Faculty of Letters and Languages
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The Challenges of Implementing Project Based Learning in EFL Classrooms:

Case of Master 2 Students at the Department of English at the University of Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirement for Master's degree in Didactics of Foreign Languages

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DEDICATION

This work is dedicated to My parents

My sister and brother

The rest of my family

&

To all my friends

May God bless you al.

ACKNOWLEDGMENTS

ABSTRACT

Project-based learning (PBL) is an approach that addresses the needs of both teachers and learners in teaching and learning English as a foreign language effectively. PBL requires a large amount of front-end planning from teachers, and a total engagement and concentration from students. In line with such, this study aims to explore the challenges that might occur during the application of PBL on Master 2 students at Tlemcen University. This research work is split into two chapters to answer the raised research questions by attempting to spot the authentic implementation of PBL and its benefits on EFL classrooms. In addition, it tries to demonstrate the challenges faced by teachers and students through conducting a case study using two different questionnaires for Master 2 thirty-three EFL students and six teachers to collect and analyze data quantitatively and qualitatively. The results have shown that students and teachers faced some obstacles during the implementation of this approach. Accordingly, some recommendations were proposed in order to foster PBL process.

TABLE OF CONTENTS

Chapter One: Literature Review

Chapter Two: Case Study, Research Findings and Recommendations

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

PBL: Project based learning

EFL: English as foreign language

ICT: Information and communication technology

TED: Technology, Education, Design

General

Introduction

General Inroduction

The world has become globally and digitally interconnected; thus, all learners need new skills and knowledge to thrive. To guarantee success in school, work, and life, 21st-century skills are very significant to acquire. These skills include students mastering essential competencies such as creativity, communication, digital literacy, collaboration, critical thinking, and problem-solving. Accordingly, a project-based learning approach(PBL)is considered as a means to attain these skills' success. But unfortunately, its implementation has become quite unsatisfactory due to the existing challenges.

Indeed, PBL is widely implemented in various fields of the teaching and learning process. This approach has been incorporated into the teaching of English as a foreign language (EFL).Therefore, English learning has developed from traditional to modern methodologies. English courses have always been struggling to fit the best approach in teaching English. In fact, the project-based learning is an approach where engaging activities are a vital part of teaching English as a foreign language, as it increases motivation and engagement in the courses.

Undoubtedly, English has gained the position of a world language; this is the reason why the demand for high-grade English language education around the world is increasing, especially for those who use English as a foreign language. Hence, there is a growing demand for qualified English teachers and more effective approaches to teaching. In line with such, The Algerian teachers have tried several teaching methods and approaches to improve teaching and facilitate promoting the student's language skills. In this vein, correct implementation of a project-based learning approach in EFL classrooms will be highly applicable to reach the required English level.

The aim of this study is to provide insights into the challenges of implementing a project-based learning approach in EFL classrooms in the department of English at

Tlemcen University. With the intention to shed light on some fundamental aspects of PBL, this research focuses on answering the following questions:

1-Does project-based learning has advantages over traditional learning?

2-Do teachers and learners confront difficulties when implementing PBL approach?

The above questions generate the following hypotheses:

1- Project-based learning may facilitates authentic assessment and pushes students to be more creative than traditional learning methods.

2-Project-based learning is beneficial but complex, so teachers and learners may encounter problems in its implementation.

Basically, This work is divided into two chapters. The first chapter aims to present some key concepts to EFL learners and teachers about this approach. The second chapter is the practical part of the work, which emphasis on the research methodology used to conduct this research. This chapter is divided into two parts. The first part introduces the participants and research instruments. The second part is about the analysis and the discussion of the main outcomes from the two instruments of research a students' questionnaire and a teachers' questionnaire, as well as some suggestions propose as solutions to the problem and some recommendations.

Chapter One

Literature Review

1.1. Introduction :

Project-based learning is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Bransford & Stein, 1984).In a simple way, project-based learning is a task that links between groups of learners and gives them some opportunities like learning new productive skills through the process of the project. In addition, the demand for a high proficiency in the use of English has become very significant. Educators attempt a variety of teaching approaches. PBL is one of the approaches. As result, this literature review examines a conceptual framework that combines a focus on aspects of Project-Based learning approach and its significance in teaching English as a foreign language. It provides a detailed definition of project-based learning, its principle features, origins, the flexible process for project based learning, and differences between traditional-based instruction and PBL approach. In addition, the roles of both teachers and learners during the implementation of this approach, and the effect of PBL in helping students to achieve high standards. At the end of this chapter, online learning environment and the implementation of project-based learning will be discussed.

1.2. Definition of PBL

Project-based learning is an innovative approach to teaching and learning, based on some underlying principles. Many researchers agree that project-based learning is a teaching strategy that requires students' participation by engaging them in problem solving, data collection, discussion, and presentation of results in the form of reports or presentations. In the thick of definitions available in the literature, the present studies define it as 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" (Markham et al., 2003; 4)

PBL has many definitions and descriptions. As an important teaching method, it helps learners to encourage active and in-depth learning that engages them and allows them to explore real-world problems in a collaborative environment. In

project-based learning, students acquire important knowledge, skills, and tendencies by exploring meaningful open-ended questions, which they transfer in a purposeful way. Typically, project-based learning (PBL) involves a higher level of direct instruction and encourages students to explore and deepen what they have learned, rather than expecting them to discover their own learning.

According to some researchers and educators, the characteristics of PBL seem to be consistent. Simpson (2011) assembled research on the common features of PBL as follows:

- Complex explorations over a period of time;

- Student-centered learning activities where students plan, complete and present tasks;

- Challenging questions, questions, or topics of interest to students that become the focus of the project and learning process;

- De-emphasis on teacher-led activities;

- Frequent feedback from peers and facilitators and opportunities to share resources, ideas, and expertise throughout the entire process within the classroom;

- Hands-on activities and use of real resources and technologies;

- A collaborative learning environment;

- The usage of a variety of skills such as social and management skills;

- Striving to connect ideas and acquire new skills in different project phases;

- Producing meaningful work that can be shared with peers, teachers and experts in public presentation;

- The teachers assess both the whole process of working from the first stage to the final stage and the finished projects.

Kavlu (2017; 69) stated that implementing the PBL approach is a path that leads students to the PBL advantages highway. Furthermore, PBL helps students to

internalize the 21st-century skills through preparing, carrying out, and presenting their projects. Thus, although project-based learning may look and feel like a 21st-century idea, it is built on a venerable foundation.

1.2.1. The Origins of PBL :

Project-based learning has been around for many years in American schools, extending back to the 19th century. However, many teachers regarded the book titled "the pedagogical creed" written by John Dewey in 1987 as the true birth of Project-Based Learning, which comprised the concept of "learning by doing". As a result, it has commonly been assumed that the origins of the project-based learning approach have been stemmed from this concept. John Dewey stated, "since learning is something that the pupil has to do himself and for himself, the initiative lies with the learner. The teacher is a guide and director; he steers the boat, but the energy that propels it must come from those who are learning" (Dewey, 1933, p. 36).

Project-based learning also has its origins in constructivist theory. Constructivism originates from the works of John Dewey, Emmanuel Kant, Giambattista Vico and Georg Hegel. This theory indicates that learners gain knowledge through the interaction between their experiences and ideas. Constructivism thinking is rooted in Jean Piaget and Lev Vygotsky's cognitive theories. From Jean Piaget, people actively learn, create plans, and assimilate all forms of science. Vygotsky examines the importance of peer learning and how culture affects knowledge absorption and assimilation. Dewey emphasizes the investigation and integration of real world and classroom activities.

In the 1960s, PBL was officially developed. It was first performed in medicine at Mc Master University in Canada and has become a standard practice in medical education, and then it has been undertaken in engineering, education, economics, business...etc. In this modern world, learners should be provided with the appropriate and necessary knowledge, skills and competencies. Considering that, the world is a wide multi-language, cultural, and religious community, communication and collaboration have become a necessity. In this connection, PBL emerged as a way to engage in real-life learning experiences and problem-solving tasks outside the

confines of the classroom. Hence, a project is a means of teaching important knowledge and skills that students need to learn, by engaging in a variety of processes and a set of steps.

1.2.2. The Process of the Implementation of PBL:

The project-based learning approach process was first developed for medical education, and then expanded to other areas of learning. Papandreou (1994) states that each project is the result of a series of activities carried out by the students and these activities are organized into a process. He adds "An Application of the Projects Approach to EFL" presents a model that elucidates the process of project work in six steps:

*Step 1 Preparation: During this period, the teacher introduces the topic to the students and invites them to discuss and ask questions.

*Step 2 Planning: During this period, the teacher and students identify the method for Gathering and analyzing information, and assigning various work.

*Step 3 Research: In this part, students work individually or in groups to gather information from different sources.

*Step 4 Conclusions: the students draw conclusions based on their analysis of the collected data.

*Step 5 Presentation: Students should present their work to the whole class.

*Step 6 Assessment: In this section, the teacher comments on the student's efforts.

Wrigley (1998) discusses that most project work involves the following steps: Themes Selection, planning, research and product making. Research on The process of PBL is vary from each other. However, they have common core features or steps. There are many ways to present a PBL approach to English learning Classrooms.

Based on the above models, (Alan and Stoller, 2005;10) made a brief summary and stated the revised ten-step process in "Maximizing the Benefits of Project Work in Foreign Language Classrooms". The steps are:

*Step 1: Students and teacher agree on a theme for project.
* Step 2: Students and instructor determine the results.
*Step 3: Students and teacher structure projects.
*Step 4: The teacher prepares students for the language required to collect information.
*Step 5: Students collect information.

*Step 6: The teacher prepares students for the language required to compile and analyze data.

*Step 7: Students collect and analyze information.

* Step 8: instructor prepares students for the language demands of the culminating activity

*Step 9: student present the final product.

*Step 10: Students evaluate the project.

The above model is finer to manage and carried out, which would help teachers and students in the implementation of the project. Consequently, the student's language skills, creative thinking and content learning can be promoted, as well as the final objective of the project can be achieved(Thuan, 2018:332).

In an ideal world, the teacher would adapt his/her teaching style and method to the specific profile of each student. But with big classes, this becomes impossible to do. However, teachers have to try and adapt by taking into account the differentiated learning needs of students. As a result, teachers ought to select and adapt the adequate steps of implementing project based-learning processes according to some identified objectives they put, the course content, and student's needs.

To conclude, there may appear to be a slight difference in the steps of project based learning, but a significance difference can be distinguished between PBL and traditional learning method.

1.3. Project-Based Learning Approach versus Traditional Based Instruction:

PBL required a set of skills from the learner that are not usually demanded within a traditional classroom. Solomon (2003) stated that:

When students are challenged to get to work solving real-life problems, the whole world becomes a classroom. See students at work writing in online journals, doing research on the Internet, meeting in groups to plan and create collaboration and Presentation skills, this setting and these types of activities have a name and a purpose. It is called project-based learning, and it is designed to engage students and empower them with responsibility for their own education in ways unheard of in traditional classrooms. (p 1-2)

One-size fits all is a concept associated with traditional learning. This method of teaching states that all students, regardless of their innate abilities, should develop their education at the same pace and use the same tools to achieve the same level of skills, knowledge and abilities. Thus, they have developed unique tests that set the same level of standards for all students. In fact, both traditional learning and project-based learning can have the same course goals, objectives and outcomes. Both share the same dilemma, the need for students to learn and understand the material in a limited period. However, there are several points to differentiate between traditional instructions and PBL approach, as shown in the table

Project-Based learning	Traditional Based Instruction
Has its foundation in constructivist theory	Has its foundation in behaviorist theory
The emphasis is on the student experience—learning	Students gather knowledge from authoritative teachers in their fields
The teacher does less direct instruction. He or she designs, prepares, and guides projects and learns alongside students	The emphasis is on the teacher's knowledge and presentation skills
Deep and active learning	Superficial learning
Process and product	product
Collaborative	Competitive

Table 1.1.: Project-Based Learning vs. Traditional Based Instruction

   PBL is a unique venture that involves uncertainties that must be managed during implementation. Project-based learning is able to meet the challenges of preparing students to solve real-world problems rather than traditional learning based on essays and tests. Along these lines, the PBL approach offers a variety of roles for both teachers and students that are unheard of in traditional learning methods.

1.4.The Role of the Student during Project Based Learning:

   According to Douglass (2000), a good project is challenging. It requires students to do more than they think they are capable of doing, to apply knowledge instead of simply receiving it. Students must show what they have learned, what they can do, and what new skills they have developed.

       In Project-Based Learning, the role of student transmit from "information receiver" to "meaning maker". Students would reflect frequently on their work through intelligible standards and criteria provided by their teachers. In   Addition, conferences with teachers, critique discussions, and peer reviews help students make

adjustments that improve the quality of the project. Consequently, during such activities and interactions, students must make many decisions about what makes sense to them and to their purpose.

The role of students also includes assuming greater responsibility for finding resources or Taking on a collaborative team role. The tasks of students represent in planning, organizing, supporting, or carrying out activities such as presentations, discussions, case studies, role-plays, interviews, survey construction and administration, laboratory exercises, excursions, guest speaker events, and video recording analysis.

Successful use of projects is facilitated by a learner-centered approach that encourages students to develop habits of mind that can help them become *continuing learners through life. The learner-centered approach has several characteristics, stated by Douglas (2000) as follows:

*Learners rely on their previous knowledge, experiences, and interests.

*Students use primary data sources when it is possible

*Emphasizes problem-solving, higher-order thinking, and a deep understanding of concepts and principles.

* Students reflect on their thoughts and evaluate their work, reflect on what they are learning and set their own goals and objectives.

*Mistakes and misunderstandings seen as opportunities for learning.

*Students are encouraged to develop multiple perspectives and represent their learning.

*Multiple forms of assessment are built in and are an on going part of learning.

PBL increases students' willingness to learn, according to Blumenfeld et al. (1991), successful implementation of PBL in the classroom can increase student motivation by allowing students to fully participate and involved in classroom activities.

1.5. The Role of the Teacher During Project-Based Learning:

By the end of the 21st century, the role of the teacher is no longer just to give instructions or to ask students to review facts for the test. Instead, he or she aims to provide resources to help students explore and progress content in a targeted and creative way.

In fact, methodology books list many roles of teachers, including facilitators, managers, organizers, Controllers, prompters, assessors, participants, resources, and investigators. It is believed that a reflective teacher with a flexible approach is innovative, creative, and open to new trends and approaches. One possible guideline on how to "get out of the way" is through the implementation of PBL (Kavlu 2017).

In PBL, the role of the teacher shifts from "content expert" to a "support coach" while students are working on their projects. In this approach, there is a lack of emphasis on presentations by teachers, but instead, it relies more on providing support and structure.. In general, teachers as coaches invite and use open-ended questions; promote reflective discussion; respect and value diversity of learners and their problems; allow multiple presentations of ideas, questions, and conclusions; model tools surveys and investigation; integrate assessment into the learning process Douglas (2000; 17-18). There are some examples suggested by (Ibid, 18)about the types of things that teachers might do to support project learning:

*Planning a range of teaching activities besides direct instructions that prepare students for the requirements of the project.

*Investigate and identify a set of resources necessary for the project. Locate their accessibility through the media center, in the libraries at the school, or in the community

*Help students define problems or questions and construct plans to reach objectives on time.

*Modeling, giving feedback, and providing scaffolding (tools, forms, guidelines).

*Maintain flexible work environments so that everyone works, but not necessarily on the same thing.

*Probing and challenging student thinking while discussing in conferences with individuals and groups

*Keep the process running by managing group dynamics and by monitoring and adjusting the difficulty or challenge level in the project assignment.

Project-Based Learning Handbook by Markham (2003) describes the role of the teacher as follows: "At the heart of successful PBL is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles". PBL, demands the teachers to adopt new role, to acquire a large set of skills and to leave the traditional way of teaching. It is his /her duty to coordinate and facilitate the process of implementing this approach. Therefore, both student and teachers should know their roles in PBL, in order to avoid the ancient practices of normal projects.

1.6. The Difference between Projects and Project-Based Learning:

According to Flaming (2000), there are significant divergence between yesterday's projects and the PBL approach, he states that "Schoolchildren have been "doing projects" for years, but higher academic standards and new technologies have changed the look and feel of project work in several ways." Flaming. Douglas. S (2000:07). He states the differences as follows in the table below:

	Projects	PROJECT-Based Learning
Higherorderthinking.	Designed to see if students could find facts	Require students to interpret raw data, draw conclusions, and apply knowledge
Teamwork and collaboration.	Usually completed individually	Often require teamwork. Some require collaboration across subject areas or interaction with mentors, advisors, or partners from the community
Scope	Often focused on the past discoveries of others.	Projects may ask students to investigate a contemporary issue themselves; predict future conditions, events, or relationships; or make interdisciplinary connections.
Technologies	Projects culminated in handwritten or typewritten papers, which were sometimes supplemented by posters or three-dimensional models	Multimedia presentations may include graphics, digital images, videotaped segments, 3-D animation, and sound.
Assessment	Generally graded by the teacher according to criteria that were not always made explicit ahead of time	Using criteria or rubrics established jointly by teachers and students

Information resources	Consisted primarily of a paper chase; students located information in whatever books, encyclopedias, and magazines were available in the school library	Require students to synthesize information from these and other sources interviews with community members and experts, original documents and other primary sources, databases, CD-ROM searches, and the Internet.
Complexity	Relatively simple and focused	Relatively simple and focused, but more projectsrequire students to draw on a variety of talents and skills and tointeract with resources and persons outside of school.

Table 1.2.: Projects vs. Project-based learning(Fleming, Douglas.S. 2000)

Through the implementation of PBL, students implement what they learn in meaningful ways. Instruction is integrated into the project, which is designed to meet appropriate academic goals and standards. From the one hand, project work creates a real need for students to learn classroom-level content and skills, while collaborating, thinking critically, and involving in reflection and revision. On the other hand, projects have strict requirements. Instructors assign projects and set how they are to be completed. Overall, projects have accompanying models that have very specific criteria that must be respected in order to get the best grade. As a result, PBL is much more fluid than a project. Thus, it will be seen as a way to reach the new and high standards.

1.7. The Effect of PBL in Helping Students to Achieve High Standards:

It is broadly agreed on new standards for student performance in various subject areas. These standards involve new definitions, which means to have a good program in mathematics, science, technology, language arts, health, social studies, world

languages, or music and the arts. The standards are not designed to be the curriculum. In fact, the curriculum is what teachers do with students to help them achieve the standards. The new standards are purposed to enhance better ways of teaching and learning and to encourage local curriculum development and purposeful student assessment practices (Douglas 2000:19).

There are important tasks for teachers and administrators which are to compare these standards to local curriculum components, identify performance indicators that can be used to follow up student progress, and make assessment tasks that gather evidence about the progress of students and reaching standards.

The hard part in standards-based reform is to reach agreement on what the new standards demand from students and to explore the different ways teachers can do to help students achieve new standards. Many of the new standards emphasize higher levels of student thinking that transcend simply the memorization of information, so that students must demonstrate that they can analyze, organize, and evaluate information. There are some ways stated by Douglas (2000:20) through which students can be more actively involved in their own learning which include classroom opportunities to:

- Teach and explain concepts and processes to each other
- Study a situation from different perspectives
- Find common features that solve different problems
- assess their own performance to identify what they are doing well and what they need to improve upon
- critically evaluate information to resolve conflicts and Dilemmas

Student projects can provide the most adequate ways to reach higher standards through everyday classroom practice. Projects can be built around tasks that require students to solve problems, communicate, reason, and make connections. This approach is used as a means to reach higher standards of learning. Hence, the high standards that PBL aims to reach, will positively affect the teaching of English as a foreign language

1.8. The Implementation of Project-Based Learning in EFL Classrooms:

Currently, the goals of teaching and learning have completely changed. Language teaching or learning is based on some basic standards and other 21st-century frameworks, which involve a set of competencies. Students who meet the standards know how to read carefully for understanding, they can critically evaluate the quality of information, they are able to engage with a variety of texts and formulate well-reasoned arguments, and they can use both their own creativity and digital tools to produce original work that attracts audiences.

One of the effective means to reach these goals in teaching English is the implementation of project based learning. Projects emphasize thinking critically about information and using creativity when it comes to expressing ideas. Projects give students opportunities to use language in the same ways that expert, writers and thinkers do. Thus, PBL practices support language goals.

Project-based learning is the bridge between using English in the classroom and using English in real life situations outside of the classroom (Fried-Booth, 1997). According to Stein (1995), this is done by placing learners in an environment which demands the use of real language communication. When learners work in pairs or in teams, they find themselves needing skills to plan, organize, negotiate, express their views, and agree on issues such as what tasks are to be performed and who is responsible for them, each task and how the information is researched and presented. These skills have been considered by the learner to be important to a successful life. Due to the nature of project work, these skills are also developed in lower-level learners' language ability.

1.8.1. The Benefits of PBL in EFL Classrooms:

There is a large consensus on the benefits of implementing a Project Based Learning (PBL) approach to the classrooms of English as a foreign language. These benefits have been defined by researchers, which range from development of language skills up to enhancing students' personal growth

One of the important benefits of PBL is the combination of the four language skills, speaking, listening, Reading and writing besides the use of a variety of activities. This approach leads to the real target of learning a language when students engage in meaningful communication to complete the authentic activities, in which they would have the opportunity to use language in a relatively natural context and to involve in purposeful activities that require practical language use Haines (1989).According to Brown et al (1993),authentic activities are designed to develop skills such as students' thinking and problem solving skills, which are important outside the confines of the classroom, as well as to foster learning to learn. These practical activities are tasks belong to the curriculum. Thus, project-based learning provides opportunities for the natural integration of language skills (Stoller, 2006).

A project is an activity that "involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or in writing" (Beckett, 2002, p.54), consequently students will be capable of developing metacognitive skills.

PBL has been defined as an efficient way of engaging in "simultaneous acquisition of language, content and skills"(Beckett & Slater, 2005;108).PBL would, therefore, help language learners develop the skill of team-building, which are greatly required in the future work environments. This skill easily develop in PBL as a successful project can be fulfilled only in a well-organized teaching with distributed functions and mutual support. As a result, students will be able to observe how their ideas, plans, suggestions and thoughts can be successfully adopted and carried out to accomplish projects. In this approach leaners are more independent than in traditional learning, which helps them to build the ability of decision-making. They are also able to interact with each other freely and get to know their classmates better.

PBL requires suitable conditions for its proper execution. So that the changes that occur due to the outbreak of the Corona virus can negatively affect the process of PBL, thus requiring immediate procedures and remedies.

1.9. Online Learning Environment and the Implementation of Project-Based Learning:

Due to the broad spread of digital technology, an increasing number of faculties at universities are considering using some of their teaching courses online. Online learning has gained more attention from teaching staff and educational institutions as it has the power to provide adequate and effective solutions for some of current educational issues. Online learning can extend learning opportunities by helping instructors to effectively deal with large groups of students, curricular, pedagogical, and administrative issues (Blin& Munro, 2008; Sanagavarapu,2018; Selwyn, 2007).In addition, the increasing disruptions to traditional learning can make online learning a perfect choice. For instance, the spread of the Coronavirus (COVID-19) around the world has made online learning a priority to a huge number of educational institutions and countries in the world in order to control the outbreak of the virus requiring students to learn from home (Quintana, 2020; Zubașcu, 2020).

In the situation in which the educational system found itself, every form of teaching, including project based learning, is implemented at a distance. In this respect,

Petrović et al (2020) have selected and identified some of the most significant tools for the implementation of distance learning. From a large number of good examples, they have singled out those that already have some stability, in which these tools have been tested and have existed long enough to be tested, and they also took care that they are free to use. They organized them in three categories, according to the stages of teaching, namely:

1. Tools that will help to prepare and organize the work:

*Udemy:*is a platform that connects students with a large number of instructors. The standard course on this platform is based on videos. Each course must have at least 30 minutes of video content and at least 5 lectures, i.e., learning modules.

Google Classroom: there is a set of online applications called G Suite made available for free for all educational institutions within the project Google for Education:

• Gmail - email system,

 • Google Drive - online drive,

• Google Calendar - an application for keeping calendars and schedules,

• Google Docs, Sheets and Google Slide - online collaboration applications for text, tables and slide presentations,

 • Google Forms - creating questionnaires, quizzes and surveys with automatic processing of results

• Google Meet - an application for direct audio and video communication via calls,

 • Jamboard - an application similar to the online whiteboard.

Khan Academy Serbia: The focus of the content is on video lessons, which is relatively easy to do, and the platform is open and free for everyone.

Microsoft Teams : in this application the teachers can easily make a classroom for their subject, create assignments and post them to students and divide students into different teams. In addition to video and voice conferencing.

   2. Tools that will help to implement teaching and monitor student work:

Time Graphics: gives the opportunity to create timelines that can be useful for understanding literature movements, philosophy, art, and some computer science topics.

Kialo: is an application that will help instructors put a debate or discussion with their students on the Internet.

Slack: is a simple application for team communication and collaboration. It provides transparent communication experience and search documents.

   3. Tools that could help to evaluate student achievement.

Kahoot:is a testing tool, in which questions are posed in the form of a multiple choice question, i.e. marking the correct answer among the offered, and the time for giving the answer is limited.

Fun Retro: It is ideal for communication in real-time, for instance, to gain feedback at the end of each online lecture. It encourages the exchange of knowledge among students in a fun online setting.

The above-mentioned few tools are taken from a large list. Even though they have been around for a long time,some of them are underused. They are useful add-on tools to help students prepare independently and remotely. This is one of the biggest advantages of distance learning. There are tools that are not specifically designed for project-based learning, but will certainly help students and professors enrich the classroom additional content and opportunities for distance learning(Milan Petrović et al., 2000).

1.10. Conclusion:

This chapter illustrated the concept of Project-based learning along with its origins and process. It compared PBL and the traditional way of learning, as well as PBL and projects. Also, it exemplified some of the roles of both teachers and students during the implementation of PBL. In addition, it discussed the importance of Project-based learning in teaching English as a foreign language, and The benefits of PBL that help EFL teachers and students achieve a high level of concentration, as well as the development of 21st-century skills. Moreover, it demonstrated that this approach could serve students and teachers reach high standards. Finally, it addressed the implementation of project-based learning during the outbreak of coronavirus and online learning.

Chapter Two

Case Study, Research Findings

and Recommendations

2.1.Introduction :

The second part is concerned primarily with the empirical aspects of this study. The present chapter aims at collecting data about the challenges of implementing project based learning approach on EFL learners. For this purpose, the researcher has tried to investigate what challenges that master 2 students are faced at University of Tlemcen during the implementation of project-based learning approach on foreign language learners, English in particular. The researcher has also investigated why teachers are facing some challenges during the implementation of this approach.

This practical part starts with presenting the research design and methodology. It also describes the participants and the instruments used in this study; namely the questionnaire for both students and teachers. Moreover, the present chapter provides a clear idea about the procedures used to analyse the gathered data, which can be described as a combination between quantitative and qualitative approaches

2.2. Research Design :

Drawing a good research design is a challenge faced by all researchers. The selection of the appropriate research methodology that best fits the research objectives would help the researcher to conduct a considerable study and achieve an effective piece of research.

The core of this study is to achieve a deep understanding of the reasons behind creating challenges during the implementation of a project-based learning approach. It attempts to find out suitable solutions case which to overcome these challenges.

2.3 Case study:

This paper is a case study dealing with Master two students at the university of Tlemcen. In this vein, Robert K. Yin (1993: 11) defines the case study as "it refers to an event, an entity, an individual, or even a unit of analysis. An empirical inquiry investigates a contemporary phenomenon within its real life context using multiple sources of evidence".

The research deals with a case study, which includes the challenges of implementing project-based learning approach at the department of English at the

University of Tlemcen. It follows an exploratory approach which focuses on the study of a given problem to understand the issue and bring ideas about the way of improving the existing situation, this type of case study constitutes a prelude for other research works.

The case study in terms of the number of cases is a single case study precisely, instrumental to discuss something general through the study of a specific case, its purpose is to generalize the research results.

2.4. Sample Selection :

A sample is a random selection of members of a population; it is a smaller group drawn from the population that has the characteristics of the entire population. The research sample for this study comprised two categories, thirty-three master 2 EFL students of mixed gender and ages. In addition to six Master 2 teachers of different modules.

2.4.1 Students' Profile

Students' sample consists of thirty-three master 2 students at the English department. The sample was of a dominance of females over males, and mixed ages, as well as different specialties. They helped in collecting different and various point of views.

2.4.2 Teachers' Profile :

The teachers sample contains six Master 2 teachers of different modules as well. They were of a mixed gender; five females and one male with different qualifications.

2.5. Data Collection Instruments :

In order to check the validity of research hypotheses, the researcher will use questionnaires for both students and teachers to collect and analyze the required data.

2.5.1 Questionnaire :

One of the most used tool in investigating a research work is the questionnaire. It consists of a list of questions, as well as include clear instructions and space for answers, it should also have a defined purpose that is related to the objectives of the research. Questionnaires have advantages over some other types of research instruments, it is less time consuming, and allow to draw more reliable data. Usually, composed of different types of questions; closed-ended questions that asks the respondents to pick an answer from a given number of options, it comes in a multitude of forms; multiple choice, dichotomous, ranking scale, and likert scale questions. Open-ended is another type of questions in which the respondents answer on their own style by using their opinions and background knowledge.

2.5.2 Students' Questionnaire

The target of this questionnaire was to determine the challenges affecting the process of implementing this approach. Furthermore, it attempted to collect data on learners' opinions concerning the difficulties they face while discussing project with teacher and students. In addition, it aimed to gather data on the competences that students develop through this approach. The questionnaire comprised of (12) questions of different types (see Appendix A). It is described in what follows.

Questions	Objectives
1-Gendre	The purpose of this question is to determine the gender of the participants in this instrument.
2-Age	The aim of this question is to look at the different age groups of the students to know if they are mature enough to be aware of the correct implementation of a project-based learning approach
3- Do you like preparing project in groups with your classmate?	The aim of this question is to know if students are aware with the importance of doing projects in groups.
4- How can preparing a project and presenting it in the	The goal of this question is to find out if the students know the aim from this approach

classroom benefit you?	
5- Do you use your prior knowledge to accomplish your project?	The sake of this question is to know if the learner is able to activate his prior knowledge during the implementation of project
6- Which kind of difficulties you find while working in groups with your colleagues?	The goal of this question is to figure out the kind of difficulties that students face while working in groups.
7- Have you ever found that the project questions given by the teacher were unclear?	The question is asked to know if there is a lack in teacher's guidance about the project.
8- I'm good at searching for information about the project on the net	The objective behind this question is to know if students have a good level in digital literacy to conduct their research.
9- How do you prefer to deliver the project work?	This question asked to know the way students prefer to deliver their project work.
10- Do you find difficulties in discussing the results of the project with your teacher and classmates? Why?	The aim of this question is to know the obstacles hinder student from discussing theresults of the project.
11- How is the work on the research organized in your group?	The objective of this question is to know if there is equal distribution of the work among group members or not.
12- Rate the competencies you have developed through this approach:	The question is asked to know if students have developed some competencies during the implementation of this approach.

Table 2.1.: The Objectives of The Questions in Student's Questionnaire

2.5.3. Teachers Questionnaire:

The purpose of the teacher survey is to collect data on teachers' background on this approach, as well as the challenges they face with the use of project-based

approach in their teaching before and during the coronavirus outbreak. It is made up of
(17) questions of different types (see Appendix 2).The following table summarizes the
main objectives of the questions raised in teacher's questionnaire.

Questions	Objectives
1- Gender	This question was asked determine the gender of the teachers, because it is advisable to include it in the teacher's profile when choosing a sample.
2-Years of teaching	The objective of this question is to know the teacher experience in teaching English
3-Have you ever taught Master 2 students?	To find out if the teachers who answered this questionnaire had taught Master two before, because the sample selected in this study is master two.
4- How large are your classes?	This question aims to know the classroom size, because it is a very important condition to conduct this approach.
5- have sufficient knowledge about implementing project based learning approach:	The target from this question is to know if students have developed the ability to relate what they already know and what they are learning.
6-How many times per semester do you use project-based learning approach?	The goal from this question is to know how many times the teacher use this approach per semester
7-When assessing student achievement during a group project, you will assign it through:	This question aims to see whether the teacher assign their students through group grade or individual grade.
8-Do you think a project-based learning approach can help you reach an authentic assessment of your student? Why?	The purpose behind this question is to know if this approach led teachers to authentic assessment of their students.

9-Why do some of your students produce low-quality projects	The objective from this question is to know the reason behind producing low-quality projects.
10-The roles of the teacher during the implementation of the project are	The target from this question is to see if the teacher know their exact roles during the implementation.
11-Do you think your guidance and recommendations are important during the implementation of this approach? Why?	This question aims to see if it is important for teachers to provide their guidance and recommendations to their students.
12-How would you rate the final discussion of project results with your students?	This question was designed to the teachers to rate the final discussion of project results withtheir students.
13-What are the other instances where you have discussions with your students?	This question was addressed to the teachers to know if they practice discussion with their students in the classroom.
14-In these conditions, what changes have occurred in the implementation of this approach?	This question is to know the changes have occurred during the spread of corona virus.
15- Do the changes that occur in this approach have a negative effect on students' performance?	The purpose of this question is to know if the changes that occur in this approach negatively affect student's performance.
16-The establishment of distance learning is insufficient to implement this approach , for the following reasons.	The goal from this question is to know the reason why the establishment of distance learning is insufficient to implement this approach.

17-In this environment, are you still able to play your role while implementing this approach ?	This question tries to know if teachers are still able to play their roles during outbreak of corona virus.

**Table2.2.**The Objectives of The Questions in Teacher's Questionnaire

2.6. Data Analysis Procedures:

After selecting and applying the right research tools; it proceeds the step of analyzing the attained answers. It is an important procedure because it enables the researchers to find answers to their questions through two different methods, which are quantitative and qualitative. The quantitative method aims at interpreting data by statistics such as numbers, tables, and graphs, while the qualitative method provides a critical analysis and interpretations of the statistical aspects mentioned before. Therefore, the researcher employed two questionnaires for both teachers and students

2.6.1.The Results of Student's Questionnaire:

For collecting data in this research, the researcher distributed thirty-three, (33) online questionnaires to EFL students of Master 2 in Abou Bekr Belkaid University of Tlemcen; it consisted of ten (10) questions. Students' answers were varied and the results achieved are presented in the following analysis.

Rubric one:

Background and Profile :

Question1: student's gender
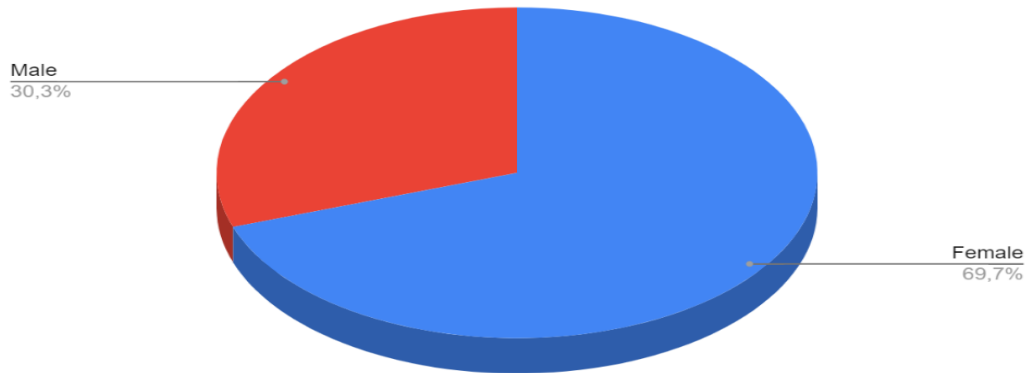
Figure 2.1.: Student's Gender

From the above pie chart, it is seen that among the thirty-three participants there are twenty-three females(69.7 %) and eight males (30.3 %).it is clear that females are outnumber males.

Question 02:Student's age

Students age	students	percentage
21 years old	1	3%
22 years old	12	36.3%
23 years old	11	33.3%
24 years old	5	15.2%
25 years old	1	3%
26 years old	2	6.1%
30 years old	1	3%
Total	**33**	**100%**

Table 2.3.: Student's Age

The results shows that, the first set includes 13 students (39.3%) who are between 21 and 22years old. The second age set includes 16 students (48.5%) who are between 23 and 24 years old. The third set includes 3 participants (9.1%) who are between 25 and 26 years old, and finally one participant (3%) of 33 years old. It can be seen that most of them are very mature and know their needs and interests in the learning process. It also proves that they are able to evaluate their progress.

Rubric Two:

The challenges of Project-based learning approach

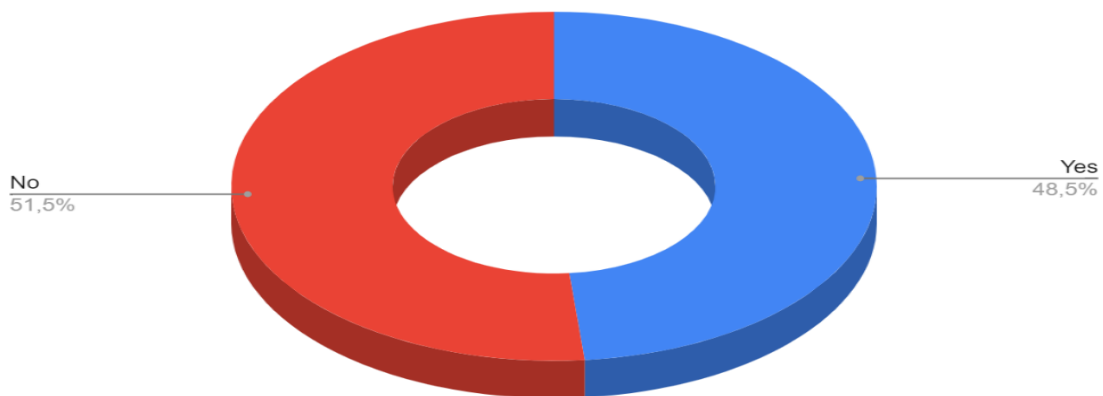**Question03**:**Do you like preparing project in groups with your classmate?**

Figure 2.2.: Preparing Project in Groups

Concerning this question, the participants answered a question about if they like preparing project in groups with their classmates. Results show that most of the students (51.5%) said no, while (48.5%) said yes.

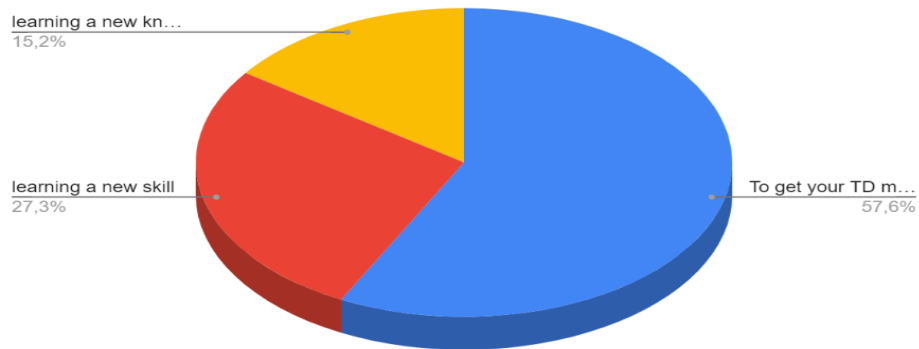**Question 4: How can preparing a project and presenting it in the classroom benefit you?**

Figure 2.3.: The Benefit from Presenting Project in the Classroom

The result obtained from this question shows that (57.6%) students prepare their projects to get their TD marks. (27.3%) students implement it for the aim of learning a new skill, however,(15.2%) students do it for the purpose of learning a new knowledge. Consequently, it can be seen that the vast majority of students are not aware with the true aim of this approach.

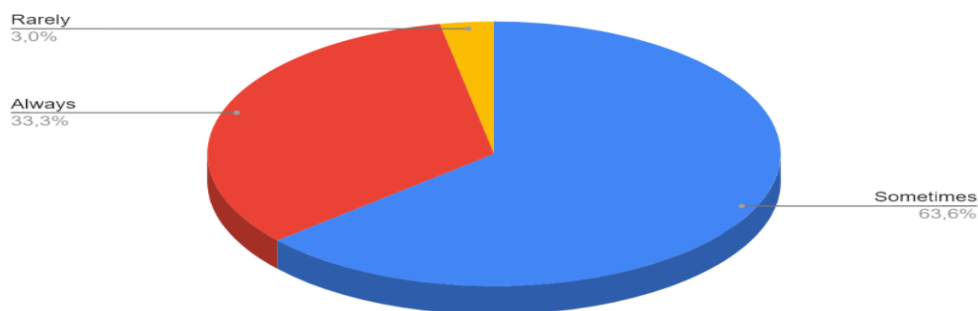**Question 5:Do you use your prior knowledge to accomplish your project?**

Figure 2.4.: The Use of Prior Knowledge to Accomplish The Project.

This question is asked to know if the student uses their prior knowledge while working on their projects. The results reveal that (63.6%) of the students sometimes use their prior knowledge in their projects, while(33.3%)of the students always use

it, and only (3%) of the informants rarely use it. The process of activation of prior knowledge is important for developing critical thinking competence, however, the frequency of students who use it sometimes, is more than those who always use it.

Question 6: Which kind of difficulties do you find while working in groups with your colleagues?
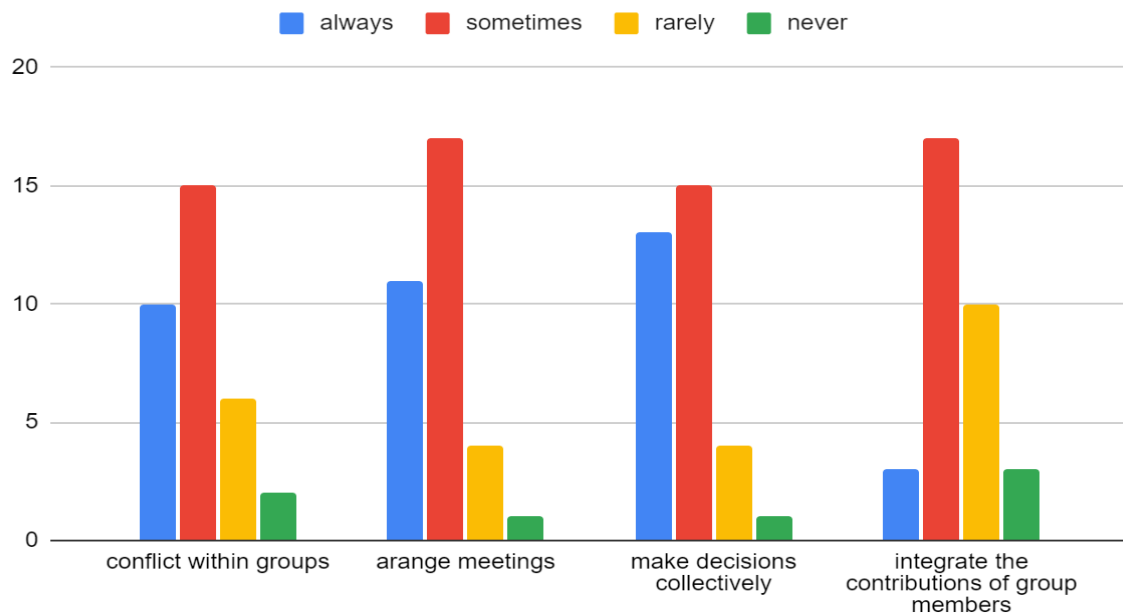

Figure 2.5.: The difficulties that The Students Confront in This Approach

These Results reveal the difficulties faced by students while working in groups with their classmates. It was found out that (45.5%) informants stated that they sometimes have conflicts within groups,(30.3%)claimed always, while the rest seven informants(18.2%) chose rarely and (6.1%) selected never. The other common difficulty is about to arrange meetings in which (33.3%) students chose always, (51.5%)chose sometimes, and the rest varies between (12.1%) rarely and (3%) never. Regarding making decisions collectively, the results show that (44.1%) Students announced that they sometimes face this problem, (33.3%) always face it, (11.8%) students claimed rarely and only (2.9%) stated never. Lastly, is the integration of the contribution of group members; in which (51.1%) of participants declared that they sometimes confront this problem, (9.1%) said that they always face it, while (30.3%) claimed rarely, and only (9.1%) participants claimed never. Then, according to results,

the frequency of occurrence of the cited difficulties occurs sometimes much more than always. A small number of students reports that they never have these difficulties.

Question 7: Have you ever found that the project questions given by the teacher were unclear?
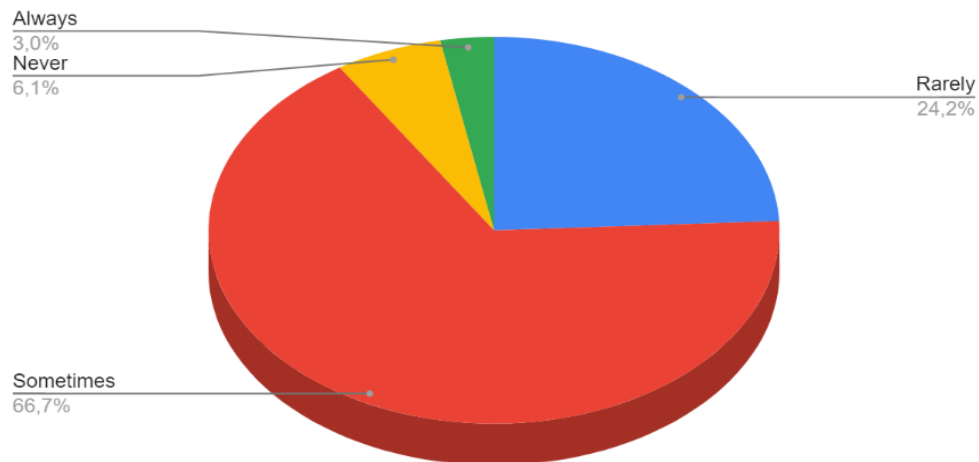

Figure 2.6.: Unclear Project Questions

This question aims to check whether the students have ever found that the project questions asked by the teacher were not clear. The results show that (66.6%) students stated sometimes, (24.2%) students claimed rarely, (6.1%) said never, and (3%) answered by always.
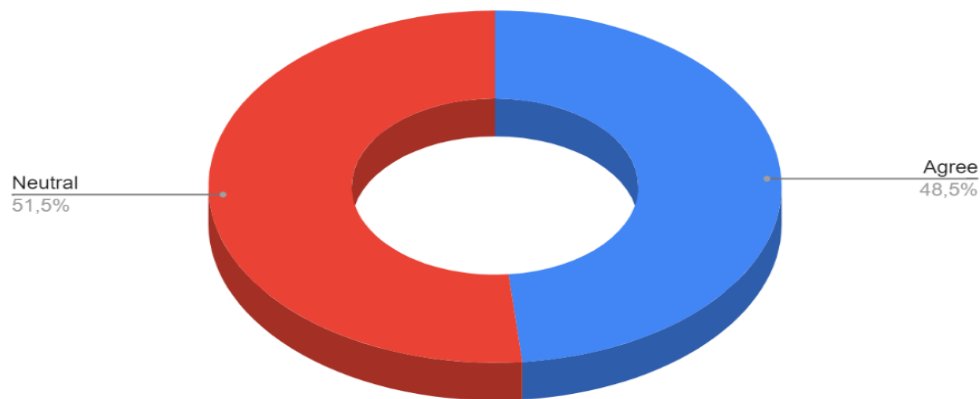
Question 8: the level searching for information about the project on the net.

Figure 2.7: The Extent to which Students are Good at Searching Data on The Net

This question tried to know if the students have a good digital literacy. It is noticed from the results, that (51.5%) of the students have an intermediate level in looking for information on the net. Whereas, (48.5%) of them have a good level.
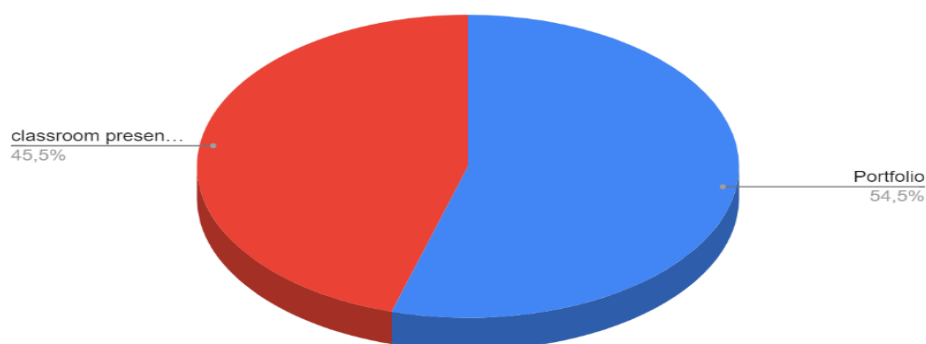
Question 9: How do you prefer to deliver the project work?

Figure 2.8.: The Way Students Prefer to Deliver Their Project

This question is set to know how students prefer to deliver their project work. The results show that (54.5%) of participants admit that they prefer to deliver the project through a portfolio, while (45.5%) students prefer classroom presentation. Then, it can be thought that less than a half prefer discussion and debates.

Question 10: Do you find difficulties in discussing the results of the project with your teacher and classmates? Why?
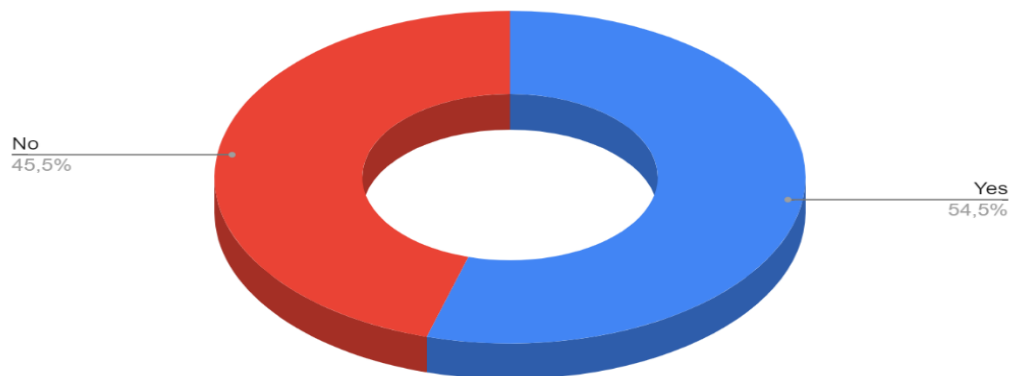
No
45,5%

Yes
54,5%

Figure 2.9.: Difficulties while Discussing the Results

The figure above shows that (54.5%) of informants faced difficulties. The most faced obstacles according to them, are, shyness, forgetting everything during the discussion, and stress. The other difficulties are; critiques, class size, lack of information and communication problems. However, (45.5%) of participants do not face any difficulties. Results show that Students suffer from feeling challenged to complete this type of activity.

Question 11: How is the work on the research organized in your group?
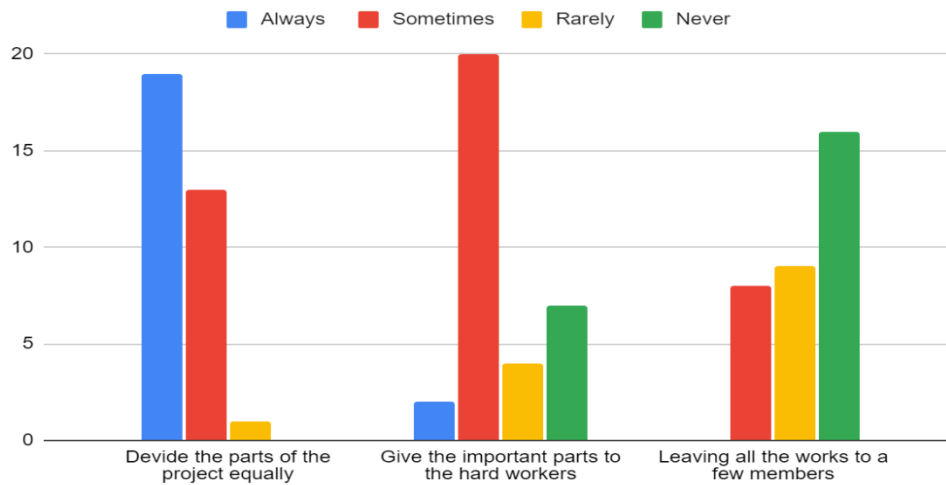
Figure 2.10.: The Way Students Organized their Work

According to the results above .The majority of students (57.6%) said that they always divide the parts of the project equally, other (39.4%) students said sometimes, and other (3%) of them claimed rarely. (6.7%) of participants claimed that they always give the important parts to the hard workers, (60.6%) select sometimes, (12.1%) chose rarely, and (21.2%) said never. There are identified cases of unequal contribution to group work when some members (24.2%) sometimes leave all the work to other few members, (27.3%) said rarely, and the remaining (48.5%) chose never. Hence, the most common problem among students was dividing the parts of projects equally.

Question 12: Rate the competencies you have developed through this approach:
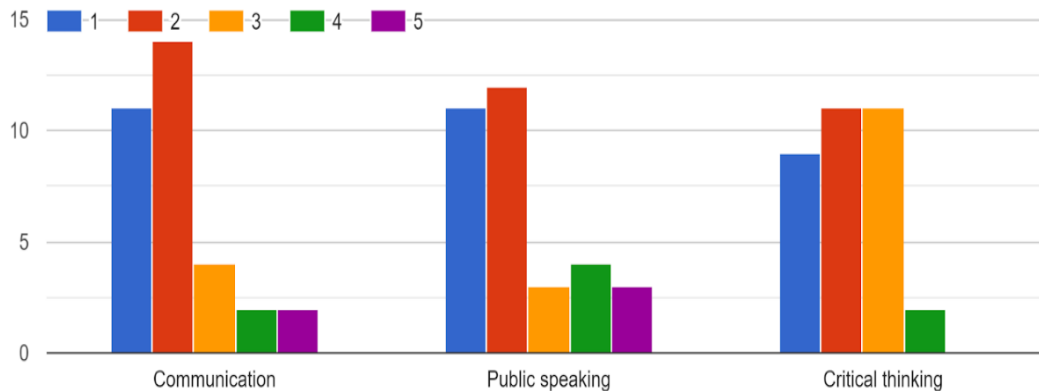
Figure 2.11.: rating student's competencies

This question provides rates of developing student competencies during the implementation of this approach. The result revealed that in communication competency, (33.3%) of students rated themselves by 1 and (42.5%) by 2, that is (75.7%) students have a weak level, (12.1%) are average rated by 3, and the remaining have a good level rated between 4 (6%) and 5 (6%). In public speaking competency, the results show that 23 students have a weak level, rated themselves between 1 (36.3%) and 2 (33.3%), other (9.1%) students have an average level, they evaluated themselves by 3, and finally, 6 participants rated themselves between 4 (12.1%) and 5 (9.1%) as getting a high level in this competency. Concerning, critical thinking competency, twenty students evaluated themselves with a weak level between 1 (27.3%) and 2 (33.3%), another (33.3%) students admitted that they have an average level, and only (6%) students stated that they have a good level, evaluated themselves by 4. Thus, it can be noticed that the majority of students' competencies did not reach the required level.

2.6.2. Teacher's questionnaire analysis:

Teacher's questionnaire is set for six (6) EFL teachers of different modules; this questionnaire is done online and consists of thirteen (13) questions.

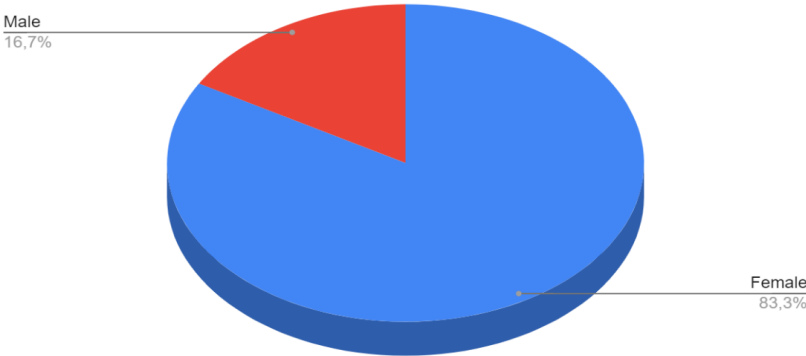**Rubric one: teacher background**

Question 1: Gender

Figure 2.12.: Teacher's Gender

The above figure shows that the vast majority of teachers 5 out of 6 who responded to the questionnaire (83.3%)are females, while there is only one male(16.7%).
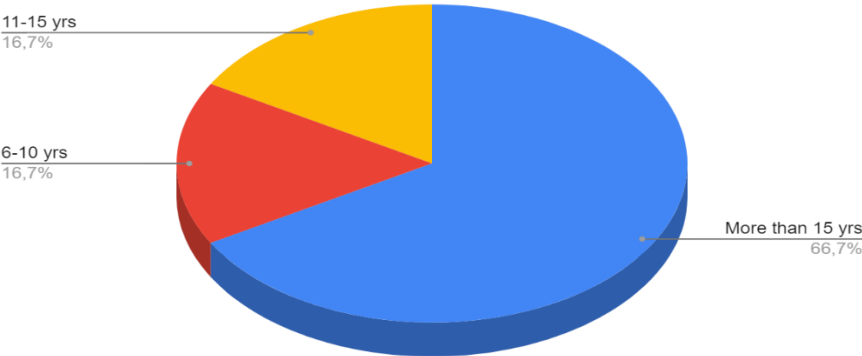
Question 2: Number of Years of teaching

Figure 2.13: Teachers' Teaching Experience

As the results show in the pie-chart , four teachers (66.7%) have more than 15 years' experience in teaching the English language, another teacher (16.7%) has an experience between 11-15 years, and another one(16.7%) has an experience between 6-10 years.

Question 03: How large are your classes:
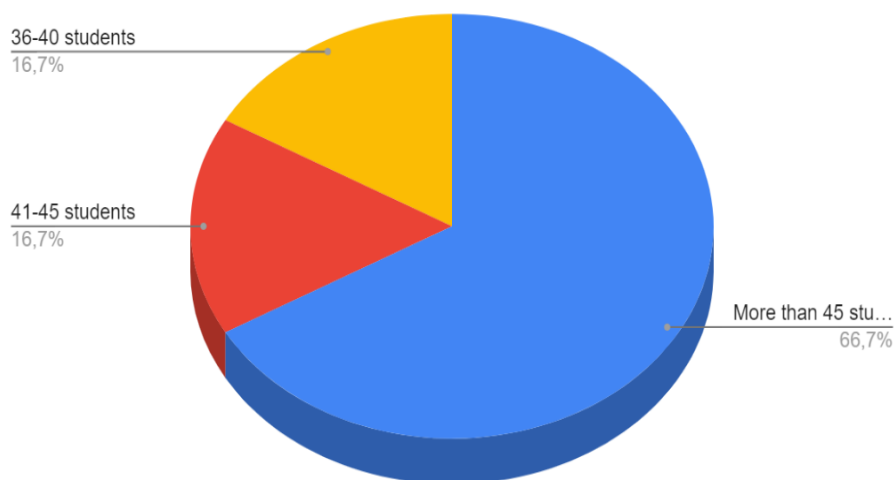

Figure 2.14: Classroom Size

According to the findings, four teachers (66.7%)report that their classes contain more than 45 students, another teacher (16.7%)claims that his/ her classes contain 41-45 students, and another teacher (16.7%) admits that his/her classes contain 36-40 students. It can be seen that the class size is larger than the required size to conduct a group project work

Question 4: **Have you ever taught Master 2 students?**
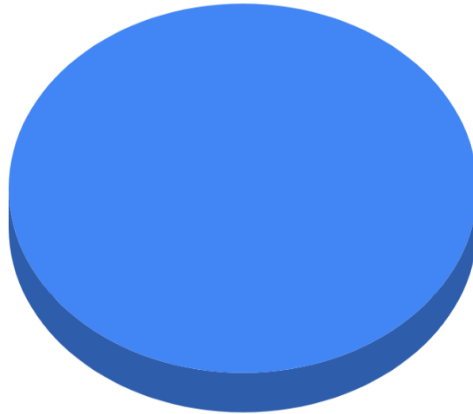
Figure2.15.: Teaching Master 2 Classes

The above figure shows that all teachers (100%) who responded to the questionnaire taught master 2 students. This is in favour of the data required to know about the implementation of the PBL. Hence, the following answers are expected to be pertinent to the research.

Rubric Two: The implementation of project -based learning approach
Question 5: I have sufficient knowledge about implementing project based learning approach
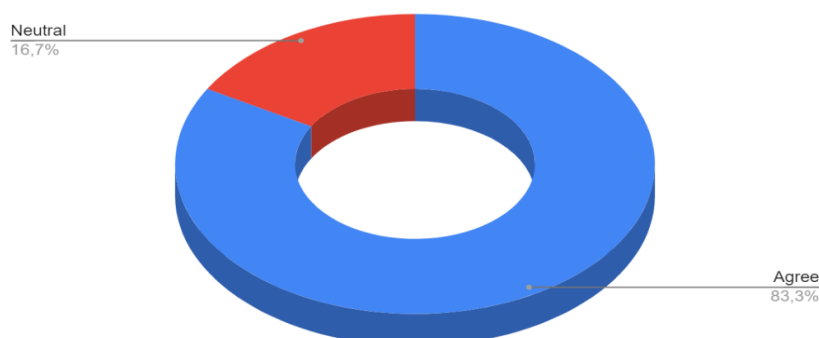
Figure2.16.: Teachers' Background Knowledge of Using PBL.

The results reveal that the majority of the teachers five out of six (83.3%) have sufficient knowledge about implementing a project-based learning approach. However, the remaining teacher is neutral (16.7%). This may explain the fact that the majority of teachers in charge of master 2 students have an idea of this approach before implementing it in their classes.

Question 6:How many times per-semester, do you use project-based learning approach?

Responses	Number of respondents	Percentage
Once	3	49.9%
Twice	1	16.7%
Once or Twice	1	16.7%
2h / week / 4 weeks	1	16.7%

Table 2.4.: The Frequency of using PBL per-semester

The results in the table show how many times the teachers use project based learning approach per-semester; three out of six teachers (49.9%) use it once per-semester, another teacher (16.7%) said that they use it twice, another teacher (16.7%) declared once or twice, and finally one teacher (16.7%) claimed 2 hours, a week, or four weeks.

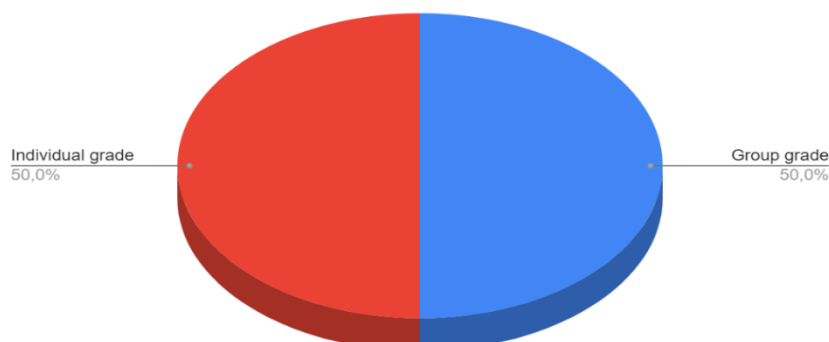**Question 7: assessing student achievement through group grade or individual grade:**

Figure2.17.: Individual Grade vs. Group Grade.

As illustrated in the results, three teacher (50%) assign the achievement of their students through group grade, while the other three teachers (50%) assign it through individual grade.

Question 8:Do you think a project-based learning approach can help you reach an authentic assessment of your student? Why?

No
33,3%

Yes
66,7%
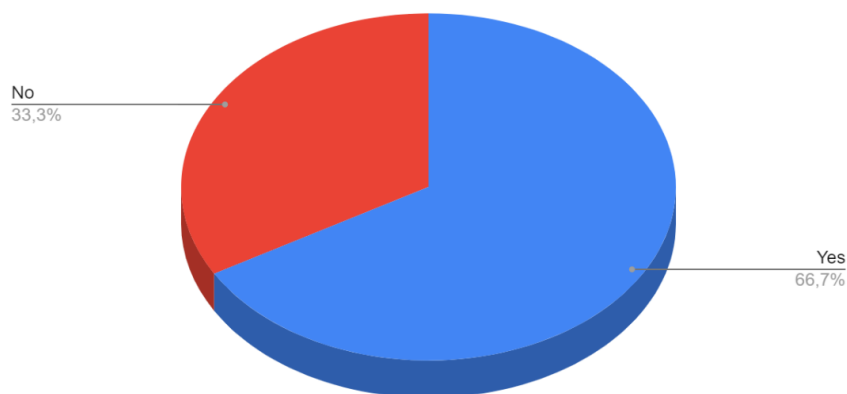
Figure2.18.: PBL Help to Reach Authentic Assessment.

The result achieved show that four teachers(66.7%) teachers said "yes**".** This fact was reinforced by teachers' responses to the questionnaire, who pointed that it will assess students' initiatives**,** and it can assess many skills: research, summary, note taking, presentation, and debate. Other teachers indicate that if the roles of students are accurately specified then the teacher can provide adequate assessment and relevant feedback as well, and students can give their opinion**.** Besides, only two teachers (33.3%) answered with "no", they support their claim by stating that; lazy students rely on active ones, and it is difficult to determine each student's real achievement since they are working together.

Question 9:The reason why students produce low-quality projects
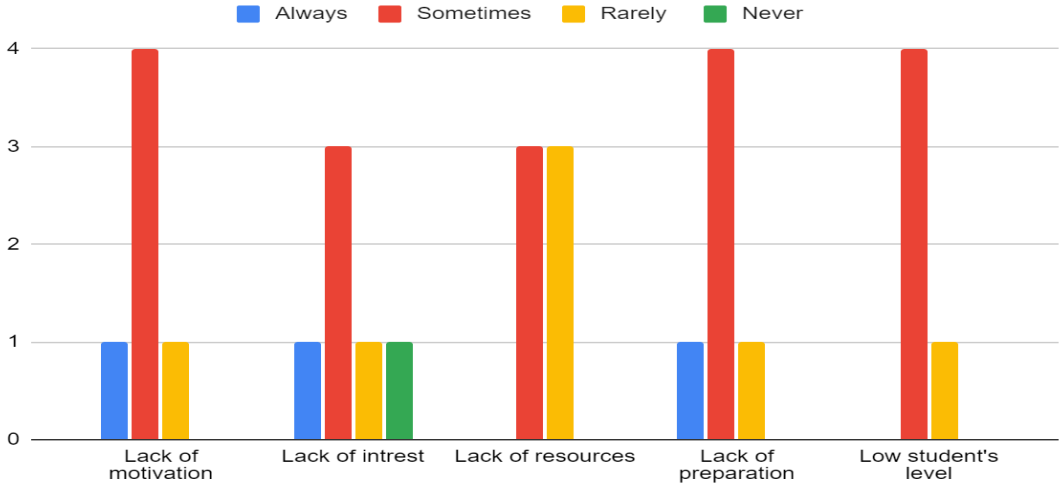
Figure2.19: The Reasons for Producing Low-quality Projects.

From the results above, it is shown that four teachers (66.7%) believed that a lack of motivation can sometimes be a reason for students to produce low-quality projects, one teacher (16.7%) stated that it is always the reason, and also one teacher (16.7%) consider it rarely. Three out of six teachers (50%) consider that lack of interest can be sometimes a reason, another teacher (16.7%) claimed that it is always a cause, another teacher (16.7%) said rarely, and finally, a teacher (16.7%) answered by never. Another reason is the lack of resources, three teachers (50%) deemed that sometimes it can affect the quality of the project, and another three teachers (50%) of them believed that it always affects. Moreover, four teachers (66.7%) indicate that lack of preparation is sometimes one of these common reasons, other teacher (16.7%) claim that is always, and the last teacher (16.7%) choose rarely. Lastly, five teachers (83.3%) regarded that low student's level is sometimes can be a reason, while only one teacher (16.7%) said it could always be.

Question 10: The roles of the teacher during the implementation of the project are:
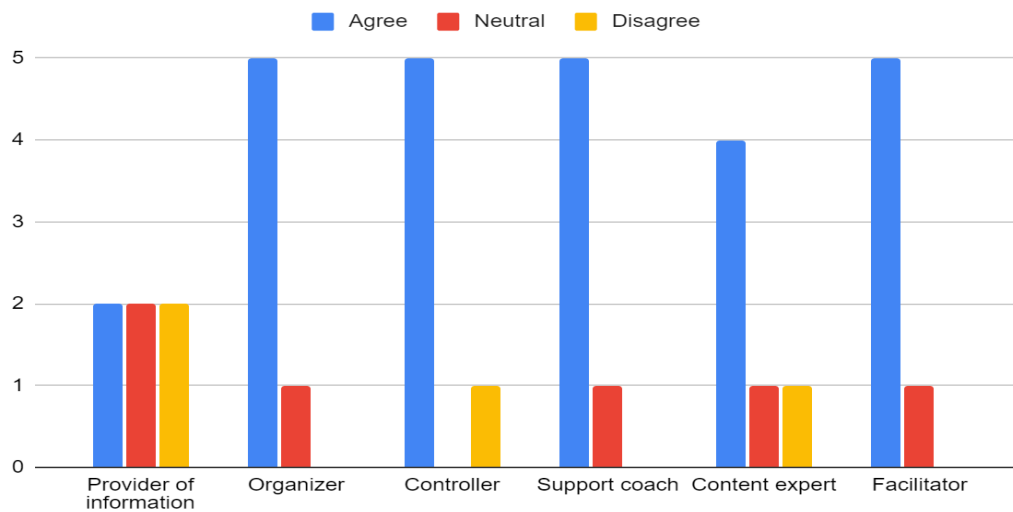
Figure2.20.: The Roles of the Teacher.

Results of question ten show teacher's level of agreement on some roles during the implementation of project based learning approach. Concerning the teacher's role as a provider of information, two teachers (33.3%) agree on it, other two teachers(33.3%)are neutral, and other two teachers(33.3%)disagree. The majority of teachers five out of six (83.3%) agree on the role of organizer, whereas only one teacher (16.7%) is neutral. In addition, five teachers (83%) agree on the role of a teacher as controller, and one teacher (16.7%) is neutral. Moreover, the majority of teachers five out of six (83.3%) agree on the role of a support coach, while only one teacher (16.7%) is neutral. Furthermore, four teachers (66.7%) agree on the role of a teacher as a content expert, another teacher (16.7%) is neutral, and another teacher (16.7%) disagreed. Finally, when considering a teacher as a facilitator, five teachers (83.3%) agree on this role, whilst one teacher (16.7%) is neutral.

Question 11:Do you think your guidance and recommendations are important during the implementation of this approach?
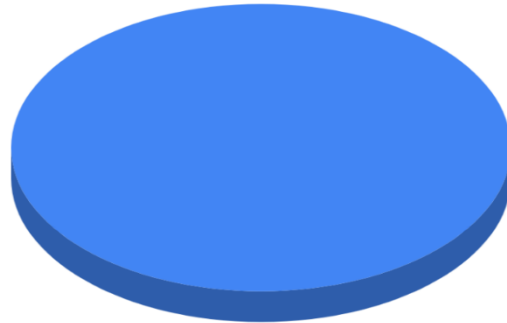
Figure2.21.: The Importance of Guidance and Recommendations.

The aim of this question was to know whether teachers provide guidance and recommendations to their students during the implementation of this approach. The results indicate that 6 out of 6 (100%) teachers support this claim indicating some reasons, For instance, one of the teacher's roles specifications is being a facilitator, also If the teacher doesn't guide students, they may be lost and may produce irrelevant assignments, another teacher said that though the project is student-based, the teacher's role as a facilitator, guide and evaluator cannot be dismissed. In addition, because it allows student's guidance, it is important to let students know what is expected from them clearly to obtain good results, and to do a good work.

Question 12: How would you rate the final discussion of project results with your students?
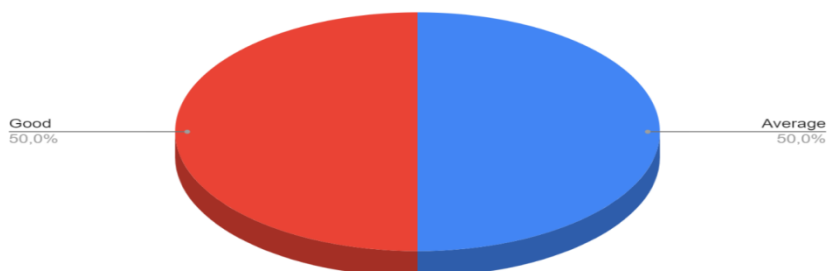
Figure2.22.: The Final Discussion of Project Results

The figure above shows that three teachers (50%) approve that the final discussion of project results with their students is average, while the remaining three (50%) of them claim that it is good.

Question 13:What are the other instances where you have discussions with your
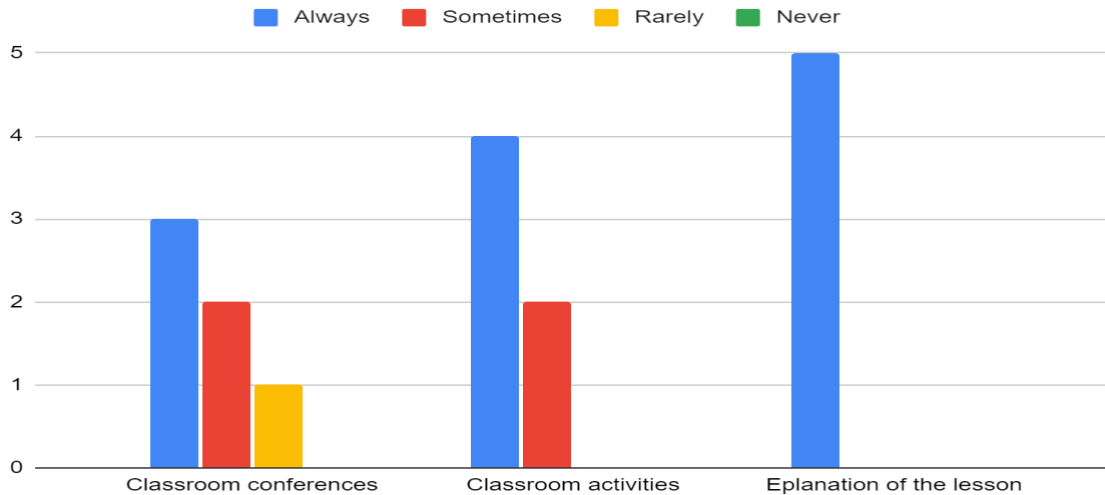
Figure2.23.: Other Instances of Discussion with Students.

As it is shown in the results, three teachers (50%) always have discussion with their students during classroom conferences, other two teachers (33.3%) of them said sometimes, and only one teacher (16.7%) choose rarely. Another situation that would engage both teachers and students in discussion is classroom activities; four teachers (66.7%) answered by always, and the remaining two teachers (33.3%) said sometimes. Whereas, six out of six teachers (100%) always engage in discussion with their students during the explanation of the lesson.

Rubric Three: The implementation of Project-based learning approach during the outbreak of coronavirus and the establishment of distance learning.

Question14:In these conditions, what changes have occurred in the implementation of this approach?
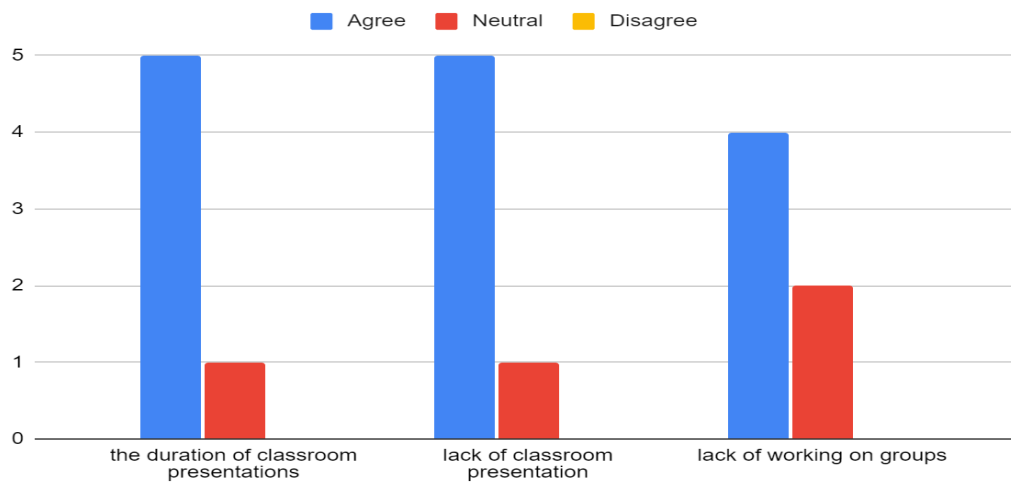
Figure2.24.: The Changes in PBL after the Outbreak of Corona Virus.

This question aimed at investigating the changes that have occurred in the implementation of this approach during the outbreak of covid-19. The results show that four teachers (83.3%) agreed that the duration of classroom presentations has changed, while one teacher (16.7%) is neutral. In addition, five teachers (83.3%) agreed that there is a lack of classroom presentation, and another one teacher (16.7%) is neutral. Moreover, four teachers (66.7%) admitted that there is a lack of working in groups, whilst two teachers (33.3%) are neutral.

Question15: Do the changes that occur in this approach have a negative effect on students' performance?
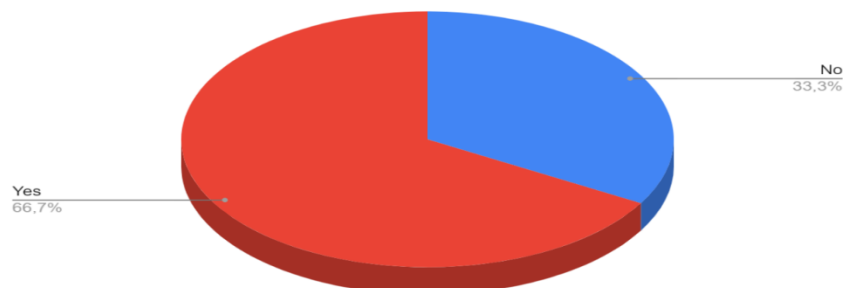
Figure2.25.: The Effect of the Changes on Students.

From the above figure, it is observed that the majority of the sample (66.7%) of teachers agreed that the change has a negative effect on students' performance. On the other hand, two teachers (33.3%) did not agree.

Question 16: The establishment of distance learning is insufficient to implement this approach, for some reasons:
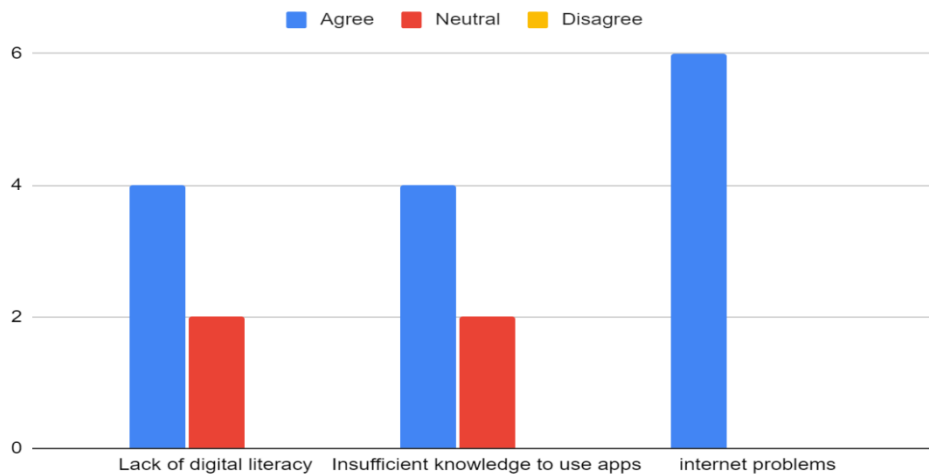
Figure2.26.: Distance Learning Obstacles.

From the bar graph above, the results found show that four teachers (66.7%) agreed that the lack of digital literacy is an obstacle, whereas two teachers (33.3%) are neutral. Four teachers (66.7%) agreed that insufficient knowledge to use applications hinder the implementation of this approach, however two teachers (33.3%) are neutral. Finally, 6 out of 6 teachers (100%) agree that internet problems could impede the implementation of this approach.

Question 17: In this environment, are you still able to play your role while implementing this approach?
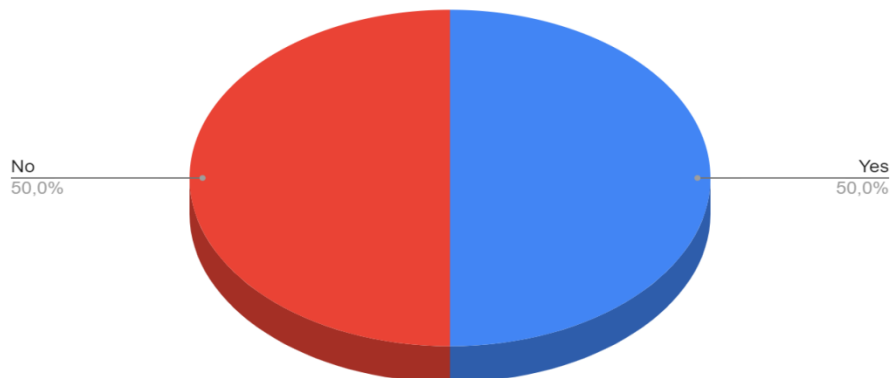
Figure 2.27.: The Teacher's Ability to Play their Roles in this Environment.

The last question was about whether teachers can still play their roles during the coronavirus outbreak or not. The results demonstrate that three teachers (50%) have the ability to play their roles in this environment, while the other three teachers (50%) disagreed.

2.7. Data Discussion:

This part aims at discussing, interpreting, and summarizing the collected data from teachers' and students' questionnaires to explore the challenges of implementing project-based learning approach on Master two EFL classrooms. After collecting questionnaires data, the result of each research tool are discussed in connection with the suggested hypotheses. Thus, the two proposed hypotheses developed by the researcher will be either confirmed or rejected.

The teacher's questionnaire shown that despite the difficulties that the teachers encountered while implementing this approach, it facilitates real evaluation that measures their student's performance in compared to the traditional way of performance assessment that will not reflect the true state of progress of each student due to the assessment through a group grade. Since, the progress of students in PBL

approach should assigned through an individual grade, this will push students to elevate their performance and be more creative. This fact was reinforced by teachers' responses to the question four, who pointed out that it will assess students' initiatives, it can assess many skills: research, summary, note taking, presentation, and debate, teachers can provide true assessment and relevant feedback as well, and students can give their opinion. In this vein, based on the aforementioned results, helps in revealing that the first hypothesis is confirmed which stipulates that, Project-based learning facilitates authentic assessment and pushes students to be more creative than traditional learning methods.

The main results of the EFL Student questionnaire revealed that most of the challenges facing this approach are due to the student's lack of awareness to the importance of the main practices of this approach such as preparing project in groups, classroom presentation, and the activation of prior knowledge. In addition to the difficulties they confront such as unequal distribution of the work, the problems between members, and the fear to fail in discussing the results. Moreover, the teacher's uncorrected practices towards this approach will generate challenges like assessing student's achievement through group grade that would prevent the authentic assessment, as well as the challenges created by the outbreak of coronavirus such as, the duration of classroom presentation, lack of classroom presentation, lack of working in groups, lack of digital literacy, insufficient knowledge to use applications, and internet problems. The result obtained from the student's and teacher's questionnaire has confirmed the second hypothesis, which states that Project-based learning is beneficial but complex, so teachers and learners may encounter problems in its implementation.

2.8. Suggestions and Recommendations:

In order to achieve best results from this approach, there are some recommendations for both teachers and students that would help them in the implementation of the PBL process:

2.8.1 For teachers:

Teachers should have some qualifications to be able to play some roles in the classroom. In being so, they can help their learners improve throughout the use of this approach. In addition, they should learn of how to implement it to better succeed in its use.

2.8.1.1. Teacher's Role

    a. To Be a Facilitator

-The most important role in this approach is a facilitator of student learning, in which the teachers should keep their students moving toward important learning goals. That means they need to be observant about what students are understanding and notice where they are struggling.

    b. To Be Flexible

-They should remain flexible, and adjust their teaching to meet student needs. Is better to focus on how their role as a teacher evolves as they move forward with digital-age projects. So that, they shift away from the role of provider of information and become a true facilitator of student learning, as well as they need to practice new ways of interacting in the classroom because students are engaging into new roles and need help taking on more responsibility for their own learning.

    b. To Be a Support Coach

- They need prepare students for success before success can happen. That means help students develop the skills they need before request these skills from them. As a result, teachers need to provide basic activities to help students Learn so that they can perform the required skill as much successfully as possible.

2.8.1.2.Practical Ideas to Better Implement PBL:

Here are some practical ideas that can be suggested to EFL teachers in charge of master students so that they can implement the approach in a better way.

a. How to Group Students:

Group work is not something that come naturally. Actually, is something that students have to learn. So that, the teacher prepare students to work in groups by using group activities during lecture, before they involved in the project, so the following are some points to make students experience a correct group work process:

1) The best group size is 4-6 students. If the group is too small, there will not be enough diversity of student's perspective. If the group is too large, it will take longer to manage diverse tasks.

2) After students identify the topic with their teachers, the teacher should assign roles to each student in the group, such as compromiser, encourager, evaluator, ideas person, recorder, summarizer, etc.

3) Follow up group work with individual assessments of learning; after students work together in a group, the teacher might use a clicker question that addresses the objective of the group activity. The teacher can also use a one-minute paper to ask students what they have learned, or he/she can give a single individual assessment question on the topic.

b. Power the Process of PBL by Using an Appropriate Contemporary Technologies:

-Offer them rich source sites and teach them to navigate and search through these sites. Ask them to start by exploring these sites as a group. Look at the organization, examine index pages, discuss search parameters, and read from sites together.

c. Preparing Students for Classroom Presentations:

-For teachers, it is very important to teach their students not only the subject, but also to build the skills and understanding that their students can carry forward into other learning environments in their future.

-The teachers should inspire their students in to the world of presentations through showing them examples from the vast library of TED talk. The teachers might present an example and discuss it with them.

- Teach students that their role is not just to create the content, but to practise the skills of effective speaking. So that the teachers provide their students with a list of what is expected of them to practise to deliver a good presentation.

2.8.2. For students:

Students should understand that before success there will be a failure. Just because something does not get the desired results in the first attempt, it does not mean that it will not work. There are some ways that foster PBL experience. Therefore, properly structured group projects can improve skills that are relevant to both group and individual work, in which students should:

- ✓ Make sure each group member agree on the topic and the plan.
- ✓ Divide tasks and roles equally; put mutual goals, where each member of the group can be responsible for one part of the overall task.
- ✓ Discuss and interact if there is a problem need to be solved or make a decision based on research.
- ✓ Bear in mind that other member's perspectives are valuable.

Presentations are a significant way to have practice all languages systems areas (vocabulary, grammar, discourse and phonology) and skills (listening, speaking, reading and writing).Therefore, students should:

- ✓ Identify key stages of their presentation; greeting, introduction, main points in order of importance, and conclusion.
- ✓ Meet and practice with the group before they deliver the presentations in front the classroom (each one repeats his/ her part at least 6 to 7 times, try to maintain audible tone and pace, learn to use gestures and emphasis).
- ✓ Support each other before, during and after the presentation.

2.8.3. The Outbreak of Coronavirus:

Due to the outbreak of coronavirus, some changes and challenges have occurred in this approach, so there are some recommendations that should be taken into consideration:

➢ Teachers should take the initiative. Therefore, they should experiment with different ways of keeping students engaged in digital learning and using different ways or technologies to help students do their projects appropriately.

➢ Policy-makers should contribute by the implementation of updated technological tools and to provide extra sessions of ICTs use for all teachers, and devote more time to CLT modules.

➢ Students should force themselves to accept and learn how to work in groups remotely online with different mediums of communication and embrace a more organized flexible process, as well as set multiple small deadlines so that they feel accomplished after completing a certain amount of work.

2.9. Conclusion:

The second chapter was devoted to the analysis and interpretation of the data collected from the research instruments used in this study. It dealt with the research issue from both students and teachers experience. Research instruments were used to collect data about the challenges of PBL, and reveal what it is going on in the classroom. Analysis and interpretations were discussed. Finally, possible suggestions and recommendation were put in order to improve the implementation of PBL.

General Conclusion

General Conclusion

Due to the fact that students are future-generation employees or employers, they should improve skills such as, critical thinking, problem-solving, collaboration, and communication. With this regard, it can become a tool for solving problems that people confront in real-life situations. Considering the important effect of PBL on students' English productive skills, PBL can play significant role in the context of English as a Foreign Language setting. This teaching approach promotes the teaching and learning quality, which has valuable contribution to student learning and support the 21st century learning.

The present work was motivated by two research questions:

1-Does project-based learning has advantages over traditional learning?

2-Do teachers and learners confront difficulties when implementing PBL approach?

To which it was hypothesized that:

1-Project-based learning facilitates authentic assessment and pushes students to be more creative than traditional learning methods.

2-Project-based learning is beneficial but complex, so teachers and learners may encounter problems in its implementation.

Thus to check the validity of the suggested hypotheses, the research was organized through two chapters. The first one has presented fundamental areas of PBL in addition to its benefits in teaching English as a foreign language learning. Based on the literature review that has been done, PBL has substantial benefits when it is implemented appropriately. It also seems that PBL is not an easy concept to jump into, and requires a large amount of front-end planning.

General Conclusion

The second chapter dealt with data collection, it analyzed data quantitatively and qualitatively. The second part of the second chapter involved some suggestions and recommendations that can help students and teachers to encompass their obstacles during the implementation of this approach.

The collected data from teacher and student questionnaires clearly validated the formulated hypothesis. It enlightened us more about the challenges students and teachers face. For instance, the main challenges that students faced are unequal contribution to the group work, conflicts between members, and fear of failing to discuss the results of the project. For some teachers, they use group grades to assign students' achievements; however, others use individual assessments which helped them to reach a real assessment of their students. In addition to the challenges created by the outbreak of coronavirus such as lack of working in groups, lack of classroom presentation, lack of digital literacy, and internet problems. The collected data proved that PBL leads to real assessment unlike the traditional way of learning, as well as students and teachers faced many challenges in this approach. Thus, a set of recommendations and exercises were provided for teachers and students.

After the completion of this research work, some limitations may be noted. First, the access to relevant literature and documents was limited. In addition, another limitation discovered after the interpretation of the results of this research is the design of the questionnaire, in which some questions were not successful in addressing the objective of the research. This may be due to the lack of opportunity to pilot the questionnaire because of lack of time and students' unavailability. Finally, the data collection was time-consuming, which may be due to the electronic distribution of the questionnaires.

Finally, this research work provides valuable insights about PBL, as well as the challenges confronted by Master 2 students and teachers in EFL classroom at the department of English at Tlemcen University. In this vein, the present study hopes that it would open other horizons and new ideas for more researches in this field.

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Appendix A

Students' Questionnaire

Student's Questionnaire

The present questionnaire is a part of an academic research , designed for the students of English departement, conducted for the sake of collecting information about the challenges of implementing Project-based learning approach: case of master 2 students at the departement of English at Tlemcen University. So, you are kindly requested to answer the following questions.

Rubric one:

Background and profile

Question 1: Gender:

○ Male

○ Female

Question 2: Age:

……………………………………………………………………………………

Rubric Two:

The challenges of Project-based learning approach

Question 3:Do you like preparing project in groups with your classmate?

○ Yes

○ No

Question 4: How can preparing a project and presenting it in the classroom benefit you? ○ To get your TD mark

○ Learning a new skill

○ Learning a new knowledge

Question 5: How often do you use your prior knowledge to accomplish your project?
○ Always
○ Sometimes

◯Rarely

◯Never

Question 6:Which kind of difficulties you find while working in groups with your colleagues?

Always   Rarely Sometimes   Never

1- Conflict within groups◯◯◯◯

2- Arrange meetings◯◯◯◯

3- Make decisions collectively◯◯◯◯

4-Integrate the contributions◯◯◯◯

of group members

Question 7: Have you ever found that the project questions given by the teacher were unclear?

◯Always

◯Sometimes

◯Rarely

◯Never

Question 8: I am good at searching for information about the project on the net:

◯Agree

◯Neutral

◯Disagree

Question 9: How do you prefer to deliver the project work?

◯Classroom presentation

◯Portfolio

Question 10:Do you find difficulties in discussing the results of the project with your teacher and classmates?

◯Yes

◯ No

Why? (illustrate)

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

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

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

Question 11:How is the work on the research organized in your group?

	Always	Sometimes	Rarely	Never
Divide the parts of the project equally	○	○	○	
Give the important parts to the hard workers	○	○	○	○
Leaving all of the work to a few members	○	○	○	○

Question12: Rate the competencies you have developed through this approach:

	1	2	3	4	5
1-Communication	○	○	○	○	○
2-Public speaking	○	○	○	○	○
3-Critical thinking	○	○	○	○	○

Appendix B
Teachers' Questionnaire

Teacher's Questionnaire

Rubric one:

Background and profile

Question 1: Gender

❍Male

❍Female

Question 2: Years of teaching

❍ 1-5 yrs

❍6-10 yrs

❍11-15 yrs

❍More than 15 yrs

Question 3: Have you ever taught Master 2 students?

❍ Yes

❍ No

Question 4: How large are your classes?

❍25-30 students

❍30-35 students

❍36-40 students

❍41-45 students

❍More than 45 students

Rubric two:

The implementation of project -based learning approach

Question 5: I have sufficient knowledge about implementing project based learning approach:

❍Agree

❍Neutral

❍Disagree

Question 6:How many times per semester do you use project-based learning approach?

………………………………………………………………………………..

Question 7:When assessing student achievement during a group project, you will assign it through:

❍Group grade

❍Individual grade

Question 8:Do you think a project-based learning approach can help you reach an authentic assessment of your student?

❍Yes

❍ No

Why (please illustrate)

…………………………………………………………………………………………

Question 9:Why do some of your students produce low-quality projects?

   Always   Sometimes   Rarely   Never

1-Lack of motivation❍❍❍❍

2-Lack of interest❍❍❍❍

3- Lack of resources❍❍❍❍

4- Lack of preparation❍❍❍❍

5- Low student's level❍❍❍❍

Question 10:The roles of the teacher during the implementation of the project are:

                                   Agree   Neutral   Disagree

Provider of information❍❍❍

Organizer❍❍❍

Controller❍❍❍

Support coach❍❍❍

Content expert❍❍❍

Facilitator❍❍❍

Question 11:Do you think your guidance and recommendations are important during the implementation of this approach?

❍Yes

❍No

Why? (please illustrate)

…………………………………………………………………………………………………

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

Question 12:How would you rate the final discussion of project results with your students?

◯Good

◯Average

◯Weak

Question 13:What are the other instances where you have discussions with your students?

	Always	Sometimes	Rarely	Never
1- Classroom conferences	◯	◯	◯	◯
2- Classroom activities	◯	◯	◯	◯
3- Explanation of the lesson	◯	◯	◯	◯

Rubric three:

The implementation of project-based learning approach during the outbreak of coronavirus and the establishment of distance learning.

Question 14:In these conditions, what changes have occurred in the implemention of this approach?

	Agree	Neutral	Disagree
1- The duration of classroom presentations	◯	◯	◯
2- Lack of classroom presentation	◯	◯	◯
3- Lack of working on groups	◯	◯	◯

Question 15: Do the changes that occur in this approach have a negative effect on students' performance?

❍Yes

❍ No

Question 16:The establishment of distance learning is insufficient to implement this approach, for the following reasons:

❍Lack of digital literacy

❍Insufficient knowledge to use apps

❍Internet problems

Question 17: In this environment, are you still able to play your role while implementing this approach?

❍Yes

❍No

Summary:

The present study strives to explore the challenges of implementing project based learning approach. The researcher adopted a case study on Master 2at Tlemcen University. The result obtained from this work confirm that during the implementation of this approach, teachers and students faced many challenges.

Résumé :

La présente étude fait son possible d'examiner les défis de la mise en œuvre d'une approche d'apprentissage par projet. Le chercheur a adopté une étude de cas sur l'étudiant de deuxième année Master à l'Université de Tlemcen. Les résultats obtenus à partir de ce travail confirment que lors de la mise en œuvre de cette approche, les enseignants et les étudiants ont été confrontés à de nombreux défis.

ملخص :

تسعى هذه الدراسة جاهدة لاستكشاف تحديات تنفيذ نهج التعلم القائم على المشاريع. تبنى الباحث دراسة حالة عن طالب ماستر في السنة الثالثة بجامعة تلمسان. تؤكد النتيجة التي تم الحصول عليها من هذا العمل أنه اثناء تنفيذ هذا النهج،واجه المعلمون والطلاب العديد من التحديات.