effective, they justify their answers by indicating that it encourages them to learn in cooperation where each one gives his/her opinion. Moreover, it permits them to gain experience when working together. While, the remaining participants respond with "no" and provide many justifications like: it is a waste of time and money, it is boring because they pick up information from the web, and another justification is that it not necessary because it is just reading without explanations.

**Q07: How often do you participate in oral sessions?**
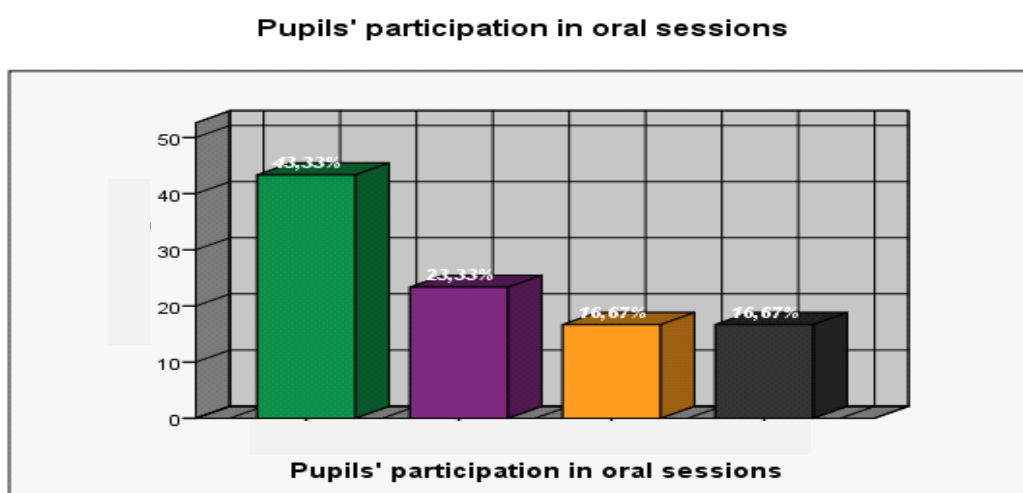


**Diagram 05: Frequency of Pupils' participation in oral sessions**

This diagram shows the frequency of participants' participation in oral sessions. (23.33%) of the pupils state that they "rarely" participate in oral sessions. Whereas, the majority of them (43.33%) argue that they "sometimes" participate in oral sessions, (16.67%) of them assert that they "very often" participate, the same number (16.67%) advocate that they "never" participate in oral sessions.

**Q08: How do you prefer to present your final work when doing project work?**

**Pupils' preference to present the final work in doing project work**

(A)To delegate a group member
(B)Each one present his/her share of the workload
AB

3,33%
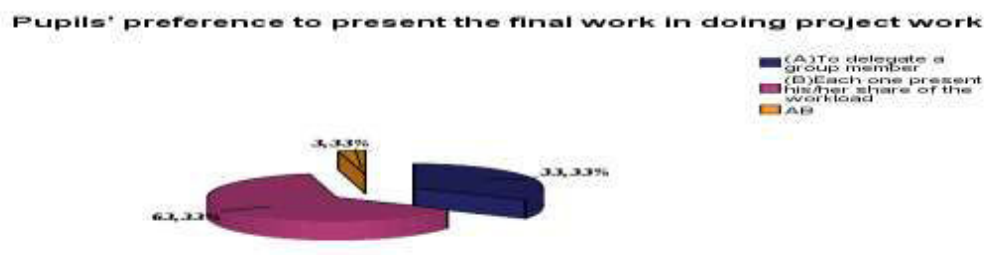
33,33%

63,33

**Diagram 06: Pupils' preferences to present the final work when doing project work**

we can deduct from the diagram above that the majority number of the participants (63.33%) prefer that each one present his/her share of the workload. Whereas, (33.33%) of them prefer to delegate a group member, the rest of the participants (3.33%) prefer them both (AB).

**Q9: Does your teacher give you opportunities to interact in the classroom?**

**Teachers' giving opportunities to interact in the classroom**

43,33%    43,33%

13,33%

Always    Often    Sometimes
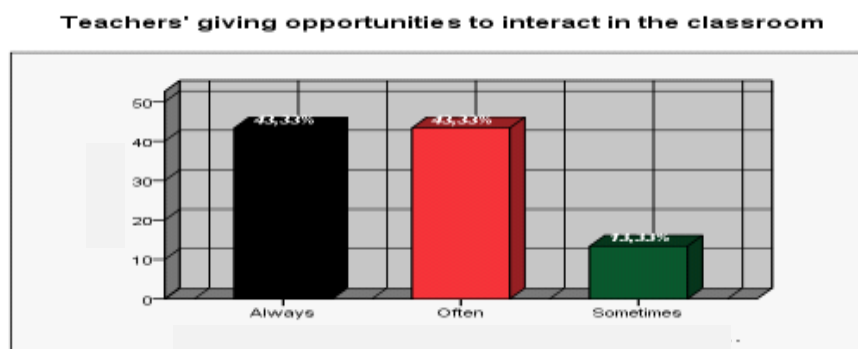
**Diagram07: Teachers' giving opportunities to interact in the classroom.**

According to the results revealed in this diagram, (43.33%) of the participants state that their teachers "Always" give them opportunities to interact in the classroom, the same number of the participants (43.33%) argue that their teachers "Often" give them opportunities, (13.33%) of them claim that their teachers "Sometimes" give them opportunities.

**Q10: Do you notice any improvement in your speaking capacity when working in projects?**

**Improvement in speaking capacity when working in projects**

■ yes
■ No
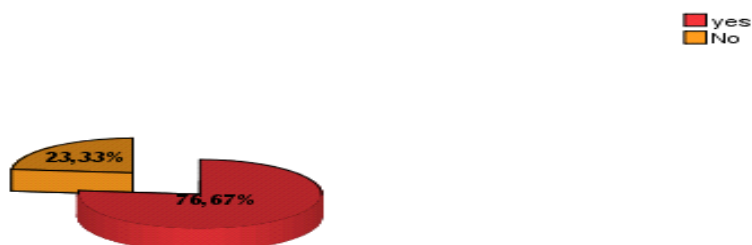
23,33%

76,67%

**Diagram 08: Improvement in speaking capacity when working in projects.**

As stated in this diagram above, (76.67%) of the participants notice their improvement in speaking skill when working in projects. While, (23.33%) argue that there is no improvement in their speaking skill when working in projects.

**Q11: If not, say why?**

Among the reasons provided by the participants who said "NO" are as follow:

-The speaking skill is improved through interaction.

-Projects are not interesting since we just read without explaining.

-We give them back to our teachers without presenting them.

**Q12: What are the major difficulties that you face in oral expression?**

Many pupils face problems in oral expressions since it requires the best knowledge of using the appropriate words and accurate pronunciation. Some of these difficulties stated by the participants are:

-The silent letters and the stressed syllables.

-Lack of vocabulary, which makes me enable to express my ideas.

-Irregular verbs, final "S", and word stress (').

-Shyness when speaking in front of my teacher and classmates.

**2. Presentation of classroom observation results**

For the sake of reinforcing the data gathered from the questionnaire, classroom observation is used in an attempt to know whether project work enhances students' speaking skill or not.

After obtaining permission from the headmasters of both secondary schools to carry out our research, we have started our observation of two classes of "Literature and philosophy", and one class of "Foreign languages" from each school. These observation sessions took place in April 2016. Our aim was to attend the sessions reserved for oral presentations in order to get information about how projects are presented and if they help learners to be fluent. The data are collected using written field notes with the help of the checklist cited in (Appendix 02. P.78) to make the observation more systematic

The observation process has lasted for three weeks in which we have attended ten sessions in order to see and to know about the conditions of the class, the process of learning through project work, and the main difficulties that the learners face when doing it. The observation phase has been overt and direct; we have not used any recording or filming devices. Each classroom observation session lasted one an hour and the number of the students in each class is between 28 and 35.

In all the classes we have observed that the teachers most of the time give group works. They divide their learners into groups of four or five in order to provide them with more opportunities for interaction. During the project, we have noticed that most of the learners are enthusiastic to work together since the teachers encouraged them to exchange their ideas and

opinions.

During the observation phase, we have noticed that the learners of "foreign language" classes most of the time use the target language with each other and they work cooperatively because their interest is to learn English authentically. Whereas, the learners of "literature and philosophy" classes are not showing the tendency to speak the target language (TL) and most of the time use the mother tongue (L1) between them. The teachers encourage and try to motivate their learners to better use of the target language when discussing the project.

When presenting the work, some of the learners of foreign language classes present the main ideas of their topics clearly with a good pronunciation, acceptable grammar, since speaking the target language is for their benefits. Contrary to the learners of literature and philosophy who has shown shyness and less confidence and they still made mistakes in grammar and pronunciation because their teachers have not encouraged them to overcome their speaking difficulties.

The teachers in foreign language classes help their learners overcome their speaking difficulties by correcting their mistakes and checking their understanding. When presenting their projects, the teachers have paid more attention to the language and the pronunciation used when presenting, and corrected the errors immediately. While, the teachers of literature and philosophy have not help their students to cope with their speaking difficulties because they lack control in-group work and they did not give sufficient model in spoken forms.

## 3. Analysis of the projects included in <u>New Prospects</u> according to Stollers' model of project work (1997)

Project work in <u>New Prospects</u> is put in the section bearing the title "project outcome" which provides learners with the opportunity to make alternative projects.

In order to sort out if project work incorporated in the textbook enhances the speaking skill

of the pupils, we have to make an analysis of the projects provided by the designers by following stollers' model (1997):

Stoller have suggested three types but our research is concerned with the third one.

He argued that projects could differ in the way information is reported, which means how the pupil can transmit the information gathered about the project to his/her classmates. There are three types: production, performance and organizational projects.

| Projects | Their type in the way information is reported |
|---|---|
| **Making the Profile of an Ancient Civilization** | Production project: involve the creation of written reports, letters, handbooks, brochures. |
| **Writing a Charter of Ethics** | Production project: involve the creation of written reports, letters, handbooks, brochures. |
| **Désignions an Educational Prospectus** | Production project: involve the creation of written reports, letters, handbooks, brochures. |
| **Making a Survey on the Impact of Advertising** | Production project: involve the creation of written reports, letters, handbooks, brochures. |
| **Designing an Astronomy Booklet** | Production project: involve the creation of written reports, letters, handbooks, brochures. |
| **Writing a Booklet of tips for Coping with Strong Emotions** | Production project: involve the creation of written reports, letters, handbooks, brochures. |

**Table 03: Types of projects in the way information is reported in <u>New Prospects.</u>**

The table above reveals that all the projects included in the textbook are "Production projects" which means that the learner realizes the projects relying on the written production, while Performance and Organizational projects are neglected.

**Conclusion**

This chapter provides results of both pupils' questionnaire and the classroom observation, and the analysis of the textbook projects; the following chapter is devoted to the interpretation and discussion of the results described in this section.

**Introduction**

This chapter aims at interpreting and discussing the main findings derived from the pupils' questionnaire and the classroom observation as well as the results of the textbook analysis. The objective of the present work is to highlight the role of project work in developing pupils' oral skill. The findings are analyzed and interpreted systematically in order to answer the research questions and to confirm or refute the hypotheses raised in the General Introduction. The chapter comprises three sections, it initiates by discussing the results obtained from pupils' questionnaire then the data reached from classroom observation. Finally, it ends with the discussion of the data obtained from the textbook analysis.

**I. Discussion of the pupils' Questionnaire:**

**1. How do the activities incorporated in <u>New Prospects</u> should be done?**

From the viewpoint of the pupils concerning the activities relating to project work, half (50.00%) of them confess that most of the activities should be done in pairs or in groups. Since language use and language learning are social activities, working with others is needed. As it is argued by Riche et al (2007), "the activities occur best in situations which encourage individual learning as well as learning with peers". The different learning tasks of the textbook suggest that learners are given the opportunity to work cooperatively with their peers and in groups. Pair work activities aim to get learners practise the writing and speaking skills. They are first asked to produce short pieces of writing in the form of dialogues, conversations, interviews, etc. and then act them in the classroom through "Role Play".

As concerns the participants who argue that the activities should be done individually (33.33%), many activities in <u>New Prospects</u> mainly those whose aim is learning and consolidating the use of specific language components like: grammar, vocabulary and pronunciation, producing pieces of writings that aim at getting learners work out solutions by

themselves via language improvement activities. (16.67%) of them agree that the activities should be done both individually and in pairs or in groups. In the language classroom, learners should be given the opportunity to work both individually and with one or many other partners. This may be achieved by project work, many activities encouraging individual work and providing collaborative opportunities for the language learners are elaborated within the textbook. This result goes hand in hand with what has been claimed by Stoller (1997) in the Review of the Literature (see chapter Two), who states that project work can be carried out individually to rise the benefits of learners' autonomy.

**2. Kinds of project work used in the classroom**

The findings of this work are of a great importance, since the teachers' technique in teaching the target language is concerned. As shown in Diagram 04 (see chapter three), the majority of the pupils (70.00%) admit that their teachers have the tendency to use cooperative project work in their teaching which engages pupils in real communication. This process enables learners to acquire skills like collaboration, communication, independent learning and prepares them for lifelong learning. This matches Fried-Booths' (1986) opinion, who claims that working in collaboration helps to bridge the gap between language study and language use therefore, it targets the objective of improving the learners' speaking skill.

As concerns the traditional project work, in which the group members after negotiating and deciding on the final output, finally agree on designating a leader who presents the product to the whole class. (26.67%) affirm that their teachers still use it as a model of teaching the target language. As a result, this cannot inhibit the learners from communicating using the English language but it may raise the problem of shyness for those who do not take part in presenting the work as it is claimed by Ur (1996) about inhibition in the review of the Literature (see chapter two).

With the introduction of CBA (2003) as a new approach to teaching and learning the foreign language and its integration of the project work, pupils face some difficulties like hardness of speaking by using the target language and shyness in oral presentations. Therefore, many teachers still use both cooperative and traditional group work to make a balance between language learning and learners' needs and more importantly to make the learners be familiar with the new approach. In other words, project work helps learners overcome their difficulties in speaking.

### 3. Effectiveness of project work in improving speaking skill

Concerning the result about the effectiveness of project work to promote the learners' speaking ability, it is clearly shown in Table 03 (see chapter three) that the majority of the pupils (96.7%) agree on the essential role of project work in accelerating students speaking proficiency. This corresponds to what has been mentioned by Fried-Booth (1986) that project work encourages students' active learning and motivates them to practise speaking in the classroom. Besides, it enables them to use the target language in real situations. Since speaking is targeted to be well implemented in the classroom, projects can be the base to ensure the acquisition of the target language and its fluent use by pupils.

As it is argued by Brumfit (1984), "Projects have the potential to provide learners with the opportunity to develop both fluency and accuracy". The participants have justified their answers by stating that:" it involves interaction in the classroom and it is a chance to practise their speaking skill". Another justification is given by one participant, "it enriches my vocabulary by learning new words (pronunciation, word choice)". (3.30%) of the participants deny the importance of project work in promoting their speaking ability. For them projects aim at developing writing skill because in New Prospects, projects put much emphasis on the written production in which the pupils write on a specific topic and give it back to the teacher without

any presentation in the classroom. As stated by Riche et al (2007, p. 09), "The writing activities that we have suggested reflect real-life tasks, such as writing simple reports, brief articles, formal and informal letters which focus on the ultimate learning-and-doing outcome, namely the project".

**4. Teacher's encouragement to improve the pupils' social skills.**

As demonstrated in diagram 06 (chapter three), (53.33%) of the pupils confess that their teachers encourage them to develop their social skills through forming group works. This means that group work is crucial for strengthening pupils' interpersonal skills or competencies. As it is claimed by Johnson& Johnson (1991)," Providing students the opportunity to reflect upon the quality of their group work will ultimately determine the success of cooperative learning teams by strengthening interpersonal competency". This implies that cooperative learning can increase not only students' knowledge but also their social intelligence and higher-level thinking abilities. Bruit (1984) also emphasizes the importance of cooperative group work by saying that "group work is also a good way to engage students to be more active and responsible for their own education".

The same for Haines (1989) who states that, "Interpersonal relations are developed through working as a group". Through group work learners use language in a practical way, participate actively in discussions, they also share their strengths and weaknesses and have more opportunities to develop their social skills. As concerns the pupils who argue that their teachers encourage them to develop their social skills through choosing projects that require interaction between group members (23.33%), this emphasizes the dominant role of project work in promoting interpersonal skills. As it is mentioned in the Literature Review (chapter two), the teacher has a significant impact on his/her students' involvement in learning how to interact with each other. The same ratio of the pupils (23.33%) argue that their teachers adopt them both, since group work and projects have the potential role to make learners work in

collaboration. They are integrated by teachers side by side to ensure best maintenance of social relations and with the transmission of facts and information.

**5. Pupils' opinion about the effectiveness of project work in learning speaking.**

Concerning the result about the obstacles that learners face in learning speaking with the help of project work. As Table 04 reveals, the majority of the pupils (36.7%) agree on the fact that it is really a burden and does not help them to ameliorate their oral skill. They supported their opinion by giving some justifications like: "it is a waste of time and money", "it is boring because we pick up information from the web without using our personal touch", another justification is that it not necessary because it is just reading without explanations. From this, we deduce that the integration of project work in some classes is not really a pleasant experience for the teacher as well as for the students. (63.3%) of the pupils are not facing any obstacles when doing project work and this does not influence their speaking capacity, for them it is a chance to develop their cognitive capacities as well as their social skills.

**6. Students' participation in oral sessions**

The aim of this question is to know the frequency of the pupils' participation in the classroom during oral sessions or if they face difficulties during oral sessions. As the results show (chapter 4), (23.33%) of the pupils stated that they rarely participate in oral sessions because of the non-motivating atmosphere of the classroom. pupils argue that their teachers do not provide them with communicative activities like group work, communicative games, and role play (see chapter 3). Teachers are responsible for creating a relaxed and friendly atmosphere for their pupils in order to express themselves freely, as well as giving them opportunities to answer questions. Davies and pearse (2000, p.82) suggest the following solution for improving the students' participation in the classroom, *"Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the class, and do as many speaking activities as possible, so that the learners can speak"*. Lack of

vocabulary and self- confidence are also other obstacles. However, they state that fear of grammar mistakes as well as fear of making pronunciation mistakes are other problems. Pupils do not participate during oral sessions because they are fearful, so they prefer to remain silent rather than speaking in English.

43.33% of the pupils confess that they sometimes participate because there are sessions where they are not familiar with the topic, so, we can say that when the topic is not interesting for the pupils, the frequency of participation decreased. As thronbury (2005, p.25) supports, *"familiarity with the topic; The greater the familiarity, the easier the speaking task, feeling towards the topic: generally, if you are well disposed to the topic you are talking about the easier it is likely to be"*.

Concerning the pupils who state that they never participate in oral sessions (16.67%), this shows the lack of interest in learning a target language because they do not take a great part in the sessions when doing activities orally. These results go hand in hand with the difficulties stated by Ur (1996, p.21) that*: "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts"*, the fear of making mistakes is one of these problems which makes pupils inhibit to speak using the target language. According to LittleWood (1999, p.93) "it is too easy for a foreign language classroom to create inhibition and anxiety". This problem is directly related to psychological barriers that inhibit their performance in English including lack of self-confidence, and shyness. Some pupils keep their ideas and opinions for themselves because they are not sure of their validity. Another problem that prevents the pupils from participating in oral sessions is large classes. Murcia celce (2001, p.110) confirms, "*Large classes are often the norm of overseas limiting both students' opportunities to talk"*. Those pupils are victims of anxiety as a result they do not do well in the classroom. *(16.67%)* of the participants state that they *very* often participate during

oral sessions, this reveals that those pupils are active and they often participate in the classroom since they are interested to learn and speak English.

**7. Pupils' preferences in presenting the final work when doing project**

The findings of this work demonstrate that the pupils in their majority (63.33%) argue that they prefer to share the work and each one presents his/her part, this be interpreted that the pupils prefer cooperative group work which helps them to exchange needed resources and processing information more efficiently and effectively and coordinating each other's efforts to learn. (Johnson and Johnson, 2008) state "*linking students together so one cannot succeed unless all group members succeed. Group members have to know that they sink or swim together*". Also Richards and Rodgers (2001, p.196) assert "*group members feel that what helps one member helps all and what hurts one member hurts all*". Without the help of each member, the team is not able to reach the desired goals. This highlights the fact that each group member's efforts are required and indispensable for the group's success. Whereas, (33.33%) of them prefer traditional group work, where the focus is on individual performance only, because most of the time only one student, who is the leader of the group, does the work and it is up to him/her to present the final work. Sharples et al, (1993) support this idea by saying, "*Members work on the task according to their role. After that, the task is divided into parts and each student works in his/her part; they submit them to the team leader who collects them together to form a final document*"

The rest of the pupils (3.33%) argued that they prefer both traditional and cooperative group work since they help them to learn a new language, develop their abilities, and they enjoy doing projects.

**8. Effectiveness of group work in increasing the chances of practicing speaking**

As it is shown in table 5 (chapter 5)**,** the majority of the pupils (80%) reveal that group work is effective in increasing the speaking ability. Within the classroom, project can be carried

out individually or in-group work. As stated in the review of the literature, group work is considered as a technique to habituate the learners to work together and exchange ideas using the target language, according to Ur (1997, p.232), "*Group work contributes to a feeling of cooperation and warmth in classes*". He adds also, *"group work promotes collaboration since students work together, supporting, encouraging, and praising one another's efforts to learn and facilitating one another success since they work toward a common goal and the gains of one is associated with the gains of the other member*".

The use of the target language between the members of the group make the pupils speak it fluently without fear. Using group work is considered as being attractive and enjoyable for students. Norland and pruett-said (2006, p. 23) state their belief, "*When students are interacting in groups, they are required to use authentic and fairly fluent communication skills, which prepare them for the actual communication skills they will need in real life*". Furthermore, students feel more comfortable when they work together in teams in real classroom life that emerges from interaction (Wright, 2005). Thus, they speak, discuss, ask, and answer easily and fluently without fear of making mistakes. Thus, they will develop their self-confidence, and they will not face many difficulties in their future communication life.

A percentage of (20.00%) of pupils reveal that group work is not effective in increasing the chance of practicing speaking; they are not interested in doing projects, because they lack vocabulary, which prevents them to speak even if with their classmates, this push those to use the mother tongue in order to express themselves better.

## 9. The frequency of opportunities for interaction in the classroom

The results concerning the frequency of opportunities for interaction given by the teachers within the classroom, (43.33%) state that it is the teacher who always ask them questions that they should answer orally, either individually or collectively that is in pair or in groups and the

aim is to create a relaxed atmosphere for interaction using the target language. A successful interaction involves mainly the teacher managements and organization, and a relaxed environment for interaction. The same number as the previous one, pupils argue that very often the teacher encourages both students- student's interaction and students' teacher's interaction. On the one hand, *(Tuan& Nhu, 2010, p.35) argue, "student-student interaction occurs among learners within a classroom context. In this form of interaction, the teacher plays the role of a monitor and learners are the main participants".* Moreover, it is believed that student-student interaction is very important to develop communicative skill and to create opportunities for students to use the language for classroom learning, Naegle Paula (2002: 128) states, *and "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."* Johnson (1995, *p.189)* adds also,

> *Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others*

On the other hand, students- teacher interaction is one of the most powerful elements within the learning environment, and it is a major factor, which affects the student's development, achievement, and performance. This type of interaction occurs when the teacher asks questions to learners, and learners answer these questions and vice versa. As Kundu (1993, p. 13) states, "Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive." Teacher- student interaction facilitates the teaching process since; students do much of the talk in the classroom, and present part of the talk through their interactions with their teacher. This results show that those students are active learners, they are aware about the importance of interaction, either students-students or students-teacher interaction, to develop their abilities to use the target language effectively. The rest of the learners (13.33%) assert that

sometimes the teacher asks them to interact; this reveals that teachers ask the learners who know well and do not use interactional activities like discussions or debates.

## 10. Improvement in speaking capacity when working with projects

Three quarters (76.67%) of the pupils noticed improvements in their speaking skill when working on projects, as Polman (2000, p. 10) suggests, *"Project work is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks".* Furthermore, project work enables students to improve their achievement by offering the opportunity of using the language skills already acquired in a situation, which is new, challenging and real, extending the communicative skills acquired in the classroom. It allows them to interact with each other freely without shyness or anxiety. (Fried Booth 1986, p. 10). Working on project is enjoyable, it enhances the pupils' motivation when working in collaboration, exchanging ideas and opinions in order to make the project successful. Whereas, (23.33%) of them state that project work is not an appropriate technique for improving their speaking skill, by saying that "project is not interesting", "a waste of time", "because when doing project, the only source used is the internet which makes us lazy and passive learners". In addition, most of the time "we hand them back to the teacher without presentation" even though, oral presentation skill is very important in education and it is a good way of developing the students' ability to practice. In addition, when students listen to the presenters, this develops their abilities in performance, according to Hedge (2000, p.58), "Presentation is one of the activities, which are using in oral expression courses to develop students' speaking skill". Other students state that, "speaking skill is developed through interaction in the classroom not through project work".

**11. The major difficulties that face learners in oral presentation**

As mentioned in the literature review, pupils face many problems in oral expression, like pronunciation, grammar mistakes and lack of vocabulary, Redmond and Vrchota (2007, p. 104) argue, *"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood"* (2007, P. 104). That is to say, fluency is the ability to link words to form sentences with the use of stress and intonation and with the right pronunciation. Bada, Genc and Ozkan (2011, p. 112) assert the importance of pronunciation in speaking skill, *"in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at pronunciation level"*.

Usually pupils have unpronounced speech that reflects lack of experience with English sounds, rhythms and words stress and student's poor listening to native speakers or because of teacher's mispronunciation as non-native speaker. Therefore, pronunciation mistakes are one of the main factors that prevents students from doing their speaking activities freely and without any stress. This is the reason that leads to the difficulty and hesitation of participation.

Other pupils state that they have a problem of "lack of vocabulary" as mentioned in the review of literature and supported by Ur (2000) which concerns especially EFL classes where many students often find some difficulties when they try to express what they want to say because they find themselves struggling with their limited words and expression. Thornbury (2005, p.22) states, *"spoken language also has a relatively high proportion of words and expression"*. It means that, learners should have enough vocabulary in order to express themselves well. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities. As Rivers (1968, p. 192) writes, *"The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign*

*language".* Indeed*,* other learners find it difficult to answer when teachers ask them to say something in the target language, they may have only some ideas to talk about; or they are not sure of the grammatical correctness

Pupils, therefore, could not carry out the discussion on topics that are not interesting for them. Many pupils are suffering from the psychological problem, which is "shyness", "fear of making mistakes", "anxiety" and "lack of self-confidence". These problems prevent the foreign language learners from developing their speaking skill as Davies and Pearse (2000, p.82) assert, *"Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them."*

For these reasons, pupils often prefer to remain passive in the classroom rather than speaking because they are scared about being ridiculous in front of their teachers and classmates, and they are afraid of criticism and making mistakes. In addition, it is difficult for them to speak and think at the same time.

## II. Discussing the classroom observation findings

Our observations are described relying on the successful speaking activity provided by Ur (1996, p.120) set in the Review of the Literature. Our aim is to discover if project works which are integrated in third year secondary school textbook New Prospects are considered as speaking activities and if these projects go hand in hand with the characteristics provided by Ur, which are: Learners talk a lot, Participation is even, and Motivation is high, and Language is of an acceptable level.

- **Classroom atmosphere**

All teachers have joined their third year secondary school pupils on time; we have observed for the first moment that the teachers maintain a friendly atmosphere of learning. Therefore, pupils do not hesitate to interact; they ask them how they are. Moreover, if the previous lecture

has been well done, they keep cool and not bored. We notice that most of the time, learners work in groups which are designed by the teachers since grouping pupils is considered as one of the important factors to improve classroom communication, for that all teachers design small groups of four or five.

The teachers start introducing the different topics about the unit four "Safety First" with a warm up. This project is about writing a questionnaire to ask clients about a chosen product, they should organize their results on diagrams or tables. Two teachers of foreign language class say, "In the course book the project is just writing a questionnaire and a report for it, but writing is not the only skill that we should develop. For that reason, you are allowed to work in groups and do an oral presentation in order to develop your speaking skill".

- **Learners talk a lot**

During the project work, pupils are very active; they discuss the main points of their topics by using only the target language without noise. They often ask their teacher questions about the difficult points that they have met. The pupils show collaboration between them as being a united group, sharing new information and gathering all the information needed for the activity (project) then select the most appropriate to their subject and developing it. Each student in the group gives his/her ideas about the topic of the project work. This allows them to engage in a real communication we have noticed that all teachers give the opportunity to their pupils to speak by asking questions, correct their mistakes. All the time, the teacher turns around to check students' understanding. Project work involves student-student and teacher-student interaction by asking and responding to the teachers' questions. There are some groups that are not active, especially in Philosophy classes.

- **Participation is even**

Teachers encourage their pupils to either speak, by asking those questions about their topics or push them to communicate and share ideas in the group. The topic of the project work

is very interesting and it needs a full class discussion, they all check in the dictionary the meaning of a "questionnaire", they ask their teacher every time.

During the presentation pupils prepare themselves to present the work and hand it back later to their teachers in order to correct it. As we observe, they manage to gather a set of pictures concerning the advertisement of different products and they all organized the work well. The teacher tells his/her pupils that the objective is not just to evaluate them but they should have a purpose of what they will perform. The following session, the teacher asks the groups to get ready to present their work; the learners present the main ideas of their topics clearly, some of them stick the pictures on the wall or on the blackboard. They showed collaboration between them, and each member of the group presented his own part. Most of the pupils perform without any fear or shyness, but a few seem, as they are anxious and afraid.

As we observed one teacher in the foreign language class, explains unfamiliar words and ideas to his students who were listening. In addition, he helps them when they face problems in spelling some words and add new information about these topics when it is necessary. When each group finishes their performance, the teacher encourages listeners to ask questions and comments, and as we noticed all the questions was appropriate. No one laughed at the presenters. Time was respected for the presentations, and all the groups were able to present their work in due time. As we observed also, project work involved interaction and discussion between the pupils using the target language, the level of participation increased, even if there were a few of them who were disinterested, one teacher managed to avoid any boredom by saying, "you do not want to learn, but the other do so". At the end of the session, the pupils handed back the project to their teachers, which contained questionnaire for clients and set of diagrams and a discussion of the questionnaire, each group with his selected advertisement product (perfumes, mobiles ...). Finally, we can say that the atmosphere of the class during project is a relaxing and vivid one.

- **Motivation is high**

   As we noticed during the observation, project work improves pupils' interest and motivation since it makes the class more alive by the use of visual aids (images of the products) and diagrams to explain more. All teachers help their pupils to be motivated by setting the goals and the benefits of doing these projects, and give them rewards.

   We observed that this type of activity increased their responsibility for their part in the project and awoke in them a growing interest when trying to gather data for the project. Teachers push each group to speak and to use the language appropriately, and it is a chance to allow students to take turns leading activities. During the oral presentation, most of groups have succeeded to present the work on advertising; they presented the quality of the product and its advantages. Therefore, we can say that project work is a source of motivation, and pupils learn new vocabulary and expressions.

- **Language is of an acceptable level**

   As we noticed from the observation that the majority of the students expressed themselves in utterances that were relevant, they tried to present the questionnaire in a good way, they showed collaboration between them, they presented the results of the questionnaire in graphs, but unfortunately, there was no existence of the data show or other materials. Learners' talk was comprehensible, as we noticed also, students wanted to learn, they made great efforts to complete the work effectively. All teachers advised their students to practice and at each moment repeated, "As the proverb says, practice makes perfect". A few pupils in philosophy classes failed at presenting the work, they were shy, their pronunciation was not acceptable, and they just read from the sheet without explaining their topic.

   To sum up, we have observed perceptible improvement in the pupils' speaking ability and confidence. Relying on the observation, project work goes hand in hand with the successful

characteristics of a speaking activity provided by Ur.

**III. Discussion of the project types Results in <u>New Prospects</u>.**

As shown in table 04(see chapter three), all the projects figured in the textbook are "Production Projects"; in other words, projects in which the outcome is a written production. The designers' aim behind focusing on production projects is perhaps the preparation of pupils to the **"Baccalaureate"** exam, which is in the written mode, and the pupils need for some readiness to write an appropriate report required in the exam paper. As argued by Benmoussat,

> *The Third Secondary Year (3eme AS) is, in effect a very decisive and probationary period for most pupils because of the Baccalaureate. Considering the case of pupils at this level, both the teaching objectives and pedagogical instructions aim at the learners to have more practice in all four skills, yet with extra emphasis on the writing skill because of the Baccalaureate exam. At the end the Third Secondary Year, the pupils are expected to move from skill- getting to skill using. (2003; p.127).*

The two other project categories (Performance and Organizational projects) are also neglected by the textbook's authors, which provide learners with the opportunity to interact orally in English language. In other words, they help learners to develop and practise the competency of interaction as targeted by the New Approach. Their absence, however, does not prevent pupils from presenting orally the products of their projects to the whole class.

The textbook designers state that, "Actually, teachers may add the dimension of performance to the textbooks' projects by having learners give their projects the shape of staged debates, oral presentations or theatrical performances for instance". (Riche et al, 2005, p.33) add, "The advantages of performance projects in the Algerian teaching context is that they encourage learners to draw to the same degree on the three competences specified in the syllabus during their presentation of their projects"

Although the emphasis of <u>New Prospects </u>projects is on the written production, which is

required in the Final Exam (Accuracy), the spoken mode (fluency) cannot be ignored because it is the backbone of the learners' feedback.

**Conclusion**

This chapter sheds light on the discussion and interpretation of the research results obtained from pupils' questionnaire, classroom observation, and analysis of the <u>New</u> <u>Prospects</u> textbook project, in order to answer the two research questions cited in the General Introduction. Based on the results above, we conclude that the first research question is confirmed while the second is refuted.

**General Conclusion**

The study is set out to explore whether project work is effective in developing the speaking skill among third year EFL pupils at the secondary school level. In order to address this issue and answer our research question, we have dealt with two different concepts: project work, and speaking skill, we highlight first the importance of project work in improving speaking skill. In addition, we focus on speaking skill as an essential component for the mastery of any language.

This dissertation has assigned to determine the extent to which project work in <u>New Prospects</u> textbook (designed for 3<sup>rd</sup> year) is helpful for pupils to develop their speaking skill within the classroom.

To answer the previous research questions and to test the hypotheses of the study, a mixed method is used, combining both qualitative and quantitative methods for the sake of analyzing and interpreting data. Thirty pupils of third year secondary school of both "Djebla" in Ouaguenoun and "Moussaoui Mouhamed" in Ait Yahia Moussa (Tizi Ouzou) are randomly chosen to respond to a questionnaire, and classroom observation is adopted as a research tool in order to gather the necessary and appropriate data for the research work. For quantitative data analysis, a computer program known as "SPSS" is used to evaluate statistical data. In addition to this statistical method, a Qualitative Content Analysis (QCA) is used to interpret the data gathered from the classroom observation and Open-ended Questions. Besides, we have also analyzed the project works comprised in <u>New Prospects</u> in the way information is reported to the listener.

The investigation was conducted based on Stollers' model (1997) which has been reinforced by many authors. The results confirm some points of the hypotheses as well as they refute others.

Based on the data obtained from the questionnaire, classroom observation sessions, it is concluded that the majority of the students have highly positive stance towards the benefits and usefulness of project work in developing their speaking skill. In particular, they agree to say that doing project work helps to learn English better and develops the speaking skill through practice. Although many pupils believe that projects are easy to them, some others find it difficult. In addition, we have noticed that the majority of third year pupils had many problems that have prevented them from using the target language freely like fear of making mistakes, shyness and other factors. Project work also improves the collaboration and communication and it enables pupils to use their skills in the classroom.

The research findings reveal that project work can improve pupils' participation in the speaking class. Teachers engage learners in project work as a speaking activity, although the results of the project works analysis in <u>New Prospects</u> show that the aim of the project is to prepare the students for the baccalaureate exam, which is a written one. Students have the opportunity to focus on fluency and accuracy at different project-work stages.

The result of the classroom observation sessions has revealed that teachers of English in the concerned schools should make use of project work to improve the students 'speaking ability for some reasons. Firstly, project work is student centered, though the teacher plays a major role in offering support and guidance through the process. Secondly, project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project and to share resources and ideas. Our final evaluation concerns the atmosphere of the class. It was proven many times during the project that the relationships in the classroom are very positive that students are willing to help each other and to share new experiences. Moreover, it was also revealed that the overall atmosphere of the class is relaxing and motivating.

Hence, the results obtained confirm and assert the first hypothesis. There exists a close link between project work and speaking skill. The findings presented in this research prove that the implementation of project work in <u>New Prospects</u> is quite beneficial in improving students' speaking skill and provides a new and enjoyable experience for learners in their learning process.

However, the second hypothesis whether the projects included in <u>New Prospects</u> help in developing the students' speaking skill is refuted. Because the results of project works analysis reveal that writing skill is given the priority to be improved for the sake of preparing students for the final exam that is conceived to be in the written form.

It is hoped that the findings of this humble work will contribute to better use of project work in the classrooms since using it improves not only their speaking skill, but also their motivation, their vocabulary, and mastery of the English grammar through collaboration, their interaction in the group and strengthens learners' interpersonal relationships.

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## Students' Questionnaire

This questionnaire is part of our research work, which aims at investigating the role of Project Work in developing students' speaking skill in "New Prospects" Textbook.

You are kindly requested to answer the following questionnaire, by ticking the appropriate box ()? Or by making a full statement when necessary.

**Thank you very much for your cooperation**

**NB: you can give more than one answer**

### Section one: Personal information

Gender:

Male ☐

Female ☐

Class:

Q1- How long have you been studying English…………………Years

Q2- How do you evaluate your level in English?

Good ☐          Average ☐          Poor ☐

### Section Two: Project Work and speaking skill

Q1-Does the textbook "New Prospects" incorporate activities which should be done:

Individually ☐          In pairs or in groups ☐

Q2- what kind of project work does your teacher often give you?

Traditional project work ☐          cooperative project work ☐

Q3-Do you think that project work is effective in improving your speaking skill?

YES ☐          NO ☐

-Justify?

………………………………………………………………………………………………………………

………………………………………………………………………………………

Q5-How does your teacher encourage you to improve your social skills?

-Insisting on forming group works          ☐

-Choosing projects that require interaction between the group members          ☐

Q6-According to you is learning speaking through project work effective?

YES ☐          NO ☐

-Justify?

………………………………………………………………………………………………………………

………………………………………………………………………………....

Q7-How often do you participate in oral sessions?

Sometimes ☐     Rarely ☐     Never ☐ Very Often          ☐

Q8-How do you prefer to present your final work when doing project work?

-To delegate a group member          ☐

-Each one presents his/her share of the workload          ☐

Q9-Does group work is more effective and increases the chances to practice speaking?

YES ☐          NO ☐

-If not, why?

………………………………………………………………………………………………………………

………………………………………………………………………………

Q10-Does your teacher give you opportunities to interact in the classroom?

Always ☐     Often ☐     Sometimes ☐ Never ☐

Q11-Do you notice any improvement in your speaking capacity when working on projects?

YES ☐          NO ☐

-If no, say why?

……………………………………………………………………………………………………
………………………………………………………………………………

-Q12-What are the major speaking difficulties that you face in oral expression?

……………………………………………………………………………………………………

……………………………………………………………………………....

## Appendix 2:

## Classroom Observation Checklist

| Main items to be observed | T1 | T2 | T3 | T4 | T5 |
|---|---|---|---|---|---|
| Does the teacher give individual or group project work? | | | | | |
| Do learners work cooperatively when doing projects? | | | | | |
| Do the group members use only the target language or are they allowed to make use of their mother tongue (L1) when doing their projects? | | | | | |
| Do learners face difficulties when presenting their project work? | | | | | |
| Does the teacher intervene to help learners overcome their difficulties? | | | | | |
| Does project work enhance learners speaking skill and improve their communicative competence? | | | | | |

**Table 09:  Personal checklist for classroom observation (adapted from Penny Ur (1996, 228).**

**The Project Works integrated in <u>New Prospects:</u>**

**Project 01:** (pp. 42).

## Project Outcome

### Making the profile of an ancient civilization (e.g. Greece)

Your profile should include three to four of the following items:

- ☐ Information about the place where and the time when Ancient Greek civilization flourished.
- ☐ Information on two Ancient Greek major cities (e.g. Athens, Sparta).
- ☐ A short account of the life styles, beliefs, customs, myths, and laws of these cities.
- ☐ Information on the contributions made by Ancient Egypt and Phoenicia to ancient Greek civilization.
- ☐ A summary of the major achievements of this civilization in science, philosophy, politics, etc.
- ☐ Information on the civilizations that preserved the Greek cultural heritage for mankind.

**N.B.** Illustrate your profile with maps, pictures of monuments, etc.

**Alternative projects**
- A booklet/leaflet/guidebook about the cultural heritage of your region (monuments, ruins, crafts ...)
- Making a timeline from the most ancient civilizations (Chinese, Egyptian, Aztec, etc.) to the most modern ones, highlighting their most important contributions to mankind
- Drawing the wheel of civilization
- Making the profile of one civilization of pre-Columbian America

**Web sites**

www.civilization.ca    www.kidadoweb.com    www.history for kids.org
www.jeuxvideopc.com    www.samizdata.net    www.skyminds.net

**Project 02:** (pp. 71).

## Project outcome

### Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below. See Research and Report on page 60.

- Accountancy
- Law
- Architecture
- Medicine
- Banking
- Plastic surgery
- Business
- Teaching
- Journalism
- Sports
- Agriculture
- Scientific research

Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

A. a reminder of the social, economic, moral prejudices that the neglect of ethics might cause to the professions and their clients. Give data/statistics.

B. a short interview about the importance of ethics in the professions with representatives of professional associations.

C. a short article that reports unethical behaviour in the professions and how the law deals with them. (See Research and Report on page 60.)

D. a code of ethics, i.e. a set of moral rules, for each of the selected professions.
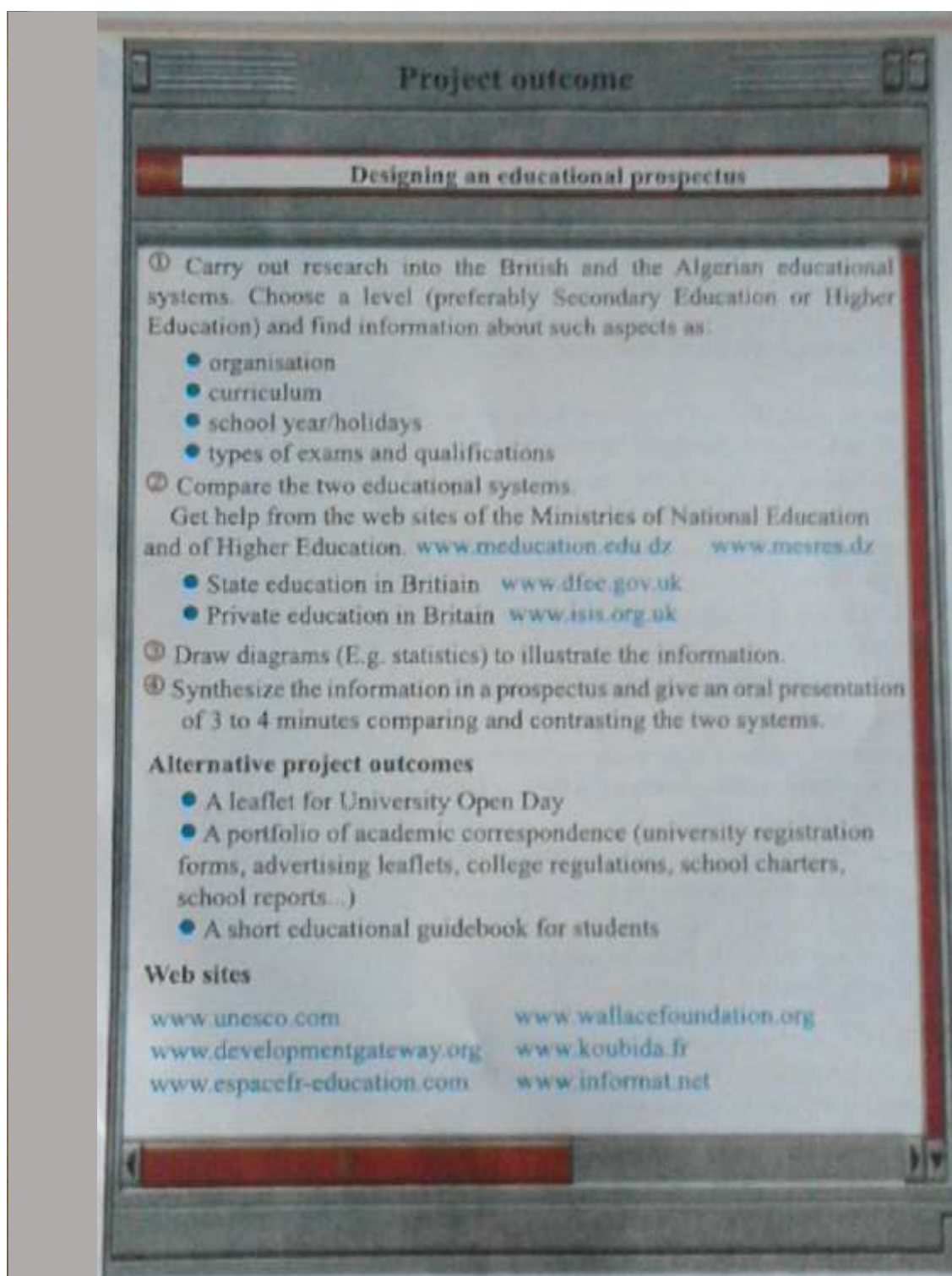
**Alternative projects**

- A report about Internet Piracy/Cybercriminality.
- A report about counterfeits currently marketed in your country.

**Web sites**

www.kindbook.com   www.thehappinessclub.com   www.joxant.com
www.saferchild.com   www.carolynjabs.com
www.careersandoccupations.com   www.theworldchallenge.co.uk

**Project 03:** (pp. 103).

## Project outcome

### Designing an educational prospectus

① Carry out research into the British and the Algerian educational systems. Choose a level (preferably Secondary Education or Higher Education) and find information about such aspects as:

- organisation
- curriculum
- school year/holidays
- types of exams and qualifications

② Compare the two educational systems.

Get help from the web sites of the Ministries of National Education and of Higher Education. www.meducation.edu.dz    www.mesres.dz

- State education in Britiain  www.dfee.gov.uk
- Private education in Britain  www.isis.org.uk

③ Draw diagrams (E.g. statistics) to illustrate the information.

④ Synthesize the information in a prospectus and give an oral presentation of 3 to 4 minutes comparing and contrasting the two systems.

### Alternative project outcomes
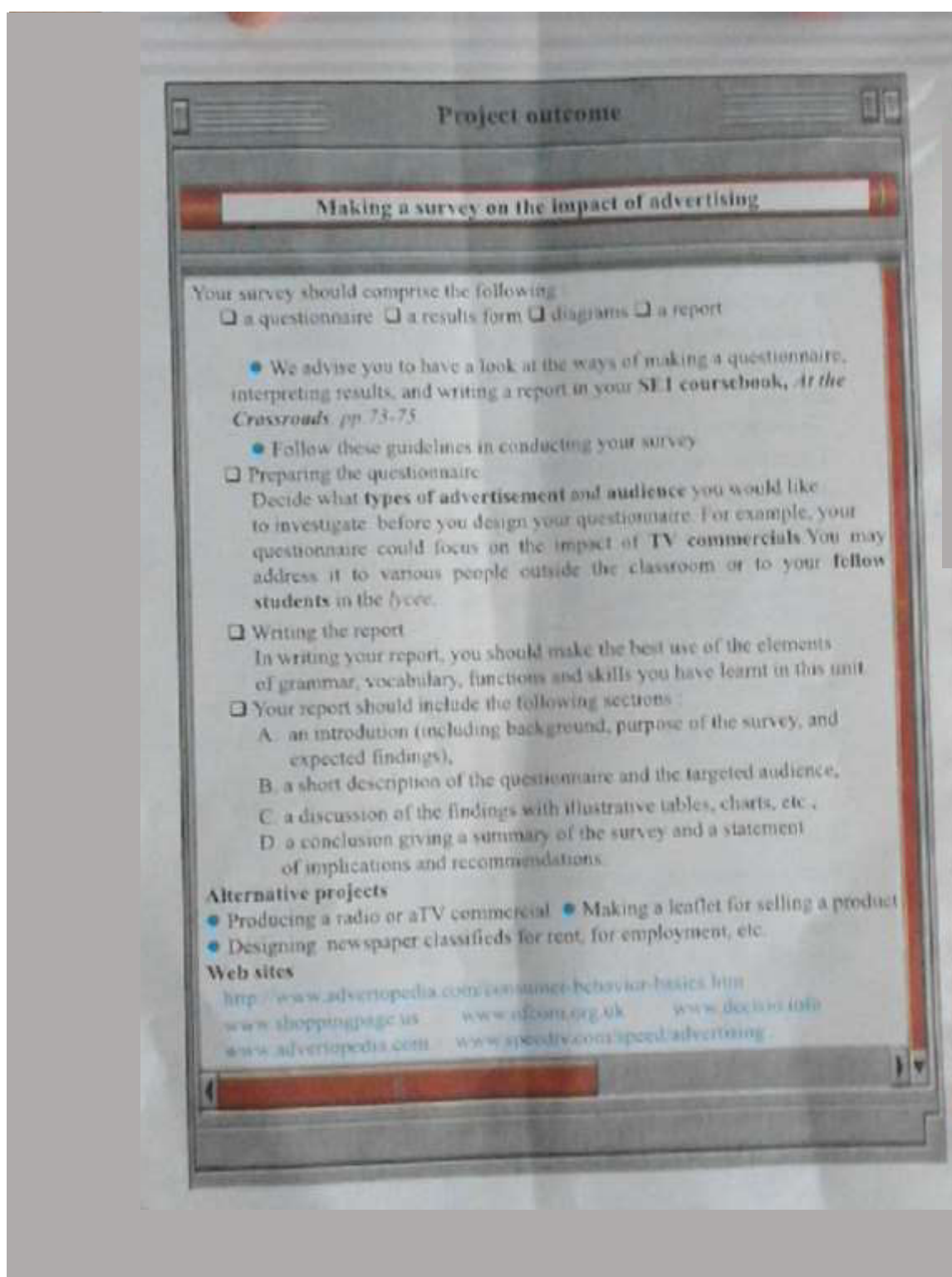
- A leaflet for University Open Day
- A portfolio of academic correspondence (university registration forms, advertising leaflets, college regulations, school charters, school reports...)
- A short educational guidebook for students

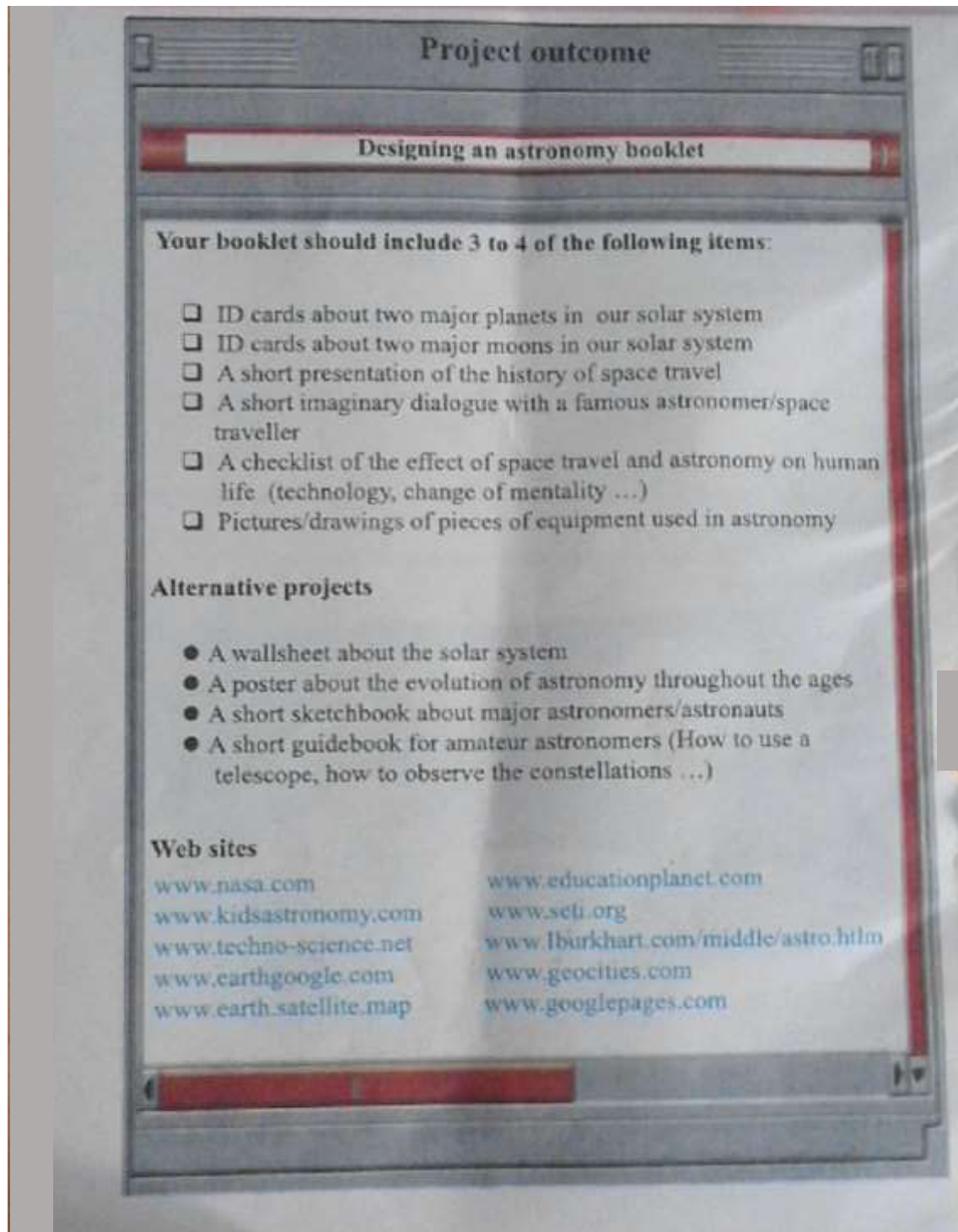### Web sites

www.unesco.com               www.wallacefoundation.org
www.developmentgateway.org   www.koubida.fr
www.espacefr-education.com   www.informat.net

**Project 04:** (pp. 132).

## Making a survey on the impact of advertising

Your survey should comprise the following
- ❑ a questionnaire ❑ a results form ❑ diagrams ❑ a report

- • We advise you to have a look at the ways of making a questionnaire, interpreting results, and writing a report in your **SE1 coursebook**, *At the Crossroads* pp. 73-75.
  - • Follow these guidelines in conducting your survey

❑ Preparing the questionnaire
Decide what **types of advertisement** and **audience** you would like to investigate before you design your questionnaire. For example, your questionnaire could focus on the impact of **TV commercials**. You may address it to various people outside the classroom or to your **fellow students** in the *lycée*.

❑ Writing the report
In writing your report, you should make the best use of the elements of grammar, vocabulary, functions and skills you have learnt in this unit.

❑ Your report should include the following sections :
   A. an introduction (including background, purpose of the survey, and expected findings),
   B. a short description of the questionnaire and the targeted audience,
   C. a discussion of the findings with illustrative tables, charts, etc ,
   D. a conclusion giving a summary of the survey and a statement of implications and recommendations.

**Alternative projects**
- • Producing a radio or a TV commercial • Making a leaflet for selling a product
- • Designing newspaper classifieds for rent, for employment, etc.

**Web sites**
http //www.advertopedia.com/consumer-behavior-basics.htm
www.shoppingpage.us      www.ofcom.org.uk      www.doctor.info
www.advertopedia.com    www.speedtv.com/speed/advertising

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**Project 05:** (pp. 162).

## Project outcome

### Designing an astronomy booklet

Your booklet should include 3 to 4 of the following items:

- ☐ ID cards about two major planets in our solar system
- ☐ ID cards about two major moons in our solar system
- ☐ A short presentation of the history of space travel
- ☐ A short imaginary dialogue with a famous astronomer/space traveller
- ☐ A checklist of the effect of space travel and astronomy on human life (technology, change of mentality …)
- ☐ Pictures/drawings of pieces of equipment used in astronomy

### Alternative projects

- ● A wallsheet about the solar system
- ● A poster about the evolution of astronomy throughout the ages
- ● A short sketchbook about major astronomers/astronauts
- ● A short guidebook for amateur astronomers (How to use a telescope, how to observe the constellations …)

### Web sites

www.nasa.com
www.kidsastronomy.com
www.techno-science.net
www.earthgoogle.com
www.earth.satellite.map

www.educationplanet.com
www.seti.org
www.lburkhart.com/middle/astro.htlm
www.geocities.com
www.googlepages.com

**Project 06:** (pp. 193).

## Project outcome

### Writing a booklet of tips for coping with strong emotions

❑ Your booklet of tips will give advice on how to deal with strong feelings/ emotions : love, hate, anger, jealousy, etc.

❑ Your booklet should deal with at least three types of emotions.

❑ Before giving the tips, give a short description/ explanation of each of the emotions you have chosen to write about.

❑ Write a short comparison about how these emotions are expressed in different cultures. (E.g. in Algerian and English/American cultures)

❑ Illustrate the importance of these feelings by including a news item or a summary of a film/drama/novel that deals with them.

❑ Include proverbs, sayings and cartoons.

### Alternative projects

● Writing a love poem or short story

● Writing a short collection of jokes based on strong emotions

● Making a sketchbook about major characters in love stories
   (E.g. Romeo and Juliet, Antar and Abla, Samson and Delilah, etc.)

● Adapting and acting out a scene or an act from a well-known play

### Web sites

www.friendship.com          www.kidsemotions.net    www.humour.com

www.servingourworld    www.cast.org       www.healthscotland.com

www.strawberrynet.com