

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABOUBEKR BELKAID UNIVERSITY
TLEMCEM

FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH

THESIS

Submitted in partial fulfilment of the requirements for the
Magister degree
In
Applied Linguistics and TEFL

FOSTERING LEARNER AUTONOMY THROUGH
COLLABORATIVE PROJECTS: THE CASE STUDY OF FIRST
YEAR SECONDARY SCHOOL PUPILS
(LITERARY STREAM)

Presented by:

Mr. BASSOU Abderrahmane

Supervised by:

Dr. BENMOUSSAT Smail

Board of Examiners

Dr. BEDJAOUI Fewzia, (MC)

University DJILALI LIABES Sidi Bel Abbes (President)

Dr. BENMOUSSAT Smail, (MC)

University of ABOUBEKR BELKAID, Tlemcen (Supervisor)

Dr. HAMZAOUI Haféda, (MC)

University of ABOUBEKR BELKAID, Tlemcen (Examiner)

Dr. BELMEKKI Amine, (CC)

University of ABOUBEKR BELKAID, Tlemcen (Examiner)

Academic Year: 2007/2008

DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

ABOUBEKR BELKAID UNIVERSITY
TLEMCEM

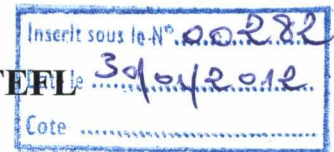
FACULTY OF ARTS, SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH

THESIS

Submitted in partial fulfilment of the requirements for the
Magister degree

In
Applied Linguistics and TEFL



**FOSTERING LEARNER AUTONOMY THROUGH
COLLABORATIVE PROJECTS: THE CASE STUDY OF FIRST
YEAR SECONDARY SCHOOL PUPILS
(LITERARY STREAM)**

Presented by:

Mr. BASSOU Abderrahmane

Supervised by:

Dr. BENMOUSSAT Smail

Board of Examiners

Dr. BEDJAOUI Fewzia, (MC)

University DJILALI LIABES Sidi Bel Abbes (President)

Dr. BENMOUSSAT Smail, (MC)

University of ABOUBEKR BELKAID, Tlemcen (Supervisor)

Dr. HAMZAOUI Haféda, (MC)

University of ABOUBEKR BELKAID, Tlemcen (Examiner)

Dr. BELMEKKI Amine, (CC)

University of ABOUBEKR BELKAID, Tlemcen (Examiner)



Academic Year: **2007/2008**

Dedication

I dedicate this work to the memory of my mother and my uncle Habib may Allah welcome them in his vast paradise.

To my father who has devoted all his life to see us succeed.

To my brothers and their wives, my sisters and their husbands, my nephews and nieces.

I dedicate it to my wife who had been very patient and helpful all along the period of my studies.

To my sons: Mohamed Salem, Khalil and Lokmane.

To my parents in law, my brothers in law: Amine and Samir, to all my sisters in law mainly Dalila, Afaf and Assia who helped me with the writing and organization of the final product.

Special thanks go to Mr. Becharref Maamar my head master at school who helped and encouraged me a lot.

I would like to thank all my colleagues in the middle and secondary schools and mainly Mrs. Khathir who helped with the documents, Mrs. Homsy and her pupils (1L1), Mr. Beddad Ahmed and Mr. Osmani Mohamed for proof reading some of my work. Mr. Lakmeche Zouaoui for his help with the printing.

Lot of thanks to my friends in the promotion: Mr. SEMMOUD Abdellatif, Mr. Bel Khir Fethi, Miss El Abbas Rachida, Mrs. El Haddam Faiza, Mrs. Hakem, Mrs. Senouci, Miss ABI AYAD Maliha, Miss Bentayeb Assia, Miss ABDET Yasmine and Miss OMARI Imen.

To all my relatives and to all those who, in my presence or my absence, wished me a good luck.

Acknowledgements

First of all, I would like to thank Dr. BENMOUSSAT Smail to whom I am totally indebted for having accepted to supervise my humble work and for his invaluable advice and guidance.

I am totally grateful for the members of the jury, Dr.BEDJAOUI Fewzia, Dr.HAMZAOUI Haféda, Dr. BELMEKKI Amine, who have accepted to devote some of their time to read and reflect on this work.

A special consideration to my first teacher of English Mr.Mohamed Haoulia, my inspector Mr. Abderrezak Ben Ziane and to all the teachers at the department of English.

Many thanks to my Welsh friend John Roberts who provided me with the documents I needed and to Heather Baba from Abu Dhabi University for her precious suggestions.

Abstract

In this research we have tried to put forward the broad lines for an investigative study to see whether first year secondary school pupils practise autonomous learning while working collaboratively on their projects. We have framed this work with three research questions which have given way to three hypotheses.

This study comprises four chapters. The first one is deals with the literature related both to the notion of learner autonomy and the collaborative project work. Definitions and philosophies of the two concepts have been provided and the links joining them established. The second chapter sheds some light on the ELT situation in the Algerian Middle and Secondary schools. It begins by a diachronic overview of the ELT approaches starting by the Grammar Translation Method and ending up by the newly implemented approach: the Competency Based Approach. It shows how, within this new approach, the shift from teacher-centred classes to learner-centred ones has occurred. It states how the teachers as holders of knowledge have become counsellors and guides to their learners who on their side are supposed to take in charge their own learning at least for for the project work which they are meant to prepare in groups. Chapter three deals with the field study. In fact, through this chapter we have tried to answer the research questions by collecting data using the following research tools: a questionnaire to the teachers an other one to the learners and a classroom observation. Along this chapter, data were collected, treated, analysed and conclusions have been drawn. It is actually; in relation to these findings that chapter four has been framed. Advice about how to facilitate the shift from teacher centeredness to learner centeredness was proposed. Recommendations about how to present the project so as to foster learner autonomy have been suggested to the teachers, and a model step by step project suitable to the Algerian school situation has been developed.

Table of contents

Abstract	i
List of figures and tables	vii
General Intoduction	ix
Chapter One:Review of the Literature	1
1.1. Introduction.....	1
1.2. Defining Learner Autonomy.....	2
1.3. Learner Autonomy: Misinterpretations.....	3
1.4. Why learner Autonomy?.....	4
1.5. Learner Autonomy and Dominant Philosophies.....	4
1.5.1. Developmental Learning.....	5
1.5.2. Constructivism.....	6
1.5.3. Piaget’s Cognitive developmental Theory.....	7
1.5.3.1. General Principles.....	9
1.5.3.2. Implications.....	9
1.5.4. Vygotsky’s Peer Learning Theory.....	10
1.5.4.1. General Principles.....	13
1.5.4.2. Implications.....	14
1.5.5. Piaget Vs Vygotsky.....	16
1.6. Conditions for Learner Autonomy.....	17
1.6.1. Cognitive Strategies.....	17
1.6.2. Meta-Cognitive Strategies.....	18
1.6.3. Social Affective Atrategies.....	18
1.7. Individual and Group Autonomy.....	18
1.8. What is a Project?	20
1.8.1. Project Characteristics (The Six “As”).....	21
1.8.2. Project work: Principles.....	22
1.8.3. Benefits of the Project.....	23

1.8.4. The Importance of End Product.....	25
1.8.5. Steps Towards a Successful Project Work.....	25
1.8.5.1. Clarifications.....	27
1.8.6. Project Assessment and Evaluation.....	30
1.8.6.1. Learners' Self Assessment.....	31
1.8.6.2. Evaluation Grid Samples.....	32
1.9. Conclusion.....	34
Notes to Chapter:	35
Chapter Two: ELT Situation Analysis.....	36
2.1. Introduction.....	36
2.2. Diachronic Overview of ELT Methodologies in Algerian Schools.....	36
2.3. ELT and Globalization.....	39
2.4. Teaching/Learning English at the Middle School.....	41
2.4.1. General Objectives: First-Year Pupils.....	41
2.4.1.2. Entrance Profile.....	43
2.4.1.3. Exit Profile.....	43
2.4.2. General Objectives: Second Year Pupils.....	44
2.4.2.1. Entrance Profile.....	44
2.4.2.2. Exit Profile	45
2.4.3. General Objectives: Third Year Pupils.....	45
2.4.3.1. Entrance Profile.....	46
2.4.3.2. Exit Profile.....	46
2.4.4. General Objectives: Fourth Year Pupils.....	47
2.4.4.1. Entrance Profile	48
2.4.4.2. Exit Profile	48
2.5. Final Objectives of ELT at the Level of Secondary school.....	49
2.5.1. General objectives	50
2.5.2. Final Objectives of ELT for First Year Pupils	51

2.5.2.1. General Objectives.....	52
2.5.2.2. Entrance Profile	53
2.5.2.3. Exit Profile.....	54
2.5.3. General Objectives: Second Year Pupils.....	54
2.5.3.1. Entrance Profile.....	55
2.5.3.2. Exit Profile	56
2.5.4. General Objectives: Third Year Pupils	56
2.5.4.1. Entrance Profile	57
2.5.4.2. Exit Profile	57
2.6. The Competency Based Approach.....	57
2.6.1. What is a Competency?	58
2.6.2. What is Integration?	58
2.6.3. What is a Situation?	58
2.6.3.1. The Exploration Situation.....	59
2.6.3.2. The integration Situation	59
2.6.4. Methodological Indications.....	60
2.6.5. Teaching/Learning Procedure.....	61
2.6.6. What's Learning?	62
2.6.6.1. Classroom Paradigm Shift.....	62
2.6.6.2. Learners' Role in the CBA.....	65
2.6.6.3. Teachers' Role in the CBA.....	66
2.6.7. The Project Within the CBA.....	66
2.6.7.1. The Project and its Legitimacy in Learning.....	68
2.7. Conclusion.....	70
Notes to Chapter.....	71
Chapter Three: Methodology.....	85
3.1. Introduction.....	85
3.2. Sampling.....	86

3.2.1. Secondary School Teachers.....	86
3.2.2. Learners.....	87
3.3. Instrumentation for Data Gathering.....	87
3.3.1. Teacher's Questionnaire.....	87
3.3.1.1. Form of the questionnaire.....	88
3.3.2. Classroom Observation.....	88
3.3.2.1. Description of the classroom.....	88
3.3.2.2. Length of Observation.....	89
3.3.2.3. Types of Data Collected.....	89
3.3.3. The Learners' Questionnaire.....	90
3.3.3.1. Form of the Questionnaire.....	90
3.4. Limitations of the Data.....	91
3.5. Advantages of the Questionnaire.....	92
3.6. Disadvantages of the Questionnaire.....	92
3.7. Data Analysis.....	93
3.7.1. Teachers' Questionnaire.....	93
3.7.2. Classroom Observation.....	106
3.7.3. Learners' Questionnaire.....	109
3.8. Findings.....	121
3.8.1. Teachers' Classroom Practices.....	121
3.8.2. Learners' Collaboration.....	124
3.8.3. Project Assessment.....	125
3.8.4. Teachers' Attitude Towards the Project.....	127
3.9. Conclusion.....	128
Chapter Four: Recommendations.....	129
4.1. Introduction.....	129
4.2 Teacher Involvement.....	129
4.3.The Teacher's Responsibility.....	130

4.3.1. Teacher Self-Checking Criteria for learner Centredness.....	133
4.4. Reflective Learning.....	135
4.4.1. Diaries.....	136
4.4.2. Portfolios.....	136
4.5. Persuasive Communication.....	137
4.5.1. Criteria for Speaking Tasks that Foster Autonomous Language Use.....	138
4.6. Teacher's Role During Project Realisation.....	140
4.6.1. Teacher Commitment to Project.....	140
4.6.2. Teacher's Authority.....	140
4.6.3. Correcting Learners' Language Mistakes.....	140
4.6.4. The Teacher's Stage-by-Stage Role.....	141
4.7. Project Model for Algerian Middle and Secondary school Learners.....	143
4.7.1. Before Announcement.....	143
4.7.2. While announcing.....	145
4.7.3. During the Realisation.....	148
4.7.4. During the presentation.....	152
4.7.5. After the presentation.....	153
4.8. Conclusion.....	154
General conclusion.....	155
Liste of abbreviations.....	158
Bibliography.....	159
Appendices.....	163

List of Figures and tables

Figures

Figure 1.1. Developing a project in a language classroom.....	26
Figure 4.1. Four steps towards learner responsibility.....	132

Tables

Table 1.1. The child's four developmental stages.....	7
Table 1.2. Non-linguistic tasks included in a project.....	24
Table 1.3. Project evaluation grid (sample one).....	32
Table 1.4. Project evaluation grid (sample two).....	33
Table 2.1. Teachers' and learners' roles in teacher centred and learner centred classes.....	63
Table 2.2. Main shifts from teacher centred to learner centred classes.....	64
Table 2.3. Teacher's role in the traditional and in the competency based approach.....	66
Table 3.1. Pupils' time table.....	89
Table 3.2. Teachers' gender.....	93
Table 3.3. Teachers' ages.....	94
Table 3.4. Nature of the Teachers' occupation.....	95
Table 3.5. Teachers' teaching Experience.....	96
Table 3.6. Project assignment.....	97
Table 3.7. Project announcement.....	98
Table 3.8. The nature of the assigned project.....	98
Table 3.9. Group formation.....	99
Table 3.10. Work division.....	99
Table 3.11. Classroom collaborative lessons planning.....	100
Table 3.12. Reminding the language skills to be used in the project.....	100
Table 3.13. Teachers' attitude towards ready made works.....	101
Table 3.14. Teachers' conception to the project.....	101

Table 3.15. The project evaluation grid.....	102
Table 3.16. Project assessment.....	102
Table 3.17. Project presentation.....	103
Table 3.18. Learners' reflections on the project.....	103
Table 3.19. Teachers' opinions about the project.....	104
Table 3.20. Teachers' attitude towards the project.....	106
Table 3.21. Pupils' genders.....	109
Table 3.22. Group constituents.....	110
Table 3.23. Learners' confirmation for having the project as a homework.....	111
Table 3.24. Pupils way of doing the project.....	112
Table 3.25. Pupils' home connection to the Internet.....	113
Table 3.26. Home Internet connected pupils and their involvement in mak research.....	114
Table 3.27. Pupils visiting the cyber spaces for information gathering.....	114
Table 3.28. Pupils' involvement in research on the Internet.....	115
Table 3.29. Sources of information.....	116
Table 3.30. Information treatment.....	117
Table 3.31. Group meetings.....	118
Table 3.32. Group meetings frequency.....	119
Table 3.33. Group meeting difficulties.....	120
Table 4.1. Tasks, sources of information and material needed for the project.....	164

help him take part in and become responsible of his own learning by giving him the chance to find answers to questions related to his every day life experience, to adopt responsible and more autonomous behaviours. The reflection that the learner does on his own ways of learning (meta-cognition) will contribute to insure the quality of his acquired knowledge and facilitates their reinvestment.

To achieve this, the competency based approach has adopted the philosophy of collaborative projects. Actually, the word 'project' is used through this research work to refer to the type of assignments that the pupils are required to do in small groups. A project is launched at the beginning of each unit and develops along with the fulfilment of the lessons. During the project realisation, the group members are supposed to agree on who does what, locate their resources for information gathering, set a time table for their meetings to read, evaluate, correct and organise one another's works. They set a time limit to their work, and decide about the form of the final presentation. At the university level the equivalent of the term 'project' is 'expose'. However, there are no fundamental differences between the two terms.

All these individual and collaborative practices are supposed to make the learner more responsible about his learning, raise his self-esteem and foster his autonomy. Yet, is it what really happens in our schools? Does the realisation of the project really foster in pupils what the Ministry of Education claims: "**.....the project boosts the learners sense of achievement resulting in an increasing sense of responsibility, self-esteem, self-confidence, and autonomy in learning.**" (Teacher's book for first year, 2003:21)

Indeed, through this research we have tried to put forward the broad lines for an investigative study to see whether first year secondary school pupils practise autonomous

To follow up this study we have decided to present the literature of the field that relates to learner autonomy as well as to that of the project and an overview of ELT situation in Algerian Middle and Secondary Schools is described. As for the field study, we have sought data through a questionnaire addressed to secondary school teachers, another one to first-year secondary school pupils, and a classroom observation. The data have been collected, treated, analysed and conclusions have been drawn. Finally, it is up to these conclusions that the recommendations have been suggested. The research is closed by a general conclusion where we have raised other questions in relation with the field of learner autonomy.

Chapter One

Chapter One

Review of the Literature

1.1. Introduction

Over the last two decades, the concept of learner autonomy in language learning has gained field among scholars and applied linguists the world over. It is an observable reality that one of the most valuable spin-offs of communicative language learning environments, has been the shift of responsibilities from teachers to learners. It is evident that this shift does not exist in a vacuum, but is due to a curriculum change towards a more learner centred kind of learning. This reshaping of teacher and learner roles has led to a radical change of power and authority that used to dominate traditional classroom settings. The role of the learner is one of an active participant who is encouraged to become engaged in the learning process through various interactive activities facilitated by the teacher.

This learning environment strives to produce an empowered, informed, and responsible learner by putting him at the centre of the process. Regarded as **“having the capacity for detachment, reflection, decision making, and independent action”** (Little, 1994/2002:4) autonomous learners are expected to assume responsibility and take charge of their own learning. This does not mean that learner autonomy aims at marginalising or getting rid of the teacher, but actually comes to be the product of interactive processes, which are characterized not by independence but by interdependence. Thus, the necessity of the teacher in finding ways to inculcate learner autonomy in his learners is more than essential.

1.2. Defining Learner Autonomy

Since the 1970s, autonomy has been given a great importance in the circle of education as a whole, and in teaching languages in particular. This is partly due to the effects left by the writings of Piaget (1952) and Vygotsky (1978), and partly due to the shift in the attitude and the conception of the role of the individual in society. There has been a move from "**man as product of his society**" to "**man as a producer of his society**" (Holec, 1981:1).

As for the practical feasibility of autonomy in classroom settings, Holec provided a definition with a set of roles: "**To say of a learner that he is autonomous is...to say that he is capable of taking charge of his own learning and nothing more...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning; i.e.;**

- **Determining the objectives.**
- **Defining the contents and progression.**
- **Selecting the methods and techniques to be used.**
- **Monitoring the procedure of acquisition.**
- **Evaluating what has been acquired.**" (Holec, 1981:3).

While other researchers have defined it from a different point of view. For Little, "**Autonomy is a capacity for detachment, critical reflection, decision making and independent action**" (1991:4). Whereas for Benson (2001), "**Autonomy is the capacity to take control of one's own learning**" (Benson, 2001:47). A more elaborated definition of learner autonomy was put forward by Jeffries (1990) who views it as:

“Learning in which an individual or a group of learners study on their own, possibly for a part or parts of a course, without direct intervention from a tutor. This can involve learners in taking greater responsibility for what they learn.”
(Jeffries 1990:35)

These definitions of autonomy share a lot in common as it can be noticed while reading them. All of them describe the same model of learners; the ones who are actively taking in charge their own learning. Many other researchers have shared the same view of autonomous learners and expect learners to 'manage their own affairs'. In other words, they see them as independent individuals entirely able to take charge of their own learning.

1.3. Learner Autonomy: Misinterpretations

The word autonomy usually directs one's attention on individuality and independence. It is sometimes believed that learners learn better and faster when working alone. However, this may not be true, since we are social creatures depending on one another in an infinity of ways. Learning from one another is a human condition. Thus, the independence that we practise through our growing capacity of autonomous behaviour is always conditioned by our inevitable interdependence. As for educational contexts, this makes it clear that classrooms become ideal spaces where teachers and learners can collaborate to construct knowledge.(Dam, 1998). Secondly, learner autonomy is sometimes taken for self instruction. This is partly due to the common-sense assumption that autonomy means independence and that independence means learning without a teacher. This is in no way to be the case, since learner autonomy in our study is not synonymous to self-instruction.

1.4. Why learner Autonomy?

There are two main arguments in favour of fostering autonomy among language learners. First, if they are reflectively engaged with their learning processes, it is likely to be more efficient, effective and awarding than otherwise. Second, if learners are proactively committed to their learning, the problem of motivation is by definition solved. (Little, 2003)

1.5. Learner Autonomy and Dominant Philosophies

Many scholars and researchers in the domain of language teaching believe that autonomy is a very essential characteristic of all truly successful learners, regardless of their age, sex, or the domain in which they are learning. Secondly, since independent learning is deeply rooted in capacities that are basic to human nature, its development relies not on the application of a “method” but on complex interactive processes that are provided by the teacher’s continuous efforts to explore and inculcate its general principles. In other words, the development of learner autonomy compels teachers to review and rethink their teaching and pedagogical beliefs continuously. (Little 2002)

Learner autonomy which, implies freedom of the control of others, is in fact the fruit of interactive process that are characterized by interdependence. So as to have a clearer view of this contradictory fact, we have to consider the role played by social interaction in human learning. (Little, 2002)

1.5.1. Developmental Learning

In biological terms we are autonomous in two closely related senses. We grow according to our own laws, which are encoded in our genes and external forces can not make us develop in other ways than those already genetically predetermined in us. If we do not suffer from a physical impairment, we shall learn to walk while still a two year old child, but there is no other force outside us that would make us sprout wings and fly. In the same sense, our personalities and individual abilities grow as we mature, and they are in no way the ones our parents or teachers decided to impose on us.

Second, we are autonomous in the sense that we are self-contained. For example, we can think our own thoughts but not any one else's, and the level to which we can express ourselves and communicate ideas to others or even guess what they themselves are thinking is almost always limited. This biological autonomy is a universal characteristic, an unavoidable part of what is to be human. As Little (2002) puts it: **"...human beings do not produce themselves in a Vacuum...growth depends on nurture-the provision of physical or emotional care-within a particular environment"** (Little, 2002:8)

Research has proven that from the very beginning of their existence, babies try to attract the attention of their mothers and thus initiating interaction. The organism (the baby) is influenced by the environment (the baby's mother), but at the same time exerts its influence on the environment. This relationship makes it clear why group work plays an important role in effective language learning; successful collaboration

is undoubtedly fruitful to all members of the group because it is based on reciprocity.(Little, 2002)

If we are teaching language for communication, it goes without saying that the aim is to develop an ability to communicate autonomously (Littlewood, 1999), that is without the control and support of a teacher. It also appears that learners can not be prepared for this goal unless their classroom experiences, too, include forms of interaction in which they participate autonomously to the development of discourse. (Littlewood, 1999:73)

1.5.2. Constructivism

According to (Candy, 1991) constructivism proposes that knowledge can not be taught but only learnt (that is, constructed),it is something “built up by learners” (Glaserfeld and Smack 1974 cited in Thanasaulos, 2000).In the same line of thought, language learning does not involve internalizing sets of learning, structures and forms; each individual learner brings his own knowledge to bear on the target language or task at hand.“**...students would better learn and retain concepts they discover on their own instead of passively through rote learning and Lectures.**” (Bruner,1966:33). Bruner rooted his pedagogy in Piagetian and Vygotskian principles and extended the work of Vygotsky by employing the concept of Scaffolding which will be dealt with later in this chapter. In short, we can deduce that the constructivist approaches consider learner centred classrooms as a sine qua non for learner autonomy.

1.5.3. Piaget's Cognitive developmental Theory

✕ Jean Piaget (1896-1980) is a Swiss biologist and psychologist; most of his theories have dealt with constructing a model of child development and learning. Piaget's theory relies on the idea that the developing child builds cognitive structures, in other words, mental "maps", schemes, or networked concepts for understanding and responding to physical experiences within his/her environment. Piaget further attested that a child's cognitive structure increases in sophistication with maturation, moving from a limited number of innate reflexes such as crying and sucking to highly complex mental activities. The theory identifies four developmental stages and the process by which children progress through them. These stages can be summarised as follows:

Stages	Name	Age	characteristics
One	Sensorimotor Stage	Newly-born to Two years old	-constructs set of concepts about reality and how it works
Two	Preoperational Stage	Between two and seven years old	-The child can not conceptualize abstractly -the child needs concrete physical situations.
Three	Concrete operations Stage	Between seven and eleven years old	-child starts to conceptualize -creates logical structures which give meaning to physical experiences. -Solves abstract problems like: arithmetic equations, with numbers not just with objects.
Four	Formal operations stage	Between eleven and Fifteen years old	-Child's cognitive structures are like those of an adult and include conceptual reasoning

Table 1.1. The child's four developmental stages

Piaget mentioned many principles for building cognitive structures. During all development stages, the child experiences his environment using whatever mental maps it has constructed so far. If the experience is a repeated one, it fits easily, or is assimilated, into the child's cognitive structure so that it maintains mental "equilibrium." If the experience is different or new, the child loses equilibrium, and alters its cognitive structure to accommodate the new conditions. This way, the child builds more and more adequate cognitive structures.

Initially, Piaget wanted to find an explanation to the acquisition of logical and scientific thinking. He noticed weaknesses in the two traditional philosophical answers of nativism (the categories of human nature are innate) and empiricism (the categories of human knowledge are directly shaped by experience). In spite of his recognition that innate factors and experience had a lot to do in the formation of logical and scientific knowledge, he proved that neither of them (taken alone or together) was sufficient to explain the nature of knowledge acquisition. Piaget's alternative was constructivism. According to him, human beings are capable of extending biological programming to construct cognitive systems that interpret experiences with objects and other persons.

Constructivism has two related meanings in Piaget's theory. First, it refers to the refinement of existing cognitive systems over time. He named this aspect of constructivism development, a process of change different from maturation and from learning. Second, it refers to the application of already formed cognitive systems that confer meaning in present circumstances. By the end of his career, Piaget articulated a model of constructivism that connects both senses of the term. That is to say,

constructivism as meaning making in a given context based on assimilation – accommodation, and constructivism as change in cognitive systems over time.

Piaget's model of constructivism provides a strong foundation for the use of peer learning in classrooms. (Alison, 1999)

1.5.3.1. *General Principles*

Peer learning groups are made up of individual learners. Each one within the group makes meaning, discovers problems and solves them within his individual mind. So, teachers should pay close attention to the interactions occurring between learners within the group. Moreover, peer interactions have the potential to foster intellectual growth in ways not easily replicated by children working alone or children working with adults.

Learners' cognitive systems are important to consider because they influence the ability both to work cooperatively in teams and to understand the curriculum content. Thus, **"teachers need to have an understanding of what their learners are able of in terms of cooperating towards attainment of stated project goals, and how they might change in the course of the project"**. (king, 1999:36)

1.5.3.2. *Implications*

A Piagetian-based curriculum emphasizes a learner-centred educational philosophy. The teaching methods which are familiar with lectures, demonstrations, audio-visual presentations, and programmed instruction– do not fit in with Piaget's ideas on the acquisition of knowledge. Piaget espoused active discovery learning in

school environments. Intelligence grows through the twin processes of assimilation and accommodation; therefore, experiences should be planned to allow opportunities for assimilation and accommodation. Children need to explore, to manipulate, to experiment, to question, and to search out answers for themselves - activity is essential. Instruction should be individualized as much as possible and children should have opportunities to communicate with one another, to argue and debate issues. Piaget saw teachers as facilitators of knowledge – they are there to guide and stimulate the students. Allow children to make mistakes and learn from them. Learning is much more meaningful if the child is allowed to experiment on his own rather than listening to the lecture. The teacher should present learners with materials and situations that allow them to discover new learning. The basic principle of active methods can be expressed as follows: **"to understand is to discover, or reconstruct by rediscovery and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition"** (Piaget 1972 cited in Wanda 2001). In active learning, the teacher must have confidence in the learner's ability to learn on his own.

1.5.4. Vygotsky's Peer Learning Theory

Underlying Vygotsky's peer learning theory is the belief that human beings are social by nature, and thus, human cognition develops first through social interaction. That is, a child is born into a certain society and learns about its world, including social conventions and cultural knowledge, through participation in experiences constituted within that world. This belief has led Vygotsky to formulate the general law of cultural development, which states that any function in the child's cultural

development appears in two zones. **"First, it appears in social zone between people as an inter-psychological category, and then on the psychological zone within the child as an intra-psychological category."** (Vygotsky, 1981 cited in Etsuko 2000:141)

The inter-psychological dimension or the social zone indicates that learning first takes place between a child or a novice and a more capable peer (or peers). This dependent nature of learning is transformed to something more independent (i.e., intra-psychological) at a later phase. For instance, young children might be largely dependent on other individuals, most probably parents, in the early stages of development. As they grow, however, they gradually become less dependent on others, because they become more capable of achieving things by themselves.

Development occurs as a novice or a child and an adult or a more capable peer engage in dialogic interactions in which the more capable participants guide the learners in accomplishing specific tasks. Through their regular interactions over time, learners internalize the skills and abilities needed to be able to function independently. This shift from inter-psychological to intra-psychological zones is referred to as "regulation" (Etsuko, 2000). The use of language in this process is key to learning and development. In examining foreign language from a socio-cultural perspective, we are looking at language as both a product and process of social interaction.

Vygotsky considers the development of human being as a sociogenetic process through which children master cultural tools and signs while interacting with members in their surroundings.

These others are often more competent and help children to understand and use in the suitable manner, the tools and signs that are important in the cultural group into which they live.

This process of interaction between the child and a more competent other is said to affect development if the interaction occurs within the child's zone of proximal development. (King, 1999)

Vygotsky claims that in a supportive environment, the child is able to advance to a higher level of knowledge and performance than it would be capable of independently. He explained that conversation that children hold with adults or other children were the origin of both language and thought. (Pasty & Spada, 1999)

The zone of proximal development is defined as: **“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”** (Vygotsky, 1978 cited in Kozulin, 2003:40). What children can do with the assistance and help of others is more beneficial to their mental development than while working alone.

The zone of proximal development embodies a concept of readiness to learn that emphasizes upper levels of competence. These upper boundaries are constantly changing in the learner's increasing independent competence. That is to say, what a learner can perform today with assistance will be able to perform tomorrow independently. Thus, getting him ready for entry into a more demanding collaboration.

The Zone of Proximal Development defines those functions that have not yet matured but are in the process of maturation; functions that will be ready tomorrow but are actually in an embryonic state. These functions could be considered the 'buds' or 'flowers' of development rather than the 'fruits' of development (Marsh, 2005). Vygotsky explained how a teacher or a more advanced peer might provide the explanation to enable a child to reach a higher level of achievement with support.

1.5.4.1. General Principles

As an agreed pedagogical goal, learner autonomy claims that the learner is fully involved in planning, monitoring and evaluating his or her learning. This reflective practice focuses on two things: the process and the content of learning. As far as second/foreign language learning is concerned, "content" is a variety of knowledge and skills which learners should be able to deploy naturally in performing the range of communicative tasks prescribed by the curriculum. In other words, the development of autonomy in language learning is inseparable from the development of autonomy in language use. This implies that the target language is not only used as a means of classroom interaction but also as a channel of learning and a tool for reflection.

The teacher can promote the target language use that produces language learning by providing linguistic and communicative scaffolding and illustrating a group of scaffolding techniques.

The concept of scaffolding relates to Vygotsky's ZPD theory. In the literature scaffolding has been defined as follows: "**...in social interaction a knowledgeable**

participant can create, by means of speech, supportive conditions in which the novice can participate in, and can extend skills and to higher levels of competence." (Donato, 1994:40). On the other hand, Van Lier describes the technique of scaffolding as follows: "one sets up a game, provides a scaffold to assure that the child's ineptitudes can be rescued or rectified by appropriate intervention, and then removes the scaffold part by part as the reciprocal structure can stand on its own." (Van Lier, 1988:299)

The concept of scaffolding has been introduced to the foreign language learning context as well. For a long time the focus was on teacher learner interaction. However, recently attention has turned to processes of scaffolding in learner-learner interactions.

"...learner autonomy theory requires language teachers to create an interactive dynamic that allows their learners access to full range discourse roles in the target language. This is because the development of communicative proficiency depends directly on sustained involvement in genuinely communicative behaviour, beyond the minimal contribution to which frontal teaching methods traditionally confine learners" (Little, 1991:29)

1.5.4.2. Implications

In the past two decades, the teaching focus has shifted away from a traditional approach stressing particular language skills such as grammatical structures, vocabulary, and pronunciation.

Instead, the current trend has become more holistic, aiming at an overall communicative proficiency and learning content through language, defined as the ability to communicate in the target language about real-world topics. To enhance communicative proficiency, the practice of classroom interaction itself has to be communicative. Teaching has to be purposeful, interactive, and creative. Indeed, for foreign language learning, or any learning to be successful, the teacher has to be able to tailor instruction and guide complex interactions for a variety of learners. In recent years there has been a growing understanding and acknowledgment of the contributions made by research on second language learning, in particular those studies that examine learner-teacher and learner-learner interaction patterns and their impact on language development.

One reason of the growing popularity of peer learning in schools is a shift away from traditional view of the teaching/learning process that focuses the transmission of knowledge from teacher to learner, in favour of constructivist approaches that stress discovery learning and view knowledge acquisition as a social activity. Collaborative work between learners has become an important means of implementing constructivist educational approaches. A second reason for the actual popularity of peer learning is issued from the fundamental task that schools face in preparing learners for life after school, in the work place and in communities.

Peer-learning activities are considered an important aspect of preparation for life after school ends. Learning how to work cooperatively is a valued educational activity derived from the larger cultural context in which schools exist. A third reason for the growing interest in peer learning is the wide introduction of

hold tasks through which they are obliged to use the language, can use their talents to handle other tasks such as drawing and organizing the work. Most projects will include the following non-linguistic tasks:

Tasks	Nature of activity
Design	-Leaflet, publicity,material,booklets, displays, posters.
Illustration	Taking photographs, drawing cartoons, charts,graphs.
Organisation	-People,material, tasks and time.
Handling Equipment	-Using cameras, cassette or videorecorders, data shows and computers.

Table 1.2. Non-linguistic tasks included in a project

- Learners who perform these tasks will take part in a process which is being conducted through the medium of English language. This participation may establish a kind of self confidence in less able learners and thus improve their attitude to language learning in general.
- Language re-integration- it is common use to see foreign language classes breaking down language into its constituent part-structures, functions, vocabulary, pronunciation and skills. In such circumstances, projects provide a natural context in which these apparently separate parts can be re-integrated in students' minds. This is very important if pupils are to trust themselves in exploiting their abilities to use English in real situations in the 'outside world'. (Haines, 1989)

1.8.4. The Importance of End Product

A clearly defined and agreed upon end product is an essential feature of the project work. Whatever its form, this end product should be the final result of the various tasks learners engage in during the project. Without an end product in mind, projects would have no natural conclusion and activities might become meaningless, unrelated exercises. Here are few examples of possible end products:

- a scrapbook collection of writing and pictures.
- a formal written report
- a collection of figures or statistics
- a classroom display
- a newspaper
- a learner performance
- a radio or video programme

In addition to being a focal point for the whole project, the end product also provides learners with an incentive to co-operate with one another, and to present their work in an attractive form.

1.8.5. Steps towards a successful project work

It is commonly agreed among scholars that a successful project realization goes through a well planned process. Sheppards and Stoller (1995) proposed an eight step sequence of activities for orchestrating project work in an ESP classroom. That model has been fine-tuned, after testing it in a variety of language class-rooms. The new 10- step sequence is described here in detail. (Stoler, 1997).

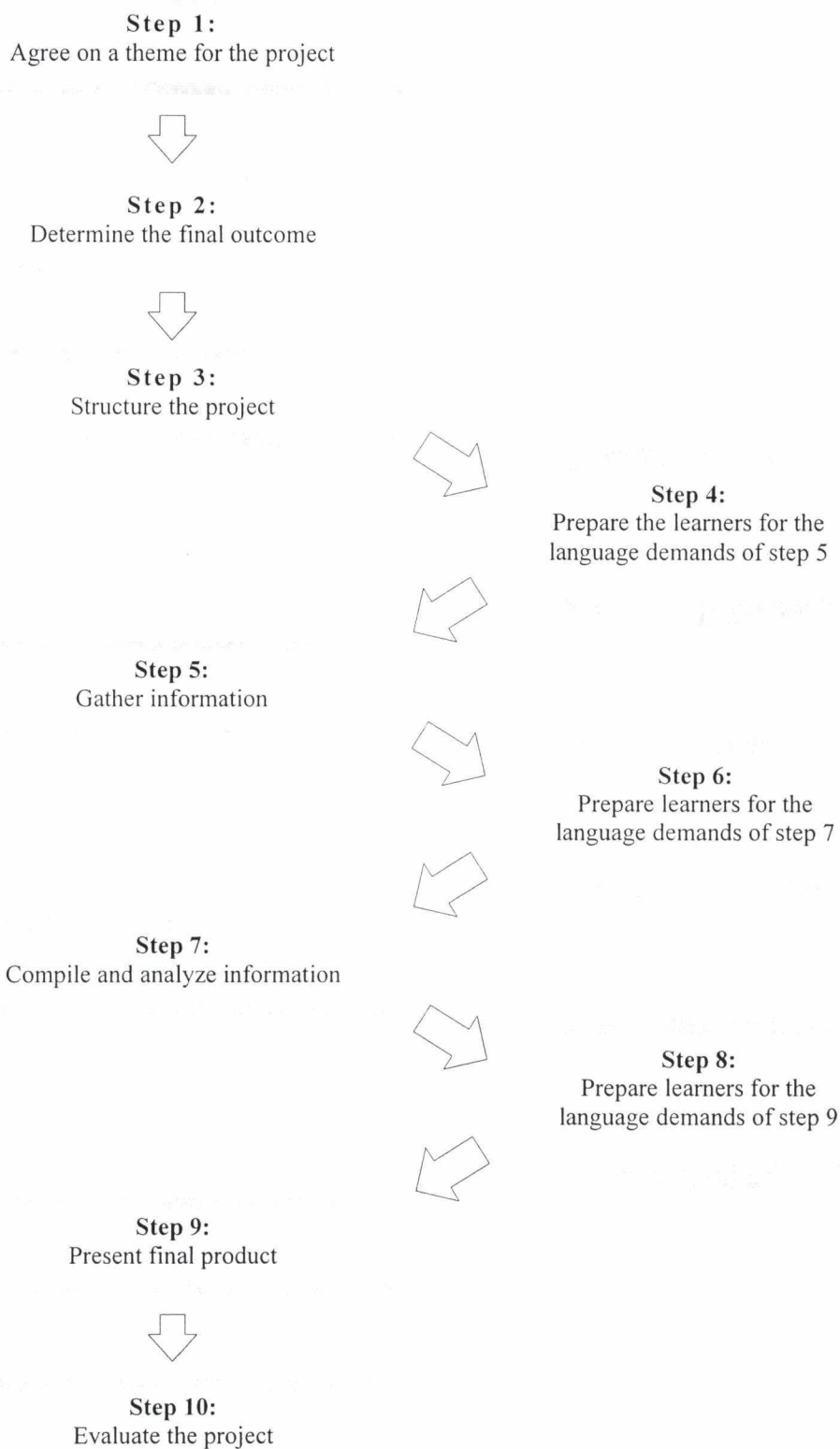


Figure 1.1. Developing a project in a language classroom

1.8.5.1. Clarifications

These steps are clarified as follows:

STEP 1: learners and teacher agree on a theme for the project

The learners and the teacher come to an agreement on a project theme. As projects range from structured, semi-structured, to unstructured in terms of the degree to which the teacher defines the project (Stoller, 1997), teachers should identify ways in which students can develop some sense of ownership toward the project. That is to say learners should be given the chance to shape the project and develop a sense of shared perspective and commitment. Thus, even if the teacher has decided to pursue a structured project, learners should be set free to fine-tune the theme.

STEP 2: learners and teachers determine the final out come of the project

Bearing in mind the nature and the objectives of the projects, learners and teacher determine the final out come of the project (e.g., bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, theatrical performance). At this level, learners and teacher negotiate the most suitable audience for their performance. (E.g., classmate, other pupils, parents, headmaster, city mayor).

STEP 3: learners and teacher structure the project

Now that learners have determined the theme and the final out come of the project, they discuss, altogether with their teacher, the details that should guide them from the starting point to the completion of the project. Questions that learners

should take into consideration are as follow: What information is required for the good completion of the project? How can that information be obtained (*e.g., a library search, interviews, letters, the World Wide Web, field trips, viewing of videos*)? How can they compile and analyze these information? What is the role played by each member of the group? (*Who does what?*) What time line will learners follow from the starting point to the deadline?

STEP 4: teacher prepares learners for the language demands of information gathering

At this level teacher should introduce learners to language forms skills, and strategies that would match the nature of the information gathering. If for example, the learners have to conduct interviews to collect information, the teacher may plan activities in which the learners form questions, request clarifications and take notes. If the learners are supposed to write letters, the teacher should review the way letters are conceived. If they intend to conduct an internet search, teacher should initiate them to healthy and efficient Web search procedures.

STEP 5: learners gather information

Following the stage of practising the skills, strategies, and language forms needed for gathering information, learners are ready to gather information and organize it so that others in the same group can make sense of it.

STEP 6: teacher prepares learners to compile and analyze data

At this level, the learners need to master the language, skills, and strategies required for the compilation, the analysis, and syntheses of the information they have

gathered from different resources. Teacher prepares learners to do this on their own through activities that involve, for example, categorization, making comparisons, and using graphic organizers such as charts and time lines.

STEP 7: learners compile and analyze information

After being faced with teacher-guided preparatory activities, learners are ready to engage in the compilation and analysis of the gathered information. Cooperating in groups, learners discuss the value of the information they have gathered, keeping the suitable ones for their project, and discarding the inappropriate others.

STEP 8: teacher prepares students for the language demands of the culminating activity.

At this stage of the work, teacher provides learners by some language improvement activities that help learners better present their final work in front of the audience. This may embody oral presentation skills, pronunciation, and organization of ideas. It may entail, editing and revising written reports, letters, or bulletin board display text. Some focus on the form might be greatly appreciated by learners at this point.

STEP 9: learners present final product

Learners are fully equipped and quite ready to present the final out come of their project, as planned in step two.

STEP 10: learners evaluate the project.

Although teacher and learners view that the presentation of the collaborative work is the final stage of the project work process, it is almost very beneficial to ask learners reflect on this experience as the last step. Learners reflect on the language mastered to complete the project, the content that they learned about the targeted topic, the steps that they followed to fulfil their work, and the effectiveness of their final product. Learners can suggest new things for coming projects. (Stoller, 1997). As learners reflect on what worked well, what didn't, and how they can learn from their experiences, they become better monitors of their own learning; they develop more confidence, and self-awareness as they use their own strength to demonstrate learning and understanding rather than simply show their ability to recall memorised information during a formal class situation. (Fleming, 2000:5)

1.8.6. Project Assessment and Evaluation

A project is a tool that allows teachers check whether their learners have met the objectives of the unit or not. This provides them with data about learners' abilities and the effectiveness of their teaching strategies used during the unit or even the whole year. The evaluation of the project should take into consideration the ability of learners to correctly and creatively use new structures and vocabulary. Higher level thinking skills and learning strategies are to be taken into account, too (Oswald, 2005). **"...it is an approach in which evaluation focuses upon both the process as well as the product of the student's work."**(Papandreou, 1994:41). Learners –and their parents– should know the evaluation criteria before the project is assigned. It is worth noting that both learners and their parents should know how the project is

going to be graded. Teacher can give groups a checklist or a copy of the instrument that will be used to grade their project or make a poster for the classroom wall. This helps learners know what to give importance to and what to spend more time on beforehand. (Oswald, 2005)

1.8.6.1. *Learners' Self Assessment*

The final evaluation of the project by the learners themselves is of a great importance. Training the learner to assess himself raises his awareness towards his mistakes. While self- assessing himself the pupil structures his learning, organizes his performances, and holds a critical view on his productions so as to improve them in the future and becomes more responsible for his learning. The pupil manifests his own requirements and his own scoring criteria. The questions that he asks himself will allow him to understand his immediate past, and exactly situate himself in the process of learning. It is only through the answers that he provides that comprehension and assimilation will take place. Thus, he will direct much more towards autonomy.¹ (Document d'Accompagnement du programme de 4AM:110) (my translation).

1.8.6.2. Evaluation Grid Samples

CRITERIA	Thinking and planning skills				Language skills		
	Independent research	Information processing (application, analysis, synthesis, evaluation)	Visual support (drawings, photos, graphic organizers)	Audience design	Tenses	Different language forms seen in the unit	Spelling and punctuation
	20 points	20 points	15 points	15 points	10 points	10 points	10 points
EXCELLENT	Significant out of classroom research.	All information is processed	Good visual support for information	Project is interesting for classmates	No mistakes	No mistakes	No mistakes
	17-20	17-20	13-15	11-15	09-10	09-10	09-10
GOOD	Some out of classroom research	Some information processed, some is only copied	Some visual support for information	Mostly interesting for classmates	Fewer than two mistakes	Fewer than two mistakes	Fewer than four mistakes
	13-16	13-16	10-12	10-12	07-08	07-08	07-08
FAIR	Little or no out of classroom research	Most information copied. Little processing done	Visual support limited or not appropriate	Somewhat Interesting for classmates	Fewer than four mistakes	Fewer than four mistakes	Fewer than seven mistakes
	09-12	09-12	07-09	07-09	05-06	05-06	05-06
POOR	Information from class/text	Information only copied, no processing	The project does not have visual support	Not interesting for classmates	Fewer than six mistakes	Fewer than six mistakes	Fewer than ten mistakes
	00-08	00-08	00-06	00-06	00-04	00-04	00-04
MARK: learners' total score ____ / 5 = ____ points of 20							

Table 1.3. Project evaluation grid (sample one). (Oswald, 2005)

Did learners...	No	Slightly	Generally	Mostly	Yes
1. Do independent research to find information for their project?	01	02	03	04	05
2. Apply, analyze, synthesize, evaluate somehow process the information?	01	02	03	04	05
3. Support their work with pictures, drawing, photographs or graphic organizers (charts, graphs, mind maps, Venn diagrams, ect)?	01	02	03	04	05
4. Prepare a project that is interesting for their classmates?	01	02	03	04	05
5. Include the planning tool they used to collect and organize their ideas?	01	02	03	04	05
6. Correctly use the required Tense to develop their project writings?	01	02	03	04	05
7. Correctly use the language forms seen in the unit to develop their project writings?	01	02	03	04	05
8. Spell and punctuate their work correctly?	01	02	03	04	05
MARK: learners' total score ____ / 5 = ____ points of 20					

Table 1.4. Project evaluation grid (sample two) (Oswald, 2005)

1.9. Conclusion

This recognition that 'a capacity to participate fully and critically in social interactions' is a fundamental element in the successful employment of autonomy illustrates the view that learners exercise individual autonomy while at the same time espousing the Vygotskian theory that learners learn through social interaction by getting involved in collaborative activity. That is what Legutke and Thomas (1991) also claim when speaking about group autonomy in PBL (Project Based Language Learning) classes: "**Projects shift a great deal of responsibility for decision making not only to the learner but also to the cooperative group.**" (p.270)

Thus, Using collaborative projects to implement curricular objectives puts the focus on the learner and promotes experiential learning. The discourse generated by the project helps the student to grow, maturing both as a learner of English and as human being, whose social needs are not disregarded. When applied at the right time and place, the project not only successfully achieves the learning outcomes identified in the school curriculum but also "**consolidates and extends learning, increases motivation, enhances classroom dynamics, and promotes learner- autonomy.**" (Sandy, 2006:1).

Notes to Chapter

1- L'autoévaluation

Apprendre à l'élève à s'auto évaluer c'est lui faire prendre conscience de ses erreurs. En s'auto évaluant l'élève structure ses apprentissages, organise ses prestations, porte un regard critique sur ses productions dans le but de les améliorer et devient plus responsable de ses apprentissages. L'élève manifeste ses propres exigences, ses propres critères d'appréciation. Les questions qu'il pourra se poser lui permettront d'appréhender son passé immédiat, de se situer au plus juste dans le processus d'apprentissage. Ce n'est qu'à travers les réponses qu'il aura données que se feront la compréhension et l'assimilation. Ainsi il tendra encore plus sûrement vers l'autonomie souhaitée.

Chapter Two

Chapter Two

ELT Situation Analysis

2.1. Introduction

Implementing a suitable approach to the English language teaching/ learning has challenged teachers and applied linguists over the times. Theories and beliefs of linguists about what language is and how it is best taught/learnt have always been behind syllabi shifts from one approach to another. The Algerian education system could not remain indifferent to those changes in language learning and have always had to re-adjust its classroom practices not only as a response to the learner's needs as a single individual but also to those of the whole nation's educational, socio-cultural, political and economical interests and needs. Thus, these continuous adaptations have made Algerian schools experience different methodologies; making teachers renew their classroom teaching practices and pupils their learning strategies.

2.2. Diachronic Overview of ELT Methodologies in Algerian Schools

The grammar Translation method which had characterised English teaching in Algerian schools during the 1960s, rooted its principles in the formal teaching of Latin and Greek which prevailed in Europe during the nineteenth century. Its beliefs were transcribed in the French- prescribed ELT textbooks used then. Hence, the explicit teaching and rote learning of grammatical rules and then their application in translation tasks were unavoidable routine exercises the learner had to endure along his teacher fronted English classes. Activities that emphasised reading and writing skills used to over-dominate listening and speaking ones. This approach aimed at

making the learner master grammar so as to accurately use the language while translating literary passages to the target language. Therefore, privileging accuracy over fluency. This way of language teaching engendered passive learners, and after many years of education the best pupils managed to know many words of the target language and grasped its structure which could become active if they had to live in the country where the target language was spoken. (Rivers, 1981). In fact, the grammar translation method was criticised the world over and manifested limitations as social, political and educational objectives have changed and new interests have come to challenge the teaching of languages in general and the teaching of English in particular.

The 1970s and the early 1980s noticed the adoption of the audio-lingual method to language learning. This method structured its principles on the basis of the structuralists' view to language. Believing that 'language is speech, not writing' proponents of the audio-lingual method put stress on learning to understand and speak at least some of the language before starting to read and write it (Rivers, 1981). That conception of language learning, in the sequencing of skills, was going to shape the gradation of activities in the ELT textbooks such as in Practice and Progress where the instruction in the syllabus stated that: "**Nothing should be spoken before it has been heard. Nothing should be read before it has been spoken. Nothing should be written before it has been read**" (Alexander, 1967: viii)

Thus, this approach aimed at teaching the language skills in the order of listening, speaking, reading and writing. At the first level of instruction, learning was based on dialogues containing daily used expressions. The dialogues were learnt by a process

of mimicry memorization so as to develop speech habits. Unfortunately, the audio-lingual mechanical way of teaching language, gave birth to 'well-trained parrots'-able to recite whole utterances while given a certain stimulus, but uncertain of what they were saying and unable to use what they have learnt by heart in real unexpected communication situations. (Rivers, 1981)

Therefore, the learners were left short of any ability of using language effectively in formal or informal situations, in spite of the fact that the audio-lingual approach put much emphasis on the oral aspects of language teaching.

Thus, the ever growing need for good communication skills in English, paved the way to the implementation of communicative language teaching. Since its introduction in the 1970s, CLT has served as a major source of influence on language teaching practices the world over. As soon as it came into practice in Algerian school, many ELT text-books had been designed to meet its requirements : My New Book of English for 1AS, New Midlines for 2AS and COMET for 3AS. One of the goals of CLT has been to develop fluency in language use. That was to be achieved through engaging learners in comprehensible and ongoing communication despite limitations in their communicative competence. With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities, towards the use of pair work activities, role play and group work activities.

The communicative approach had been in use in Algerian Middle schools until 2002, and because of the recent educational reform which was launched in 2003, a

new competency-based approach has been introduced. It was first implemented in Middle schools during the academic year 2003/2004 and two years later in Secondary schools. The first promotion of pupils who have studied English through the CBA are actually first year secondary school pupils, i.e. they have five years of English tuition through this new approach. This shift from CLT to the CBA is due to a new national conception of the learner of today and the role he has to play in his close environment and the world as a whole.

2.3. ELT and Globalization

The teaching of the English language should definitely be conceived so as help our society get integrated into modernity in total harmony. It is a matter of a full and entire participation in a linguistic community which is using English for all kinds of 'transactions'. This participation should be based on sharing and exchanging scientific experiences, and cultural ideas. This will allow us to know ourselves and know the others. Thus, we will go beyond the traditional narrow, instrumental and commercial conception of ESP, so as to move to an other attitude where we are no more customers but actors, through giving to every one access to science, technology and universal culture." ¹ (part of the presidential speech during the nomination of the CNRSE) (Programme de 2AM 2003: 41) (my translation).

All the components of the educational system should contribute to enable the learner acquire intellectual, methodological, communicative, personal and social competencies. The learner should be aware of the importance of vision and gesture during the interactive sessions in class and in concrete communication situations.

Then it is possible to develop capacities that will allow him to get integrated in the society in which he lives, to be aware of himself in relation with the others, and learn to share, cooperate and to be offensive without being aggressive.

Whereas for the context of English learning, a preponderant importance should be granted to the learning strategies and to communication which aims at the development of the child taking into consideration his age and his psychomotor development.

The implementation of a pedagogy susceptible of permitting the pupil to construct himself in a harmonious way, through a permanent reflection on himself and on the others is actually stressed on.

Finally, it is important to stress that the aim is no more about acquiring knowledge, but competencies on the basis of flexible programmes and an autonomy of the teacher. It goes without saying that this autonomy won't be reached without an adequate training of the teachers. It is then vital to reconsider the training of the teachers and that of the trainers themselves in such away to stimulate their motivation and ensure the improvement of their professional skills.

Thus, as soon as the trainer is impregnated with the components of his mission, he will be able to inculcate them in the different levels of his educational institution. The most important of these levels is inevitably that of the first years of training, since it is then where the pupil is confronted for the first time to the process of acquisition and to the development of competencies which will progressively make of him a conscious and responsible citizen.² (Programme de 2AM 2003:41) (my translation).

2.4. Teaching/Learning English at the Middle School

Teaching English at the middle school combines different and complementary objectives. These are meant to develop the learner's learning process and make him acquire competencies which will allow him to be a life long language learner.

2.4.1. General Objectives: First-Year Pupils

The importance of language compels school to devote much more time to communication so as to make it possible for the learner to acquire skills that will allow him to get in touch with his mates and adults around him. These skills acquired through listening, speaking, reading and writing will evolve around the following objectives:

- *Linguistic objectives, i.e.*

Endowing the learner with a basis that will help him to follow up his education and his foreign language learning.

- *Methodological objectives, i.e.*

- Promoting in the pupil the learning strategies that foster autonomy, so as to allow him deepen, develop and increase his knowledge.
- The pupil acquire ways of working and thinking (organisation, Coherence, pertinence...).
- Making the pupil acquire self assessment strategies.
- Permitting the pupil exploit different documents.

- *Cultural objectives, i.e.*

Contributing in his open-mindedness through getting him in touch with the English cultural context. This will involve the necessity to:

- Identify the real needs of the learner.
- Consider English as a real tool for communication.
- Develop oral communication (speaking and listening) and written communication (reading and writing).
- Realise life like communicative situations.
- Choose themes congruent with the age and the interests of the pupil.
- Focus the method on the pupil (Learner centred classes).
- Use appropriate audiovisual aids.

2.4.1.2. Entrance Profile

First year pupils are supposed to master certain learning strategies already installed by the other subjects studied at the primary school. They are also supposed to be familiar with the Latin alphabet introduced since the primary school through the learning of the French language. For this reason, the pupil is supposed not to encounter particular difficulties while dealing with learning the English alphabet.

So as to face a problem solving situation, he will be put in motivating and interesting learning situations (themes and activities congruent with his age) where he will be able to deploy mental capacities relatively complex.

2.4.1.3. Exit Profile

The teaching of English aims at permitting the first year leaving pupil to :

- Interact in real school life situations.
- Express himself in writing in a correct simple written form.
- Have access to simple documents through adopting a functional teaching.
- Follow up his learning of the foreign language in the upper grade. (programme de 1AM, 2002:55).

2.4.2. General Objectives: Second Year Pupils

Teaching English for second year pupils revolves around the following objectives:

- *Linguistic Objective, i.e.*

Consolidating and developing the bases acquired during the first year of English learning, so as to enable him follow up his schooling cycle and language learning.

- *Methodological objectives, i.e.*

Consolidating and developing the acquired learning and self assessment Strategies. In addition to reinforcing the working and the reflecting methods acquired during the first Year.

- *Cultural objective, i.e.*

Contributing to his open mindedness by exposing him to diverse cultural contexts presented in the English language.

2.4.2.1. Entrance Profile

While starting his second year at school, the pupil should have already been exposed to the English language in terms of oral interaction. He has learned the phonological, the grammatical and lexical system of the language. He has learnt to interpret and produce verbal and non verbal simple messages.

He has acquired personal and collective ways of working (sharing and negotiating...). He has developed strategies to face problem solving situations, and he has also been made aware of the cultural dimension in learning the English language.

2.4.2.2. Exit Profile

During the second year the pupil will be led to consolidate and develop the linguistic, methodology and cultural prerequisites acquired during the first year of English learning. Teaching the English language aims at allowing the pupil leaving the second year level to: interact in real school life situations using a more elaborate English, and express himself orally and in writing in a more elaborate and correct language and follow up his foreign language learning in the upper grade.

Thus, by the end of the second year, the pupil will be able to exploit, interpret simple authentic documents, produce oral and written complex messages, and hold a simple conversation in amore elaborate and correct English.³ (programme de 2eme AM 2003: 43-44) (my translation)

2.4.3. General Objectives: Third Year Pupils

As for the previous academic years, teaching English at this level revolves around the following linguistic, methodological and cultural objectives:

- *Linguistic objective, i.e.*

Consolidating and developing the bases acquired during the second year of English learning, so as to enable him follow up his educational cycle and Language learning.

- *Methodological objectives, i.e.*

Consolidating and developing the acquired learning strategies. And reinforcing the working and the reflecting methods acquired during the second Year.

- *Cultural Objective, i.e.*

Contributing to his open-mindedness by exposing him to diverse English cultural and civilization contexts.

2.4.3.1. Entrance Profile

While in the third year level, the pupil would have already been exposed to the English language for two years. He would, then, be able to interact in class, interpret and produce verbal and non verbal messages in a correct simple English. He would have acquired individual and collaborative ways of work. He would have developed strategies to face problem solving situations, and he would have deepened his knowledge about the culture of the English speaking countries.

2.4.3.2. Exit Profile

During the third year the pupil will be led to consolidate and develop the linguistic, methodology and cultural prerequisites acquired in the second year of English learning. The teaching of the English language first, aims at allowing the pupil leaving the third year level to interact in school and out of school in real life situations. Second, interpret more complex and authentic documents autonomously, and finally follow up his foreign language learning in the upper grade.

Thus, by the end of the third year, the pupil is meant to be able to hold a conversation in a correct simple English. He will also be able to exploit and interpret more complex and authentic documents and produce more elaborate oral and written messages.⁴ (Programme de 3AM, 2004) (my translation).

2.4.4. General Objectives: Fourth Year Pupils

The ultimate objectives of teaching English for fourth year pupils is to enable the learners have access to science, technology and universal culture; as well as forming a conscious and responsible citizen able to face the world of tomorrow. These objectives hover around the following points:

- *Linguistic Objectives, i.e.*

Consolidating and developing the bases acquired during the third year of English learning, so as to enable the learner finish his educational cycle and follow up a new cycle in the secondary school.

- *Methodological Objectives, i.e.*

Consolidating, developing and refining the learning strategies , as well as reinforcing the working and the reflecting methods acquired during the third year.

- *Cultural Objective, i.e.*

Contributing to his open mindedness by exposing him to diverse English cultural and civilization contexts.

- *Socio-professional objectives, i.e.*

Supplying the learner with sufficient linguistic tools so as to enable him to get integrated in a professional environment. Actually, this requires continuing to:

- Centre the learning on the pupil.
- Identify his real needs.
- Choose the themes which are congruent with his age and his interests.

- Create life-like communication situations.
- Consider English as a real tool for communication.
- Develop oral communication (speaking and listening) and putting more emphasis on written communication (reading and writing).
- Use appropriate audiovisual aids. (Programme de 4AM, 2005).

2.4.4.1. Entrance Profile

While in the fourth year level, the pupil would have already been exposed to the English language for three years: he would be able to interact in class, interpret and produce verbal and non-verbal messages in a correct English.

He would have acquired individual and collaborative ways of working (sharing, negotiating...). He would have developed strategies to face problem solving situations, and would have deepened his knowledge about the culture of the English speaking countries. He would be able to produce relatively elaborate oral and written messages.

2.4.4.2. Exit Profile

At the fourth year level, the pupil will be led to consolidate and develop the linguistic, methodology and cultural pre-requisites acquired in the third year. However, while leaving school, he should be able to: interact in real school or out of school situations. Autonomously interpret more complex documents than those presented at the third year level, and be able continue learning English at the upper level in good conditions.

Thus, by the end of the fourth year, the pupil is meant to be able to hold a conversation in correct English. He will also be able to exploit, and interpret authentic documents even more complex than in the third year, and produce oral and mainly written messages more elaborate than in the third year.⁵ (Programme de 4eme AM,2005) (my translation)

2.5. Final Objectives of ELT at the Level of Secondary school

Teaching English at the secondary school aims at investing the objectives supposed to have been reached at the middle school and to reach other complementary objectives along the three years of secondary education.

English language teaching is prescribed according to the national political consideration to foreign languages as well as a reaction to general educational reform introduced in 2001 and which fixes the objectives of teaching/learning. Teaching English must participate in the development of the learner in all his dimensions. It must favour the national values, open-mindedness, mutual respect with others as well as the development of tolerance.

Being the second foreign language and covering seven years of tuition, English language teaching/learning has as an objective to develop competencies of communicative, linguistic, cultural and methodological character which will enable the learner to face oral or written communicative situations taking into account his future needs and those of the society in which he develops.

Thus, the teaching/learning of the English language will allow the learner to communicate, exchange, get in touch with the culture embodied within this language, and use this latter as a cultural, scientific, and technical tool.

2.5.1. General objectives

The English syllabuses at the secondary school cycle evolve around four main objectives which will consolidate the skills acquired through listening, speaking, reading and writing. These objectives are as follows:

- *Linguistic Objectives, i.e.*

Providing the learner with necessary tools that will allow him to follow up his higher education in English, and favouring the development of the basic skills for comprehension and communication.

- *Methodological Objectives, i.e.*

Promoting the learner with autonomous learning strategies which will allow him to deepen and broaden his knowledge. As well as reinforcing the learner's mental and intellectual aptitudes such as analysis, synthesis, and evaluation through pertinent activities.

- *Cultural objectives, i.e.*

Encouraging the learner to exploit cultural aspects of other linguistic communities and thus understand better his own culture. And building positive attitudes towards the other.

- *Socio-professional objectives, i.e.*

Enabling the learner maximize the usage of the different English documents (literary documents, scientific, economic and cultural productions) which he might meet and would have to consult during his study or professional life.

2.5.2. Final Objectives of ELT for First Year Pupils

The syllabus for English as the second foreign language in 1AS is a follow up of the syllabi in the middle school (First, Second, Third and Fourth year) and thus, ensures the continuation from one cycle to another. Hence, the appellation of the learners' ELT text-book at the Cross Roads.

Based on the same theoretical principles as that of the middle school, this syllabus espouses the Competency-Based Approach. This latter, gives priority to raising learner's awareness. It permits to give a sense to the different types of learning, to render them more efficient, and install the bases for future kinds of learning. This syllabus is elaborated taking into account the needs and the interests of the learners for whom it is destined.

Bearing in mind that all use of language aims at getting informed on a fact, to ask for information, to express feelings...etc. And knowing that language functions can hold a variety of forms (Linguistic, from the simplest to most difficult ones), the syllabus for 1AS focuses on communication as an ultimate aim of the English language learning. Thus, it wants to lead the learner manage to deal with every day life situations through messages which are semantically pertinent. In fact, the same importance is accorded to the oral as well as the written form of communication.

2.5.2.1. General Objectives

Teaching English at the IAS aims at consolidating, deepening and developing the abilities, the skills and the knowledge acquired at the level of the middle school. The learner will continue to develop the competencies focused on earlier, and will progressively be led towards specializations in different domains in relation with his needs. The level of the acquired competencies will be consolidated, developed and will continue to evolve around the following objectives:

- *Linguistic Objectives, i.e.*

Consolidating and developing the bases acquired at the middle school level so as to enable the learner follow up his educational and language learning cycle as well as providing the learner with the necessary tools to follow up his general formal education.

- *Methodological Objectives, i.e.*

Consolidating and developing the learning and the self assessment strategies acquired at the middle school level, and reinforcing the working methodologies acquired at the level of the middle school.

- *Cultural Objectives, i.e.*

Stimulating the pupil's curiosity and contributing to his open-mindedness through exposing him to diverse civilisation contexts and cultures as well as encouraging interdisciplinary learning by studying themes seen in other school subject-matters so as to complete and expand the acquired information. This requires the necessity to:

- Centre the methods on the learner and to consider him as the first responsible for his own learning.
- Place the learner in an environment that takes into consideration his age, needs and interests.
- Provide varied learning situations taking into account the different learning styles.
- Consider English as a real tool for communication through suggesting the use of language in a meaningful context.
- Conceive activities that fulfil the needs for authentic communication and avoiding monotonous *deja vu* activities.
- Insist on the importance of the message in relation to its content rather than its form by tolerating the mistakes that don't hinder reception of the meaning.
- Develop oral and written communication through providing and varying the listening and reading situations.
- Create an environment where the pupil develops a positive attitude towards learning English, and does not feel to be in a failure situation.

2.5.2.2. Entrance Profile

While starting his first year at the secondary school, the pupil should have already accomplished four years of English tuition. He would have developed strategies to face problem solving situations. He would have broadened his knowledge about the culture of the English speaking countries. He is, then, able to produce a piece of writing of about ten sentences in relation to the presented instruction.

2.5.3.2. Exit Profile

The intermediate Integrative Objective to be attained at the end of the second year is as follows: In a communicative situation, and on the basis of an oral or written support, the pupil should be able to produce a correct written message of about 15 lines, in a chosen linguistic discourse (descriptive, narrative, argumentative) (Programme de 2AS, 2006:90-91-92)

2.5.4. General Objectives: Third Year Pupils

Teaching English at this level aims at providing the learner with a sound linguistic ground (grammar, syntax, vocabulary, pronunciation, mastery of oral and written codes). As well as allowing him to understand and communicate freely in the foreign language.

- *Methodological and Technological Objectives*

- Consolidating the pupil's intellectual abilities such as analyses, synthesis, and evaluation through pertinent activities.
- providing the learner with learning and self assessment strategies that will enable him deepen and broaden his knowledge.
- Reinforcing the reflective and working methods acquired in the primary, intermediate school and in 1AS, 2AS.
- Favours reflection at all the stages of learning.
- Teaching the pupil the rational use of oral or written documents, be it scientific, technical, economical or literary, so as to get him ready for the university or the professional life.

- Teach the pupil how to use technology tools such as the computer and the Internet) which are very important for documents and research .

• *Socio-cultural and socio-professional objectives, i.e.*

Stimulating the pupil's curiosity and contributing to his open-mindedness through exposing him to diverse civilisation contexts, and by getting him in touch with the English speaking countries' culture.

2.5.4.1. Entrance Profile

While in the third year stream, the pupil would have had six years of English tuition. He is then able to produce an essay of about twelve lines as a reaction to an oral or written instruction.

2.5.4.2. Exit Profile

The final integrative objective that the learner should attain after studying English for seven years is as follows: In a communicative situation, and on the basis of an oral or written support, the pupil should be able to produce a correct written message of about 20 lines, in a chosen linguistic discourse (descriptive, narrative, argumentative...) (Programme de 3AS, 2007:55-56).

2.6. The Competency Based Approach

The competency based approach consists of joining the different types of learning acquired at school to various and pertinent contexts of use, and that will make them useful and ever-lasting. In fact, while helping the pupil give a sense to his learning, It makes him acquire intellectual competencies and develop diverse and necessary

processes for assimilating and using these knowledge. It will make him mobilize resources that he develops at school so as to face problem solving situations at school and out of it.

2.6.1. What is a Competency?

Competency is a 'know how' which integrates a set of knowledge, skills and attitudes that can be mobilized so that to face problem solving situations. In addition to the mobilization of resources, it involves their organisation and their coordination to situations belonging to the same family.⁶ (Programme 1AS, 2005:7) (my translation)

2.6.2. What is Integration?

Integration is a proceeding relevant to each individual learner. It consists of mobilizing and articulating the different elements learnt separately (acquired) so as to use them in a given situation. This integration must be done in a situation.⁷ (Programme 1AS, 2005:7).(my translation)

2.6.3. What is a Situation?

A situation is prepared by the teacher and presented for pedagogical objectives. It is conceived according to the competencies aimed to be installed. It can be an exploration or an integration situation.⁸ (Programme 1AS, 2005:7).(my translation)

2.6.3.1. *The Exploration Situation*

It incites a new learning through introducing new knowledge to be installed. It consists at fixing the notions, structuring the acquired knowledge and using them. It allows the learner to think, analyse and make the link between a new learning and other already acquired knowledge so as to better understand this one. Moreover, it allows him to change his representations into new representations by the appropriation of new knowledge, skills and attitudes on which he had done reflections or research. Proposed in various and motivating forms (games, challenges, projects etc...), it is used to better the quality of learning.⁹ (Programme 1AS, 2005:7).(my translation)

2.6.3.2. *The integration Situation*

The integration situation represents the expected performance of the learner. It is practised at the end of a set of learning. It consists in a complex situation and is close to the situation that the learner might meet in his every day life. Individually solved by the learner, it leads him to identify, mobilize, coordinate, structure and articulate different learning which are acquired in a separate way, and in an other context. It is used to teach the learner to integrate his learning, evaluate it or as a remediation and regulation end. These situations must:

- Be useful, motivating and meaningful.
 - Be adequate with the aimed competencies.
 - Be adapted to the level of progression of the learner.
 - Have an evident aim.
 - Channel positive values.
 - Take into consideration the conditions of the available aids.¹⁰
- (Programme 1AS, 2005:08).(my translation)

2.6.4. Methodological Indications

The cognitive and socio-constructive conception which supports the methodology of this learning permits to generate general objectives aiming to install irreversible competencies in the learner. Thus, the syllabus will be centred on the learner and on the construction of his knowledge. This will be done so as to make him acquire a functional learning of knowledge that fits his needs in school and beyond it. The syllabus will permit him learn to listen, read, and re-use what he has learnt in new situations. These skills will not be taught in isolated parts but in an integrated way. Research studies have shown that even if the learner reaches a certain mastery of the language, his performance often remains insufficient.

This is why a shift in the teaching methods of the English language is being noticed. It's no more a matter of filling the learner with knowledge, but it's a question of trying to help him take part in and become responsible of his own learning by giving him the chance to find answers to questions related to his every day life experience, to adopt responsible and more autonomous behaviours. The reflection that the learner does on his own ways of learning (meta-cognition) will contribute to insure the quality of his acquired knowledge and facilitates their reinvestment. The construction of this learning will be favoured by putting the learner in meaningful complex situations.¹¹ (Programme de 4 AM, 2004:52) (my translation)

2.6.5. Teaching/Learning Procedure

The syllabus for first year secondary school pupils evolve around communicative intentions which are at the basis of seeking meaning. It becomes, then, necessary to place the learner in situations where language permits him to realise these intentions. These situations will have the role of starters for communication and not a means for applying grammatical rules. It goes without saying, then, that mistakes are part of the learning process and helps the learner to check his proposed hypotheses. These mistakes will be gradually corrected.

Taking into account the language functions and emphasising on comprehension and on producing different kinds of authentic messages, the syllabus for 1AS must lead the learner to centre his efforts on many domains related to his needs. This can be done by introducing new structures serving as a support for the development of the communicative and functional aspect of the language. In addition to providing the learner with the necessary and pertinent language elements, we must lead him to transfer the skills he acquired in his mother tongue and his first foreign language to the second foreign language. The chosen procedure proposes a moment for discovery, observation, practice, reformulation and check. This will allow the learner to:

- Observe.
- Discover the target object being under study.
- Handle it for analysis and understanding it's function.
- Practise the discovered language point in different exercises.
- Invest.
- Assess himself (self-assessment).

For implementing this procedure, the project has been adopted. (Programme 1AS, 2005:7)

2.6.6. What's Learning?

Generally speaking, learning is acquiring knowledge, but it is mostly elaborating the learner's cognitive structure and constructing his own vision of the world. Thus, it is very important that the teacher knows how things happen in the minds of the learners, seizes and understands the mechanisms used so that to encourage them. In order to apply this, the notion of the project is of a very big help. Based on "research, demonstration, creation", led by the learner and guided by the teacher, it aims at modifying the very basic social practises in general and the relation of teacher/learner in particular. Since it favours interdisciplinary practices and collaboration, the notion of the project aims at making learning functional and emotional.

Active, vivid and different the pedagogy of the project involves autonomy as an objective, motivation as a condition for working and the non- hierarchical relations between the learner and the teacher.¹² (Document d'Accompagnement du Programme d'Anglais 1AM:80) (My translation)

2.6.6.1. Classroom Paradigm Shift

Traditional learning was teacher centred, however now, thanks to the implementation of the Competency-based Approach to English teaching, considerable changes have come to challenge traditional ways of teaching. Now, the change which is coming into education is the shift of the centre of gravity. The learner is actually the body about which the appliances of education evolve and the centre about which they are organized. Below are represented in tables some of the

characteristics of traditional versus CBA classrooms as well as learners' and teachers' roles in both situations.

Teacher Centred classes	Learner centred Classes
<ul style="list-style-type: none"> • Knowledge transmission • Passive Learners • Skills separated • Academic achievement • Teaching and evaluating are separate • Dependency/No risk taking/No creativity/No self assessment... • Focus is on product • Culture is competitive and individualistic 	<ul style="list-style-type: none"> • Learners construct knowledge • Active learners • Skills integrated • Academic knowledge for social Functions • Teaching and assessing are intertwined • Independency/Risk taking/Creative/Critical thinking • Focus is on process • Culture is cooperative, collaborative and supportive

Table 2.1. Teachers' and learners' roles in teacher centred and learner centred classes (Document D'accompagnement des programmes de la 4AM 2007:84)

	Learner centred	Teacher centred
Communication direction	Two-way; multiple way; interactive	One- way; teacher to pupil
Control of information	The learner contributes to information and process	Teacher controls information
Assumptions about learning	Learners learn naturally. Responsible for own learning	Pupil can't learn without teacher. Teacher responsible.
Autonomy	Learner has 'ownership' of learning (i.e. autonomy)	Teacher defines and rules learning
Relevance of topics	-Topics relevant to child. -Learner may choose topic	-teacher/curriculum determines topic
Primary processes	Learner discovers, creates, makes sense.	Pupil memorize and duplicates the "correct" facts
Learning environment	Joking, life-like non- linear....	Orderly, quiet, linear, organized...
Expertise	Learner can become expert	Teachers and books are only experts
Roles of teaching	Learners can teach each other. teacher can learn from children	Only teacher can teach the pupils.

Table 2.2. Main shifts from teacher centred to learner centred classes. (Document d'accompagnement des programmes de 4AM 2007:85)

2.6.6.2. Learners' Role in the CBA

The competency- based approach sees the pupil as a learner who is responsible for his own learning. He is no more supposed to absorb linguistic or cultural knowledge given by the teacher but he learns to learn. He will be led to solve problems (alone or with others), to share and cooperate with others. He realises various tasks with progressive levels of difficulty which will allow him to discover, construct knowledge and give a sense to what he is doing. Thus, he will acquire learning strategies which he will develop progressively with the assistance of his teacher and his classmates. He will progress more and more towards autonomy.

- Wants to know what to learn.
- Responsible for his learning.
- Acts upon what he learns.
- Builds strategies.
- Assesses himself.
- Solves problems.
- Learns to cooperate and collaborate.
- Works autonomously.
- Learns through doing.
- Puts into question his learning proces.¹³ (Document d'accompagnement du programme de la 3AM, 2006:79).(my translation)

2.6.6.3. Teachers' Role in the CBA

The Competency Based approach which focuses on learner centeredness doesn't aim at getting rid of the teacher. On the contrary he is a very important element in this new approach. In fact, Without abandoning his role, the teacher must guide, help and encourage the learner to take part in his own learning. ¹⁴ (Document d'accompagnement 1AM:80-81) (my translation)

Traditional Approach	Competency-based Approach
<ul style="list-style-type: none"> -Holds knowledge -provides Knowledge -Takes decisions -Authoritarian 	<ul style="list-style-type: none"> -Gives guidance -Facilitator -co-learner -Aware of learners' learning needs, styles, strategies... -Develops learner autonomy

Table 2.3. Teacher's role in the traditional and the competency based approach
(Document d'accompagnement des programmes de la 3AM:77)

2.6.7. The Project Within the CBA

Espousing the competency based approach for teaching aims at making school prepare learners for real life. Learners do not only acquire language but also develop skills and strategies that will help them complete the tasks to manage their own affairs while out of school in real life situations. Learners present a project at the end of the unit to prove that they have learnt information and that they can use it adequately out of the class walls.

The project enables the learners to practise the language and the skills they have learnt in the classroom. A project allows learners personalise the structures and skills they have acquired at school as long as they can demonstrate that they have mastered the objectives of the unit. This is an essential part for motivating learners and helping them realise that they can use English for meaningful purposes that are important for them.

A good project requires learners to do autonomous research to find information for their project. They can look for information in books or magazines they keep at home or find in the school library. They can ask their parents, brothers, friends or their teachers. If the learners have access to the Internet they can search there too. Learners may add their own interpretations, or use pictures cut or photocopied from books, magazines or printed from the Internet.

A project is more than writing what has been learnt in class or read in a book or found in the Internet. Learners should process the information creatively. They may apply the information in a different situation, compare and contrast ideas or classify them into groups. Learners might also change their plan according to the information they have found and which they didn't expect to. Learners can evaluate their work and take decisions about things they must do or avoid doing in the future projects. (Oswald 2004).

2.6.7.1. *The Project and its Legitimacy in Learning*

Projects can help pupils at different levels by putting learning in a context that gives it meaning. Projects can promote different intelligences, learning preferences, or learning styles. In addition to that, providing various choices and options can foster learners' motivation as they pursue their individual needs and interests. Cognitive psychological researchers have demonstrated that these factors increase learning. Nonetheless, problem solving situations seem to help learners store knowledge more easily so that it can be recalled and reinvested in other situations.

Using the project as a learning tool often reflects the constructivist theory of learning. Psychological constructivism sustains the view that the purpose of education is to help the pupils learn in a way that supports that individual needs and preferences.

Learner centred approaches, such is the case with the CBA, facilitate the successful use of the project thanks to the role ascribed to the teachers who are no more knowledge holders but guides, facilitators, monitors, and coaches. This approach encourages learners to develop habits of mind that can help them become lifelong learners.

Projects represent a real challenge to the learners that compels them use their minds creatively, independently and responsibly, and that will provide them with a feeling of satisfaction and accomplishment that will undoubtedly incite them towards more research and learning. During the project, learners cooperate productively with their classmates, teachers and community members. They learn to listen, speak, and

reach decisions within a team setting that typifies a growing number of work environments. Learners also develop other skills that are very essential to future academic or workforce pursuit-planning, organization, research and time management.

Projects are a good opportunity that enable teachers encourage the habits of mind that are essential in the learners' content areas such as: curiosity, flexibility, persistence, responsibility, creativity, and commitment to excellence. But, projects also provide a way for teachers to cross disciplinary boundaries and combine learning goals. Projects that link learners to their own interests and talents, to others in the school community, and to the community as a whole, foster active engagement with course content and with real-life tasks and responsibilities. (Douglas, 2000).

2.7. Conclusion

ELT in Algerian schools channels many objectives. They are of social, political, economic and cultural order. It aims at providing the learner with tools that make of him a social being who contributes in the making of the world around him. He is brought to take responsibility for his own learning and learns to share and collaborate with his mates to do tasks so as to be a life long learner and get him ready for the world of work tomorrow. The ELT text-books provide him with material that get him in touch with different cultures so as to contribute to his openmindedness and integration in the world of today. He is put in communicative situations where he develops democratic ways of interaction and meaning negotiation with his classmates.

Thus, the competency based approach syllabus proposes integration learning situations which make the learner at the centre of learning and makes him participate in the adaptation of learning. The learning and integration situations encourage his initiative and favour his creativity. They lead him to use various learning strategies and reinvest his acquired learning in daily situations of his environment. The collaborative realisation of the project intrigues his motivation and his interest, makes him acquire solid methods of learning and develops in him a sense of responsibility and autonomy.

Notes to Chapter **Two**

1. *Discours Présidentielle*

L'enseignement de l'anglais doit être impérativement conçu dans l'objectif d'aider notre société à s'intégrer harmonieusement dans la modernité. Il s'agit d'une pleine et entière participation à une communauté linguistique nouvelle qui utilise l'anglais pour tous types de 'transaction'. Cette participation doit être basée sur le partage et l'échange d'idées et expériences scientifiques, culturelles et civilisationnelles. Cela permettra une connaissance de soi et de l'autre. On dépassera ainsi la conception étroite, utilitariste, instrumentaliste et commerciale de l'E.S.P. (English for Specific Purposes) telle que conçue traditionnellement, pour aller vers une attitude plus offensive où l'on ne sera plus consommateur mais acteur. Ainsi, on donnera à chacun la possibilité d'accéder à la science, à la technologie et à la culture universelle tout en évitant l'écueil de l'acculturation.

L'enseignement vu sous cet angle, implique le développement d'un esprit critique, de tolérance et d'ouverture. C'est ainsi qu'on impulsera une dynamique nouvelle à l'anglais en tant que vecteur de développement et de professionnalisation et «qu'on dotera l'élève des atouts indispensables pour réussir dans le monde de demain» (discours présidentiel lors de l'installation de la CNRSE).

2. Toutes les composantes du système éducatif doivent contribuer à l'acquisition des compétences transversales. Elles sont d'ordre intellectuel, méthodologique, communicatif personnel et social. Il y a lieu de privilégier les aspects comportementaux de l'apprenant qui doit prendre conscience de l'utilité du jeu de

physionomie, du regard et de la gestuelle lors des séances d'interaction en classe et en situation de communication concrète.

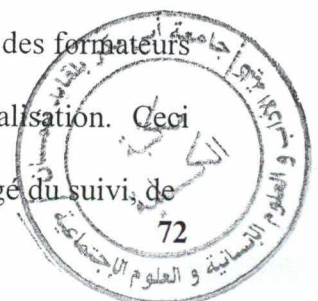
Il lui sera également possible de développer des capacités qui lui permettront de s'intégrer dans la société dans laquelle il vit, d'être conscient de son être en relation avec les autres d'apprendre à partager, à coopérer et à être offensif sans être agressif.

Quant au contexte d'apprentissage de l'anglais, il faudra accorder une place prépondérante aux stratégies d'apprentissage et de communication visant à l'épanouissement de l'enfant en tenant compte de son âge, et de son développement psychomoteur et psychoaffectif.

Une remédiation comportementale n'est pas à exclure. A ce titre, il est proposé la mise au point d'une pédagogie susceptible de permettre à l'élève de se construire d'une façon harmonieuse, à travers une réflexion permanente sur lui-même et sur les autres.

Une remédiation comportementale n'est pas à exclure. A ce titre, il est proposé la mise au point d'une pédagogie susceptible de permettre à l'élève de se construire d'une façon harmonieuse, à travers une réflexion permanente sur lui-même et sur les autres. Enfin, il faut souligner la nécessité d'acquérir non seulement des connaissances, mais aussi des compétences sur la base d'une flexibilité des programmes et d'une autonomie de l'enseignant

Il va de soi que cette autonomie ne peut être atteinte sans la formation idoine des enseignants. Il est donc vital de revoir la formation des enseignants et des formateurs de façon à stimuler leur motivation et assurer leur professionnalisation. Ceci nécessite la mise en place d'un observatoire indépendant qui sera chargé du suivi de



l'évaluation et de l'organisation pédagogique dans son ensemble (cursus, manuels, examens, encadrements,...) afin que le pédagogique et le scientifique sur l'administratif.

Ainsi, le formateur, une fois imprégné des composantes de sa mission, pourra les mettre en oeuvre au sein de l'institution éducative à ses différents niveaux. Le plus important de ces niveaux est indéniablement dans les premières années de formation puisque c'est là que l'enfant est confronté pour la première fois au processus d'acquisition puis de développement des compétences qui feront progressivement de lui un citoyen conscient et responsable.

3. L'importance de la langue exige que l'école consacre plus de temps à la communication pour que l'élève acquière des habiletés (activités langagières) qui lui permettront d'entrer en relation avec ses camarades et les adultes qui l'entourent. Ces habiletés acquises à travers l'écoute, la parole, la lecture et l'écriture, seront consolidées et s'articuleront autour :

a. d'objectifs linguistiques :

- consolider et développer les bases acquises en 1^{ère} année moyenne pour l'aider à poursuivre son cycle d'études et son apprentissage de la langue.

b. d'objectifs méthodologiques :

- consolider et développer les stratégies d'apprentissage et d'autoévaluation acquises.
- Renforcer les méthodes de travail et de pensée acquises en 1^{ère} AM.

c. d'objectifs culturels :

- contribuer à son ouverture d'esprit en l'exposant davantage à divers contextes de civilisation et de culture véhiculés par la langue anglaise.

Ceci implique la nécessité :

- de centrer les méthodes sur l'élève.
- d'identifier ses besoins réels.
- de choisir des thèmes en fonction de son âge et de son intérêt.
- de concevoir des situations de communication réelles.
- de considérer l'anglais comme un outil réel de communication.
- de développer la communication orale (parler et écouter) et la communication écrite (lire et écrire).
- d'utiliser des supports visuels, iconographiques et audiovisuels appropriés.

A. Le profil d'entrée :

A son entrée en deuxième année d'anglais, l'élève a déjà été exposé à la langue anglaise en terme d'interaction orale. Il a appris à identifier le système phonologique, grammatical et lexical de la langue. Il a appris à interpréter et à produire des messages verbaux et non verbaux très simples. Il a acquis des méthodes de travail personnelles et de groupe (partage, négociation...). Il a développé des stratégies pour faire face à des situations problèmes et il a également été sensibilisé à la dimension culturelle dans l'apprentissage de l'anglais.

B. Le profil de sortie :

En deuxième année l'élève sera amené à consolider et développer les pré-requis linguistiques, méthodologiques et culturels acquis en 1^{ère} année moyenne.

L'enseignement de l'anglais a pour but de permettre à l'élève sortant de la 2^{ème} AM

- d'interagir dans des situations réelles de la vie scolaire en utilisant un anglais plus élaboré ;
- de s'exprimer oralement et par écrit dans une langue correcte plus élaborée ;

- de poursuivre son apprentissage de la langue dans le niveau scolaire suivant.

Ainsi, au terme de la deuxième année, l'élève pourra exploiter, interpréter des documents authentiques simples, produire des messages oraux et écrits plus complexes et tenir une conversation simple dans un anglais correct plus élaboré.

4. *Les objectifs généraux de l'enseignement de l'anglais 3^{ème} AM*

L'importance de la langue exige que l'école consacre plus de temps à la communication pour que l'élève acquière des habiletés (activités langagières) lui permettant d'entrer en relation avec ses camarades et les adultes qui l'entourent. Ces habiletés acquises à travers l'écoute, la parole, la lecture et l'écriture, seront consolidées et s'articuleront autour :

a. d'objectifs linguistiques :

- consolider et développer les bases acquises en 2^{ème} AM pour l'aider à poursuivre son cycle d'études et son apprentissage de la langue.

b. d'objectifs méthodologiques :

- consolider et développer les stratégies d'apprentissage acquises.
- renforcer les méthodes de travail et de pensée acquises en 2^{ème} AM.

c. d'objectifs culturels :

- contribuer à son ouverture d'esprit en l'exposant davantage à divers contextes de civilisation et de culture anglophone.

Ceci implique la nécessité :

- de centrer les méthodes sur l'élève.
- d'identifier ses besoins réels.
- de choisir des thèmes en fonction de son âge et de son intérêt.
- de concevoir des situations de communication réelles.

- de considérer l'anglais comme un outil réel de communication.
- de développer la communication orale (parler et écouter) et la communication écrite (lire et écrire).
- d'utiliser des supports visuels, iconographiques et audiovisuels appropriés.

A. Le profil d'entrée :

A son entrée en troisième année d'anglais, l'élève a déjà été exposé à la langue anglaise durant deux années : il sait interagir en classe, interpréter et produire des messages verbaux et non verbaux simples et corrects.

Il aura des méthodes de travail personnelles et de groupe (partage, négociation ...). Il aura développé des stratégies pour faire face à des situations problèmes et il aura approfondi sa connaissance concernant les cultures de pays anglophones.

B. Le profil de sortie :

En troisième année l'élève sera amené à consolider et développer les pré-requis linguistiques, méthodologiques et culturels acquis en 2^{ème} année moyenne.

L'enseignement de l'anglais a pour but de permettre à l'élève sortant de la 3^{ème} année moyenne :

- d'interagir dans des situations réelles de la vie scolaire et extra scolaires.
- d'interpréter de façon plus autonome des documents authentiques plus complexes.
- de poursuivre son apprentissage de la langue étrangère dans le niveau scolaire suivant.

Ainsi, au terme de la 3^{ème} année, l'élève saura tenir une conversation courante dans un anglais simple et correct. Il pourra également exploiter, interpréter des documents authentiques plus complexes et produire des messages oraux et écrits plus élaborés.

5. L'importance de plus en plus évidente de la langue anglaise exige que l'école consacre encore plus de temps à la communication pour que l'élève acquière des habiletés (activités langagières) lui permettant d'entrer en relation avec ses camarades et les adultes qui l'entourent. Ces habiletés, consolidées à travers l'écoute, la parole, la lecture et l'écriture, s'articuleront autour :

a. d'objectifs linguistiques :

Consolider et développer les bases acquises en 3^{ème} AM pour l'aider à compléter son cycle d'études et être prêt à aborder le cycle suivant (lycée).

b. d'objectifs méthodologiques :

- Consolider, développer et affiner les stratégies d'apprentissage acquises en troisième année.

- Renforcer les méthodes de travail et de pensée acquises en 3^{ème} AM.

c. d'objectifs culturels :

- Contribuer à son ouverture d'esprit en l'exposant davantage à divers contextes de civilisations et de cultures anglophones.

d. d'objectifs socioprofessionnels :

- Le doter d'un outil linguistique suffisamment performant pour qu'il puisse s'intégrer dans un environnement professionnel (centre de formation professionnelle, stage en entreprise ...).

Ceci implique la nécessité de continuer à :

- centrer les méthodes sur l'élève.

- identifier ses besoins réels.

- choisir des thèmes en fonction de son âge et de ses intérêts.

- concevoir des situations de communication quasi réelles.

- considérer l'anglais comme un réel outil de communication.
- développer la communication orale (parler écouter) mais aussi mettre plus franchement l'accent sur la communication écrite (lire, écrire).
- utiliser des supports visuels, iconographiques et audiovisuels appropriés.

A- Le profil d'entrée :

A son entrée en quatrième année moyenne l'élève a déjà été exposé à la langue anglaise durant trois ans. Il sait interagir en classe, interpréter et produire des messages verbaux et non verbaux corrects et de complexité moyenne. Il a acquis des méthodes de travail personnelles et de groupes (partage, négociation ...). Il a développé des stratégies pour faire face à des situations problèmes et une certaine connaissance des cultures des pays anglophones. Il sait produire des messages oraux et écrits relativement élaborés.

B. Profil de sortie :

En quatrième année, l'élève sera amené à consolider et à développer les prérequis linguistiques, méthodologiques et culturels acquis en 3^{ème} année.

L'enseignement de l'anglais a pour but, de permettre à l'élève sortant de la quatrième année :

- d'interagir dans des situations réelles de la vie scolaire et extrascolaire non seulement au niveau de son environnement mais aussi à un niveau plus étendu (relations interculturelles).
- d'interpréter des documents authentiques plus complexes qu'en troisième année, de façon autonome.
- de passer avec succès l'épreuve d'anglais du brevet

- de poursuivre son apprentissage de la langue dans le cycle suivant dans de bonnes conditions.

Ainsi, au terme de la quatrième année moyenne, l'élève saura tenir une conversation correcte dans un anglais correct. Il pourra également exploiter, interpréter des documents authentiques encore plus complexes qu'en 3^{ème} AM, et produire des messages oraux et surtout écrits plus élaborés qu'en 3^{ème} AM (d'une dizaine de phrases).

6. *Qu'est ce qu'une compétence ?*

La compétence est un savoir agir qui intègre un ensemble de savoir (connaissance) savoir faire (capacités) et savoir être (attitudes) mobilisables pour résoudre une catégorie de situation problème. Elle implique en plus de la mobilisation de ses ressources, leurs organisations et leur coordination pour faire face a des situations appartenant a une même famille.

7. *Qu'est ce que l'intégration ?*

L'intégration est une démarche propre a chaque apprenant. Elle consiste a mobiliser et a articuler différents éléments appris séparément (acquis) en vue de les utiliser dans une situation donnée. Cette intégration doit ce faire en situation.

8. *Qu'est ce qu'une situation ?*

Une situation est préparée par l'enseignant et présentée a des fins pédagogiques. Elle est conçue en fonction des savoirs, savoir faire, savoir-être ou compétences que l'on veut installer. Une situation peut être d'exploration ou d'intégration.

9. *La situation d'exploration*

Elle provoque un nouvelle apprentissage en introduisant de nouveaux savoirs a installer. Elle consiste a fixer les notions, a structurer les acquis et a les exercer. Elle permet a l'apprenant de réfléchir, d'analyser et de faire le lien entre un nouvelle apprentissage et d'autres acquis pour mieux comprendre et cerner celui-ci. Elle l'aide également a changer ces représentations en de nouvelles représentations par l'appropriation de nouveaux savoirs, savoir faire et s'avoir être sur lesquelles il aura réfléchi et effectué des recherches. Proposées sous des formes variées et motivantes (jeux, défis, projets etc.) Elle est pour optimiser la qualité de l'apprentissage .

10. *La situation d'intégration*

La situation d'intégration représente la performance attendue de l'apprenant. Elle est pratiquée à la fin d'un ensemble d'apprentissage. Elle consiste en une situation complexe et est proche d'une situation que l'apprenant pourrait rencontrer dans sa vie de tout les jours. Résolue individuellement par l'apprenant, elle l'amène a identifier, mobiliser, coordonner, structurer et articuler plusieurs savoirs, savoir-faire et savoir-être acquis dans un ordre différent, de façon séparée, et dans un autre contexte. Elle est utilisée pour apprendre a l'apprenant a intégrer ses acquis, a les évaluer (dans ce cas l'apprenant a droit a l'erreur) ou à des fins de remédiation, de régulation ou de certification.

Ces situations doivent :

- être utiles, motivantes et signifiantes.
- être en adéquation avec les compétences ciblées
- être adaptées au niveau de progression des apprenants
- avoir un but évident

- véhiculer des valeurs positives
- tenir compte des conditions matérielles disponible

11. *Indications méthodologiques*

La conception cognitiviste et socioconstructiviste qui sous-tend la méthodologie de cet enseignement permet de dégager des objectifs généraux visant à installer chez l'élève des compétences irréversibles. Le programme est donc toujours centré sur l'élève et sur la construction de son savoir afin de lui faire acquérir, le plus efficacement possible, une connaissance fonctionnelle de l'anglais correspondant à des besoins scolaires et extra scolaires. Il lui permet d'apprendre à écouter, lire et réutiliser ce qu'il a appris (sait) dans des situations nouvelles. Ces habiletés continueront à être enseignées d'une façon intégrée. C'est la raison d'être de ce changement dans l'enseignement de l'anglais. Il ne suffit plus de dispenser des savoirs mais on s'attache à aider l'élève à jouer un rôle de plus en plus actif dans sa formation, à le rendre responsable de son apprentissage en lui fournissant l'occasion de trouver réponses à des questions issues de son expérience quotidienne, d'adopter des conduites et des comportements responsables et de plus en plus autonomes. La réflexion que fait l'élève sur ses propres démarches d'apprentissage (méta-cognition) contribue à lui assurer la qualité de ses acquis et à faciliter leur ré-investissement.

Cette construction de l'apprentissage étant favorisée par la mise de l'élève face à des situation complexes et signifiantes, sa démarche d'appropriation personnelle prend plus solidement appui sur ses ressources cognitives et affectives tout en tenant compte de l'influence des interactions sociales et culturelles de son environnement

12. *Qu'est-ce qu'apprendre ?*

Communément, apprendre c'est acquérir des connaissances, mais c'est surtout élaborer sa structure cognitive et construire sa propre théorie du monde.

Il est donc indispensable que l'enseignant sache comment se passent les choses dans la tête de ses élèves, qu'il cerne et comprenne les mécanismes mis en branle afin qu'il puisse les favoriser.

Pour ce faire, la pédagogie du projet est d'une grande aide. Basée sur le déroulement d'une 'recherche- démonstration- création' menée par l'élève et guidée par l'enseignant, elle vise à modifier en profondeur les pratiques scolaires et oeuvre à transformer radicalement les rapports de l'école avec l'ensemble des pratiques sociales en général et des rapports enseignant / enseigné en particulier. En favorisant l'interdisciplinarité et la collaboration, la pédagogie du projet vise à rendre les savoirs fonctionnels et émotionnels.

Active, vivante et différenciée la pédagogie du projet implique l'autonomie à la fois comme objectif et comme point d'appui, la motivation comme condition de fonctionnement et la non hiérarchie des rapports enseignant / enseigné.

L'approche par compétence se propose de parvenir à l'autonomie de l'apprenant. Celle ci se traduit par l'acquisition d'outils linguistiques, procéduriers et comportementaux qui l'amènent à exprimer ses idées personnelles sous forme verbale (dialogues, paragraphes etc.) et sous forme non verbale (schémas, tableaux etc.).

13. *Le rôle de l'élève*

En tant qu'apprenant, l'élève est lié à l'enseignant par un contrat où il est partie prenante de son apprentissage et de plus en plus responsable. Il ne s'agit plus pour lui d'absorber des connaissances linguistiques, culturelles ou autres mais il apprend à apprendre. Il sera amené à trouver (par lui même ou avec autrui) des solutions aux problèmes qui se posent à lui, à partager, à échanger et à coopérer avec autrui. Dans la classe, il réalise des tâches variées, de difficulté progressive qui lui permettront de découvrir, de construire ses connaissances et de donner du sens à ce qu'il fait. Il acquiert ainsi des stratégies d'apprentissage qu'il développera progressivement avec l'aide et le soutien de son enseignant et de ses camarades.

- Il tendra de plus en plus vers l'autonomie.
- Il veut savoir ce qu'il apprend.
- Il est responsable de son apprentissage.
- Il assimile mieux parce qu'il agit.
- Il construit ses propres stratégies.
- Il connaît les procédures selon lesquelles il travaillera.
- Il consolide ses habiletés en résolution de problèmes.
- Il s'évalue au fur et à mesure de son apprentissage.
- Ses motivations personnelles sont encore plus fortes (estime, réalisation de soi).

14. *Rôle de l'enseignant*

L'approche par compétences basée sur une logique d'apprentissage ne veut en aucun cas amoindrir le rôle de l'enseignant. Elle se propose d'aider l'enseignant à devenir autonome en le libérant du 'carcan' des fiches pédagogiques qui ne tiennent pas compte des spécificités de chaque élève. L'enseignant, sans abandonner son rôle,

ne doit plus se contenter dispenser des contenus mais il doit guider, aider et encourager l'élève à prendre part à sa propre formation.

Rôle de l'enseignant

Dans l'approche antérieure	Dans la nouvelle approche
<ul style="list-style-type: none">- Il était détenteur des connaissances- Il dispensait les connaissances- Il était omniprésent en classe- Il décidait de tout en classe- Il était autoritaire	<ul style="list-style-type: none">- Guide/aide- Conseiller- Facilitateur- Co-apprenant- Fait participer les élèves- Fait de l'enseignement individuel (si nécessaire)- Développe l'autonomie dans l'apprentissage

Chapter Three

Chapter Three

Methodology

3.1. Introduction

During this phase of research we have tried to gather data that will enable us see whether learners practise autonomous learning while working on their collaborative projects. The data collection has been carried out in an analytic approach as described by (Seliger, 2000:27) **"...by analytic we mean an approach that will identify and investigate a single factor or a cluster of factors which at some level are constituents of one of the major systems."** Thus, during the gathering of the data we have collected information to analyse the way teachers deal with the project and see whether they are engaging the right techniques so as to foster learner autonomy. That was done through a questionnaire to the learners, another one to the teachers, and the observation to their classroom practices. We have also gathered data about learners' collaborative activities during classroom sessions through observation. In theory it is argued that learner autonomy is not the fact of studying independently but comes to be the result of interdependence between a learner and a more competent other. This more competent other can be the teacher or another learner as is the case with members collaborating to realize the project. Thus, this collaborative way of learning that is supposed to pave the way for autonomy has to be inculcated in the classroom through introducing collaborative activities. These classroom collaborative activities are very essential to launch this social learning process among learners which they are going to carry out with them outside the classroom while working away from the teacher's presence.

We have tried to find out the way the learners work out of school. What sources of information they use for the completion of their tasks and the way they treat this information to prepare their projects. We have also gathered information about their school time table and the difficulties they encounter to meet and collaborate. We have collected data on how teachers assess the project and whether they give importance to the project as a process or as a product. We have also tried to measure the teachers' attitude towards the project. All these data have been treated, analysed and conclusions have been drawn.

3.2. Sampling

To follow up this study we chose our informants among teachers and learners. Both of them were required to fill in respective questionnaires that would serve as tools for data collection.

3.2.1. Secondary School Teachers

Secondary school teachers of different subject-matters usually meet twice a year in seminars planned by the Ministry of Education and supervised by their respective inspectors. The study days often last two to three days; being a secondary school teacher, I have seized the opportunity of my presence in the seminar held on November 19th, 2007 and which lasted three days to hand over my questionnaire to fifty present teachers among eighty three. I asked the teachers to take the questionnaire home and bring it back on the second or the third day. I did so to enable them take all their time read and complete it. I did not choose any specific category of teachers, but the selection was done at random; including teachers of

Thus, so as to limit the drawbacks of these tools, many writers suggest that trustworthiness of data is enhanced by the use of triangulation. In this study the data have been triangulated by employing tools producing information on teachers and learners practices as far as enhancing and practising autonomous learning is concerned.

3.5. Advantages of the Questionnaire

The first observable quality of a questionnaire is that it saves time and effort to the researcher. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour. Furthermore, if the questionnaire is well structured, processing the data can be fast and relatively straightforward.

3.6. Disadvantages of the Questionnaire

Despite their advantages, questionnaires have a number of negative sides mainly while investigating a complex phenomenon as group interaction and autonomy. One of them is that respondents can provide answers that they think are expected from them rather than the truth. Another problem is that, because respondents are left to themselves when filling in it, the questions need to be sufficiently simple and straightforward to be understood by every body. Thus, this method is unsuitable for probing deeply in an issue and it results in partly superficial data. There are other problems with unreliable and unmotivated respondents, in addition to fatigue effects if the questionnaire is too long. (Zoltan, 2003)

3.7. Data Analysis

After administering the questionnaires to the informants and observing the classroom, we have collected the data and treated it in tables as shown below.

3.7.1. Teachers' Questionnaire

We have seen it convenient to treat the data in tables and analyse the items according to their appearance and order in the questionnaire.

Part One

- *Item One: Teachers' gender*

Gender	Number
Males	18
Females	17
Total	35

Table 3.2. Teachers' gender

We suppose that it is worth reminding that the questionnaire had been distributed over to fifty teachers and that only (35) gave it back. Among these (35) teachers (18) were males and (17) females. This makes it clear that the distribution of the questionnaire did not only focus on one gender of informants but on both sexes.

- *Item Two: Teachers' age*

Range of ages	Number
22 years	01
23 years	01
26 years	01
28 years	01
30 years	01
31 years	02
32 years	02
33 years	01
34 years	02
37 years	02
38 years	01
39 years	01
40 years	03
41 years	02
42 years	01
43 years	04
46 years	01
48 years	01
52 years	02
53 years	01
No answers	04
Total	35

Table 3.3. Teachers' ages

The table above shows that the informants are of different ages. In fact, their ages vary between twenty two and fifty three years. Four female teachers haven't mentioned their ages.

- *Item Three: Are you a full or a part time teacher?*

Suggestions	Number	Rate
Full -time teacher	30	85.71%
Part- time teacher	04	11.42%
No answer	01	2.85%
Total	35	100%

Table 3.4. Nature of the teacher's occupation

This table clarifies the situation of the informants vis-à-vis the administration. As the number of full-time secondary school teachers is still insufficient, it happens that in some schools part-time teachers are recruited to occupy the vacant posts. So, in this case the table above shows that (85.71%) of the informants are permanent teachers, (11.42%) are part time teachers and one informant, i.e., (2.85%) has answered this question.

- *Item Four: Teachers' teaching experience*

Teaching Experience	Number	Rate
02 months	02	5.71%
02 years	02	5.71%
05 years	01	2.85%
07 years	01	2.85%
08 years	03	8.57%
09 years	01	2.85%
10 years	01	2.85%
13 years	03	8.57%
15 years	02	5.71%
16 years	02	5.71%
17 years	01	2.85%
18 years	05	14.28%
20 years	03	8.57%
21 years	01	2.85%
23 years	01	2.85%
28 years	01	2.85%
30 years	01	2.85%
No Answer	04	11.42%
Total	35	100%

Table 3.5. Teachers' teaching experience

If we consider the teaching life time of a secondary school teacher as being thirty two years, then (51.42%) are at the first half of their teaching career ,whereas, (37.14%) have reached their midway teaching life experience .The table shows very well that some informants are still novice teachers with only two months of teaching

experience while others are very experienced with more than twenty years and there is even one teacher at the end of his career with a background of thirty years of classroom teaching experience. (14.28%) of the informants didn't supply the information and thus weren't taken into account.

Thus, if we try to analyze the ages and the teaching experience of the informants we notice that there is a fair balance between them. Therefore, we guess that the data will not be subject to a negative influence by the attitudes reflected by the novice teachers or by the experienced ones who have been teaching English through different approaches and may resist change clinging on their old ways of teaching. We hope that this variety of informants will give us valid data as far as the questionnaire is concerned.

Part Two:

- *Item One: Do you assign projects to your pupils?*

Suggestion	Number	Rate
YES	31	88.55%
NO	04	11.44%
No Answer	00	00%
Total	35	100%

Table 3.6. Project assignment

The first question of the questionnaire is, in fact, very decisive and a total negative response of the informants to it would have prematurely aborted this research study. Fortunately, as shown in the table above (88.55%) of the teachers say that they do assign projects to their pupils and only (11.45%) don't.

- *Item Two: When do you speak about the project to your learners?*

Suggestion	Number	Rate
At the beginning of the unit	24	68.57%
At the end of the unit	08	22.85%
No answer	03	8.57%
Total	35	100%

Table 3.7. Project announcement

The table above shows that (68.57%) of the informants speak about the project at the beginning of the unit and (22.85%) leave it at the end. However, (8.57%) gave no answer to this question.

- *Item Three: How do you ask them to do the project?*

Suggestions	Number	Rate
Individually	04	11.42%
In pairs	00	00%
In groups	26	74.29%
No answer	05	14.29%
Total	35	100 %

Table 3.8. The nature of the assigned project

The table above illustrates the way the learners are asked to perform the project. It shows that (11.42%) of the teachers ask their learners to do it individually, (00%) in pairs, (74.29%) in groups and (14.29%) have not supplied any answer.

- *Item Four: How are the groups formed?*

Suggestions	Number	Rate
By the teacher	19	54.30%
By the learners themselves	12	34.27%
No answer	04	11.43%
Total	35	100%

Table 3.9. Group formation

The table shows that (54.28%) of the informants decide about the groups' formation for the project performance, (34.28%) set their learners free to join the group they like and (11.42%) haven't answered this question

- *Item Five: How is the work divided?*

Suggestions	Number	Rate
I tell every pupil within the group what task to do.	22	62.85%
Learners divide the tasks themselves	09	25.72%
No answer	04	11.43%
Total	35	100%

Table 3.10. Work division

The table above shows that (62.85%) tell their pupils what tasks to do. (25.71%) of them set the learners free to divide the tasks and (11.42%) haven't provided any answer.

- *Item Six: Do you plan collaborative activities for your lessons?*

Suggestions	Number	Rate
Yes	18	51.43%
No	13	37.14%
No answer	04	11.43%
Total	35	100 %

Table 3.11. Classroom collaborative lessons planning

This table shows that (51.42%) of the informants recognize to plan classroom collaborative activities, and (37.14%) admit not to do. However, (11.42%) have not answered this question.

- *Item Seven: Do you remind the learners of the project tasks they have to do whenever they are well equipped in terms of skills to do so?*

Suggestions	Number	Rate
Yes	09	25.71%
No	20	57.15%
No answer	06	17.14%
Total	35	100%

Table 3.12. Reminding language skills to be used in the project

The table above shows that (25.71%) of the teachers remind their learners of the project tasks they have to do whenever they are well equipped in terms of skills to do so. (57.15%) do not and (17.14%) have not provided answers to this question.

- *Item Eight: Do you accept ready made work?*

Suggestions	Number	Rate
Yes	10	28.57%
No	22	62.85%
No answer	03	08.58%
Total	35	100%

Table 3.13. Teachers' attitude towards ready made works

The question addressed to the teachers reveals that (28.57%) of the informants do accept ready-made work, (62.85%) do not accept it and (8.58%) have not supplied any answer.

- *Item Nine: what interests you most?*

Suggestions	Number	Rate
The project as a process	13	37.15%
The project as a product	17	48.57%
No answer	05	14.28%
Total	35	100%

Table 3.14. Teachers' conception to the project

The table above shows that (37.15%) of the informants see the importance of the project in its final product, (48.57%) grant an importance to the process and (14.28%) haven't provided an answer to this question.

- *Item Ten: Do you give an evaluation grid to the learners before they start working on the project?*

Suggestions	Number	Rate
Yes	03	08.56%
No	28	80%
No answer	04	11.44%
Total	35	100%

Table 3.15. The project evaluation grid

The table shows that only (8.56%) of the informants do give their learners an evaluation grid, (80%) recognise not to give it and (11.44%) haven't answered this question.

- *Item Eleven: How do you assess the work?*

Suggestions	Number	Rate
A mark for each learner	11	31.42%
The same mark for the whole group	20	57.14%
No answer	04	11.44%
Total	35	100%

Table 3.16. Project assessment

The collected data show that (31.42%) of the informants give a mark for each learner within the group, (57.14%) give one mark for the whole group and (11.44%) haven't given any answer to this question.

- *Item Twelve: Do the learners present their work in the classroom while completed?*

Suggestions	Number	Rate
Yes	24	68.57%
No	07	20%
No answer	04	11.43%
Total	35	100%

Table 3.17. Project presentation

The presentation of the project is an opportunity for learners to talk, explain, clarify and respond to questions using the target language. If learners aren't given this chance, then the objective of their research would remain half achieved. The data presented in the table above show that (68.57%) of the informants allow their learners present their works, (20%) don't do and (11.43%) haven't supplied any answer to this question.

- *Item Thirteen: Do you encourage learners to reflect on their works after being presented?*

Suggestions	Number	Rate
Yes	10	28.57%
No	17	48.58%
No answer	08	22.85%
Total	35	100%

Table 3.18. Learners' reflections on the project

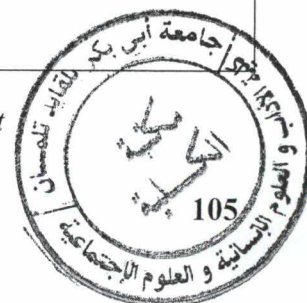
The table above shows that (28.57%) of the informants ask their pupils to reflect on their work in terms of form, content, organisation, aids used, pronunciation, spelling...etc, (48.58%) recognise not to do and (22.85%) haven't answered this question.

- *Item Fourteen: What do you think of the project?*

N°	Negative attitudes	Positive attitudes
01	It needs competencies that our pupils don't have	A Good Thing
02	Lack of materials and time makes it impossible to achieve	Project work is an effective task for evaluating skills progress as well as productive skills.
03	It's good if it's individually prepared	It's an opportunity for a learner to do something as well as get used to library work
04	Pupils and teachers are just following blindly	Effective means to exhibit students' achievements.
05	Pupils just present what they don't understand	-Useful and fruitful most of the time
06	My pupils' level is below from performing such tasks.	-it helps learners use different language forms learnt before and get more information in English with new vocabulary.
07	Pupils depend on the internet rather than on themselves.	It is a good way to widen the interests of pupils and to make them aware of the scientific, cultural and social realities around them.
08	It is easily done. I suggest the traditional way.	Interesting and improves learning
09	It's not worth all the trouble!	-Pupils enjoy -Every pupil must work
10	On the whole, a copy from Internet and no effort from the part of the learner.	It is a task that encourages pps to make research, to work together and to develop their writing abilities.

11	My pupils level and education prevent them from performing such tasks.	It is a recapitulation of all what pps have seen during the unit and a sort of self assessment
12	(A whole copy from the Internet) (A hard task for PP)	It gives pp the chance to exhibit their collaborative work. Teachers mustn't neglect it.
13	The project should be omitted because it proves unsuccessful regarding the low level of our pupils , which hinders the progression of the teacher in his task	The project is a final fruitful work that may encourage pupils perform something by their own.
14		It is an insightful strategy that motivates learners to better stir their minds so as to sort out capacities of their own, to do work in a democratic and autonomous way.
15		I don't accept ready made ones. I accept woks carefully selected. I read them and interview the learner about them so as the work will be fruitful
16		-It is good in a way that the pupil: .Works in a group .Undertakes his/her responsibilities .goes beyond the limits of the unit
17		It is a real mirror depicting/reflecting learners' own efforts .It is above all a role shifting and a good way to get rid of teacher's over- reliance and dependency. In a nutshell, a step towards-autonomous and responsible learners way of looking at teaching and learning at the beginning of the Millennium.

Table 3.19. Teachers' opinions about the project



Attitude	Number	Rate
+	17	48.57%
-	13	37.15%
No answer	05	14.28%
Total	35	100%

Table 3.20. Teachers' attitude towards the project

The attitude of the teachers towards the project has a direct influence on the learners' successful or deficient realisation of their work. After ranking the informants' answers into two categories and then counting them, the table shows that (48.57%) of the respondents have a positive attitude, (37.15%) have a negative attitude and (14.28%) haven't provided any answer.

3.7.2. Classroom Observation

- *Item One: When does the teacher speak about the project?*

While attending the first lesson with the teacher on November 15th, 2007 at 09 am, I noted that the teacher introduced the theme of the unit to the pupils then told them to open their ELT text- books At the Crossroads on page 59 where the instruction for the assigned project was written. The project was about writing a book review including the following points:

- A short biography of the author.
- A short reminder of the context in which the author wrote his book.
- A short summary of the book. (what is the story about?)
- A short portrayal of the characters, especially that of the hero or heroine.

e- A short description of the setting (place and time).

f- A short appreciation (why you like the story and what lessons it teaches you?)

- *Item Two: Does he take enough time to clarify the different tasks of the project to his pupils?*

-After referring her pupils to the page, she took exactly 12 minutes (from 9:15 to 9:27) to read and explain the different steps of the project.

- *Item Three: Does the teacher give the learners an evaluation grid before they start the Project?*

-The teacher didn't give any evaluation grid to the learners.

- *Item Four: Do his lessons cover the language forms meant to be applied in the project?*

Yes, they do. These lessons included various objectives such as:

- a- Narrating
- b- Describing people's physical appearance, moral qualities as well as describing places.
- c- Writing biographies. (*See appendix 4*)

- *Item Five: Does the teacher plan classroom collaborative activities?*

All along my presence with her in classroom, the teacher didn't give an activity where the learners had to collaborate to find a solution to an activity or write an assigned task collectively. Nevertheless, there were some pair work activities.

- Session Three: December 6th, 2007. From 9 to 10 am.
Activity (Pair work): Exercise N°1 P.39.
- Session Five: December 12th, 2007. From 2 to 3 pm.
Activity (pair work): Exercise N°1 p 42.
- Session Thirteen: January 27th, 2008. From 3 to 4 pm.
Activity (Pair work): Exercise N°2 p 50.

- *Item Six: Do the learners collaborate in the classroom?*

Because the classroom is overcrowded, the teacher is very decided to keep order in the classroom and thus doesn't permit the learners to ask or help one another. Besides, apart from the occasional pair- work activities, the teacher does not assign collaborative activities. Therefore, no chances are given to the pupils to collaborate and work together.

- *Item Seven: Do the learners present their work when completed?*

On February 4th, 2008 at 10 am my classroom observation came to term. In fact, it was the last lesson I attended with those pupils. I had the opportunity to attend the presentation of two projects. The first was a fairy tale entitled 'Jack and the Beanstalk' presented by group (B) and the second one embodied three short stories: "Success Story", "Quick Work" and "Stop the Thief", all of them integrally taken from Alexander's Practice and Progress (1967), presented by group (E). A copy of both projects is joined to this work. (See appendix 5 and 6).

- *Item Eight: Does the teacher ask his learners to reflect on their work after being presented?*

After the pupils had read their projects in front of their mates, the teacher asked the rest of the class if they had questions to ask. He also asked them to give their opinions about their friends' works. Unfortunately, he didn't ask the performers to reflect on their works.

- *Item Nine: Does the teacher mark the learners individually or collectively?*

For the two projects I have attended with this class, the teacher gave one mark for each group.

3.7.3. Learners' Questionnaire

Just as with the teachers' questionnaire, we have decided to treat the data in tables and analyse the items according to their order in the questionnaire.

Part One

- *Item one: Gender of the informants*

Gender	Male	Female	No answer
Number	18	21	00
Rate	46.15%	53.86%	00%

Table 3.21. Pupils' genders

As mentioned previously, this classroom embodies thirty nine pupils. The table shows that (18) of them are boys and (21) are girls.

- *Item Two: The informants' groups*

Groups	Males	Females
A	2	3
B	0	5
C	2	3
D	3	2
E	2	3
F	3	2
G	3	2
H	3	1

Table 3.22. Group constituents

This table shows that each group embodies five pupils apart from group 'H' which contains 4 only. It also shows that they are a blend of both genders except group 'B' which is formed of girls only.

Part Two:

- *Item one: Does your teacher tell you to prepare projects?*

Groups	Yes	No	No Answer
A	05	00	00
B	05	00	00
C	05	00	00
D	05	00	00
E	05	00	00
F	05	00	00
G	05	00	00
H	04	00	00
Total	39	00	00
Rate	100%	00%	00%

Table 3.23. Learners' confirmation for having the project as homework

This table shows that all the learners recognise being asked to prepare projects by their teachers.

- *Item Two: How do you prepare the projects? (Choose the answer that is right to you)*
 - a- Each one in the group performs a task.
 - b- Some pupils in the group Work and others do not.
 - c- I rely on my friends to do every thing.
 - d- I do all the work alone.

Suggestions Groups	a	b	c	d	No answer
A	00	01	03	01	00
B	04	00	01	00	00
C	01	02	01	01	00
D	00	03	02	00	00
E	00	02	03	00	00
F	00	00	03	02	00
G	01	01	02	01	00
H	00	02	02	00	00
Total	06	11	17	05	00
Rate	15.38%	28.20%	43.58%	12.82%	00%

Table 3.24. Pupils way of doing the project

This table shows that (15.38%) of the learners share the project tasks. (28.20%) recognise that only some learners work. (43.58%) admit to rely on their friends for the project realisation and (12.82%) say they do all the work alone.

- *Item Ten: Do you meet with your group members to discuss the information you get?*

Suggestions Groups	YES	NO	No answer
A	02	03	00
B	03	02	00
C	00	03	02
D	00	04	01
E	02	03	00
F	01	03	01
G	02	03	00
H	00	03	01
Number	10	24	05
Rate	25.64%	61.53%	12.82%

Table 3.31. Group meetings

This table shows that (23.07%) of the pupils meet to talk about their projects. (61.53%) say they don't do and (15.38%) haven't provided any answer to this question.

- *Item Eleven: How often do you meet while working on a project?*

Suggestions Groups	Never	Once	Twice	Thrice	Four Times	Five Times	More than 5 times	No answer
A	00	02	01	00	00	00	00	02
B	00	00	00	01	01	00	02	01
C	01	00	00	01	01	00	00	02
D	03	01	00	00	00	00	00	01
E	04	00	00	00	00	00	00	01
F	02	02	00	00	00	00	00	01
G	01	00	02	00	00	00	00	02
H	02	00	01	00	00	00	00	01
Number	13	05	04	02	02	00	02	11
Rate	33.33%	12.82%	10.25%	05.12%	05.12%	00%	05.12%	28.20%

Table 3.32. Group meetings frequency

This table shows the following results: (33.33%) of the informants never meet while working on the project. (12.82%) meet once. (10.25%) meet twice. (05.12%) meet three times. (05.12%) meet four times. (05.12%) meet more than five times. (28.20%) haven't provided answers to this question. Actually, if every pupil prepares a task on which the learners have to collaborate so as to check the form and correct any eventual mistakes, then they have to meet and collaborate at least five times to work on all the group members' works.

- *Item Twelve: Do you find difficulties to meet your friends in order to work on the project?*

Suggestions Groups	YES	NO	No Answer
A	04	00	01
B	05	00	00
C	05	00	00
D	03	00	00
E	02	01	02
F	03	01	01
G	01	02	02
H	03	01	01
Total	26	05	07
Rate	66.66%	12.82%	17.94%

Table 3.33. Group meeting difficulties

This table shows that (66.66%) pupils say they find difficulties to meet their friends while working on the projects. (12.82%) say that they don't find difficulties to meet their peers and (17.94%) haven't answered this question.

- *Item Thirteen: If yes, say what these difficulties are.*

The learners answered this question in Arabic and I have translated the shared difficulties as they appear below:

- We live far from each other.
- I don't have time; I have other lessons to revise.

- We don't have time to work on the project. We only meet in class.
- My friends don't care about it.
- My friends don't come to the appointment we fix.
- They don't allow us stay in class when school time is over.
- We don't have time to discuss the project out of school.

There is only one pupil (Group D) who expressed him/herself in English and here is what he/she stated: "I can't find the information completely. My friends don't talk to me of the project." (The mistakes were purposefully not corrected)

3.8. Findings

The tools that we have used in this study are supposed to provide answers to the three research questions. Therefore, the findings are going to be revealed according to the lay out of the research questions and the doubts expressed in the hypotheses.

3.8.1. Teachers' Classroom Practices

The first parts of the teachers' questionnaire and the classroom observation try to examine whether the teachers work towards implementing in their pupils a sense of responsibility, detachment, and independence in taking actions that should later on foster in them learner autonomy. Since the project is a newly-implemented activity to help them learn the English language, and secondary school teachers are still not well prepared to it, it can come true that some of them would rather avoid assigning it and keep teaching their learners the way they used to do before the implementation of the competency-based approach. Fortunately, according to the

data collected (88.55%) of the teachers recognise to assign this activity to their pupils. However, (22.85%) admit not to do. This actually represents a high rate if we consider the central role played by the project within the competency-based approach.

Although the lay out of the project in the pupils' text-book is positioned at the end of the unit, project work is assumed to run in parallel with the unfolding of the courses. Therefore, it is the teachers' role to present it to their learners at the beginning of the unit so as to allow them apply in the project what they have learnt in class. Announcing the project at the beginning of the unit aims at raising the learner's awareness about his responsibility to take in charge his own learning at least for the project realization. That will make him start to think, altogether with his peers, about what to do, where to get the information from, how to organize it, and what language forms to use from the very beginning of the unit. This is, in fact, what most of the teachers (68.57%) are actually doing according to their responses in the questionnaire and also the notes taken during the classroom observation.

However, this presentation of the project at the beginning of the unit will remain inefficient as far as fostering learner autonomy is concerned if other practices aren't taken into account. For instance, setting the learners free to join the group they want, and allowing them to divide the labour among themselves are very recommended behaviours towards launching learner autonomy. When a learner chooses his own group, he is supposed to cope better with his peers than when being placed in a group recommended by the teacher. He will be more efficient, less anxious, more motivated, and willing to take risks and collaborate with the members of his group. Kohonen claims the benefit of collaborative learning as being a means

of increasing learner motivation: **“learners work together to accomplish shared goals.....since all group members now share a common goal, they are motivated to work together for mutual benefit”** (Kohonen, 1992:33)

Moreover, when the teacher allows the learners to divide the tasks of the project among themselves without any intervention, they will cross another step towards detachment, responsibility, and autonomy in action. Unfortunately, the data collected have shown that (54.30%) of the informants decide about the group formation, and (62.85%) tell their pupils which tasks to do. Besides, the competency based approach favours discovery learning, in that the teacher does not provide the knowledge to the learner as he used to do in the former methods, but builds scaffolds to the learner to allow him discover the language points to be learnt in class. If this language point is to be independently re-exploited, then it is the teacher’s responsibility to remind the learners to bear it in mind so as to apply it in their projects. It is then that the learner will be able to do alone what he did before with the teacher’s or peers’ assistance. Therefore, it is very important that the teachers keep reminding their pupils of the project tasks they have to do whenever they are well equipped in terms of skills to do so. Actually, teachers aren’t aware of this point, since (57.15%) admit not to do and even the teacher with whom we assisted a whole unit doesn’t seem to grant this aspect the deserved importance.

3.8.2. Learners' Collaboration

A major factor that paves the way to collaboration outside the school is the teachers' introduction of collaborative activities to his learners in class. That is to say, this habit of working in groups and interacting in social-like situations should be inculcated by the teachers in their learners until it becomes a well established habit which they will carry out of school and work in small groups to scaffold one another's learning away from the teachers' help while working on the project and thus initiating learner autonomy. As Littlewood puts it: **“learners can not be prepared for communication unless their classroom experiences, too, include forms of interaction in which they participate autonomously to the development of discourse.”** (Littlewood, 1999: 73). Although (51.43%) of the teachers recognise to plan collaborative activities, the classroom observation and the data collected from the learners' questionnaire prove the contrary. In fact (61.53%) of the pupils recognise not to meet while working on their projects and (25.64%) of them affirm to do with very low frequency of meetings as table (3.30) above shows.

A ready made project is a work which does not involve the learners at any level of its realization except from copying it down from a book or printing it from the internet and then handing it to the teacher or reading it for their class mates. This way of doing the project will undoubtedly not benefit the learners nor would it render them more self confident, responsible and efficient autonomous language learners. Their language proficiency may not improve since they do not collaborate to construct the project and practice the language forms seen in the classroom. Thus, no zone of proximal development will be available for the learners to enable scaffolding and interdependent learning happen. Therefore, no cognitive development is

launched and the individual learner may still be unable to do alone what he is supposed to be able to do in group; consequently, hindering the way to autonomy. The data collected about this fact show that (10.25%) of the pupils who go to cyber spaces to collect information do their own research on the Internet, (17.94%) get helped by the cyber space owner, (43.58%) rely totally on him and do not even sit in front of the computer to do their research, where as the rest of the informants (28.20%) haven't even answered this question. Moreover, (61.53%) of the informants recognize not to meet to work on their project, and (48.71%) of them say they don't summarise in their own words the information they find in books or in the Internet. On the other hand, one of the two pupils who claim being connected to the Internet at home says that he does the research alone, and the other one affirms to get helped by a member of his family. This is to show that pupils who have the Internet at home are more likely to make their own research than thwho don't, and thus involving themselves towards autonomous learning.

3.8.3. Project Assessment

Stressing the importance of the project as a product over the project as a process makes the teacher announce the topic of the research at the beginning of the unit and forgets all about it until its end where he asks his learners to present their work to the class if ever they have prepared any thing to read to their classmates. However, giving importance to the process, would keep the learners out of sight but in mind of the teacher who gives continuous advice and discusses the difficulties encountered by his pupils all along the realisation of their work until its presentation while completed. This would certainly benefit the learners as they grow in using the target language to work in small groups away from the supervision of their teacher.

Actually, the data collected show that (48.57%) of the teachers give consideration to the final product and (37.57%) of them give more importance to the process. Nevertheless, even those who admit to favour the process over the product don't seem to deal correctly with the evaluation practices that are the main part of that process.

The way the teachers evaluate the project is definitely decisive in shaping the learners' manner of doing their collaborative work. Teachers should keep a close eye on the process while evaluating, i.e., the way the learners proceed while realizing their project, rather than simply considering the product and giving a mark to it. Thus, it is fundamental that teachers give an evaluation grid to the learners, so that they know what to give more importance to, and what to spend more time on beforehand. Besides, it will enable them evaluate themselves as they progress towards the achievement of their planned objectives. On the other hand, if teachers are to favour collaboration instead of competition, they have to give a single mark to the whole group. In doing so, teachers push learners to help one another realise something collectively so as to come to the end of a shared objective.

Evaluation does not stand at this level, but goes beyond it and takes into consideration the following factors: the choice of the way the work should be presented (wall posters presentation, data show presentation, classical classroom presentation, or even acting it as a play); how well the learners present their work in front of their audience; how far they can go into reflecting on their projects. One condition to fostering autonomous learning is bringing learners to reflect on every thing they do. The fact of being able to spot their mistakes, weaknesses and decide to avoid doing or bring improvements on them in the coming projects is an enormous

4.4.1. Diaries

Teachers of languages have always tried to alter learners' beliefs about themselves by showing them that their failures or shortcomings can be ascribed to a lack of effective strategies rather than to a lack of potential. After all, according to Vygotsky (1978), learning is an internalised form of a formerly social activity, and **'a learner can realize his potential interactively-through the guidance of supportive other persons such as parents, teachers, and peers.'** (Wenden, 1998:107)

Herein lies the role of diaries, which offer learners the possibility to plan, monitor, and evaluate their learning, identifying any problems they run into and suggesting solutions.

According to Little, diaries are **"special copy books where learners could write class work and home work and also record (in the target language) lesson plans, learning goals and short evaluative comments."** (2002:90)

4.4.2. Portfolios

A portfolio represents a purposeful collection of the learner's best work during the academic year, it displays to learners and others (parents, friends, etc) their efforts, progress, and achievements. The portfolio could be conventional life folder or a computer typed document with texts, illustrations, and pictures. Johns (1996:132-134) considers portfolios as **'an important element in students' academic lives, an attractive document showing where they have been and where they may be going.'** The primary characteristic of portfolios lies in the provision of continuous record of learners' learning progress. Besides, portfolios enhance learners' involvement in and ownership of their own learning.

More teachers have recently begun using portfolios in all curricular areas. Portfolios are useful as a support to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding. For example, in writing instruction, portfolios can function to illustrate the range of assignments, goals, and audiences for which a student produced written material. In addition, portfolios can be a record of the activities undertaken over time in the development of written products. They can also be used to support cooperative teaming by offering an opportunity for learners to share and comment on each other's work.

4.5. Persuasive Communication

In as much as the success of learning and the achievement of autonomy are determined by factors as learners' motivation, their desire to learn, and the beliefs they hold about themselves, it is believed that changing some negative beliefs and attitudes is bound to facilitate learning. **'Attitude change, is assumed, to be brought about through exposure to a persuasive communication [between the teacher and the learners]'** (Wenden, 1998:126). A persuasive communication is a discussion presenting information and arguments to change a learner's evaluation of a topic, situation, task, and so on. These arguments could be either explicit or implicit, especially when the topic is deemed of importance. If, for instance, a deeply fear or belief precludes the learner from engaging in the learning process, persuasive communication purports to help bring these facts to light and identify the causes that underlie them. It should be noted, though, that no arguments to influence students' views are given. Rather, the communication comprises facts that show what

learners can do to attain autonomy and that learners who do so are successful. This approach is based on the assumption that when learners are faced with convincing information about a situation, they can be led to re-examine existing evaluations they hold about it and revise or change them completely.

4.5.1. Criteria for Speaking Tasks that Foster Autonomous Language Use

In order to maximize speaking opportunities and increase the chances that learners will experience autonomous language use, the following conditions need to be met:

- *Productivity:*

A speaking activity should be wholly language productive so that to pave the way to the learner's autonomous language use. If students can do an information gap task by simply exchanging isolated words, or if only a couple of learners participate in a group discussion, the tasks may hardly justify the time spent setting them up. This is also the case, of course, if learners are speaking in their L1.

- *Purposefulness:*

Generally speaking, language productivity can be increased by setting a clear outcome to the speaking activity, mainly one that requires learners to work collaboratively to achieve a common purpose.

- *Interactivity:*

The activities in which the learner is involved should raise in him the awareness of the effects he is having on his audience. Otherwise they are not considered as activities that prepare the learner for real life language use. Even formal monologic speaking tasks such as presentations should be performed in situations where there is

at least the possibility of interaction, example; where there is an audience present, one which can demonstrate interest, understanding, and even ask questions and make comments at the end of the presentation.

- *Challenge:*

The task should enable the learners to use their available communicative resources to achieve the outcome. This will help them experience the sense of achievement, even excitement that is part of autonomous language use. Of course if the level of challenge is too high, this can be counterproductive, inhibiting learners or compelling them to speaking in their L1.

- *Safety:*

While learners should be challenged, they also need to be confidential. That is to say, while meeting those challenges and attempts to autonomous language use, they can do it without too much risk. The classroom should provide the right conditions for experimentation, including the right classroom dynamic and a non- judgemental attitude to error on the part of the teacher.

- *Authenticity:*

The tasks should have some relation to real life language use. If not, they are poor preparation for autonomy. In order to become autonomous, learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It means that the kinds of topics, genres, and situations that are selected for classroom sessions bear some relation to the learners' perceived needs and interests. (Thornbury, 2005:90-91)

4.6. Teacher's Role During Project Realisation

The fact that the project is essentially learner-centred means that the teacher is no longer in absolute control of all the classroom activities. Before describing the teacher's stage-by-stage role in project work, here are a few general observations.

4.6.1. Teacher Commitment to Project

Perhaps the largest single factor in successful project is the teacher's belief in and commitment to this method of working. Commitment implies a willingness to adopt a new teaching style. A style of teaching where teachers should learn to 'keep out of the way', i.e. give more freedom to learners to study by themselves.

4.6.2. Teacher's Authority

As an authority figure who is giving up some of his authority, the teacher must be as sure as possible that his learners are mature enough to work in this way without feeling cheated, overburdened, confused or leaderless. However, if learners misuse the freedom and responsibility on which the success of project work depends, they may not benefit from the activity either from a linguistic or a social point of view. To avoid the possibility of wasted time and effort, teachers should ensure that learners are prepared thoroughly before full project is attempted.

4.6.3. Correcting Learners' Language Mistakes

While projects are in progress it is essential for learners to build up confidence. Over correction of their language in the early stages of a project is likely to inhibit learners and to make project tasks seem like any other language exercise. As a matter

of routine, learners should be expected to proofread each other's written work where this is relevant. During this activity the teacher should act as a reference source alongside dictionaries and grammar books.

If you are unhappy about allowing learners' language to go uncorrected, make a discreet note of common mistakes and difficulties. Structural or functional points listed in this way can form the basis of purposeful revision lessons after the completion of the project.

By contrast 'end product' should be as accurate as possible. At this stage teachers need have no reservation either about correcting structures which learners have been taught and should know, or about helping to make language comprehensible. Indeed learners themselves will probably ask for correction, because they will realise that accuracy is important to the communicative effectiveness of the work.

4.6.4. The Teacher's Stage-by-Stage Role

▪ *Initiation role:*

It is up to the teacher to decide when the project work is appropriate and the length of time it should last. The teacher should then introduce a broad discussion topic which may develop naturally into a project. Once interest is aroused, teacher should elicit learners' ideas for:

- The thematic direction of the project.
- Methods of working and group formation
- A project time table listing a provisional sequence of stages and activities. This will almost certainly need to be adapted as the project develops.
- A suitable end product. (*Haines, 1989:7*)

As soon as this initial phase has been completed, encourage learners to think about resource implications. The tracking down of resource material should be regarded as an integral part of the project work process. Although it is always useful to have a small collection of resources for learners to refer to, teachers should not feel personally responsible for providing all the necessary resources.

▪ *During the project:*

Once decision have been taken and learners are engaged in group tasks, the teacher should take on the role of 'facilitator', i.e. this will involve him to become :

- A source of ideas and advice- being prepared to provide guidance if it is asked for.
- A referee- helping to resolve arguments or disagreement, especially those about correct language use.
- Chairperson- from time to time groups will report their activities to the whole class. On these occasions the teacher can take on the role of an objective chairperson.

▪ *Finally:*

As the project draws to a close, teachers should become more actively involved in ensuring that the target is reached. Here his functions will be related to efficient organisation:

- organiser- be actively involved in the organisation of displays, the final production of written reports, etc.
- evaluator- as well as encouraging learners to evaluate the project work process for themselves, he should now be prepared to comment honestly on what learners have achieved. (Haines, 1989:8)

4.7. Project Model for Algerian Middle and Secondary school Learners

Competency-based Learning is motivated by the idea that the classroom should prepare learners for life. It enables Learners to acquire knowledge and develop skills and strategies that help them complete the kind of tasks they would do in real life. The actual English syllabi for all school levels require from learners to prepare a project for each unit to show that they have learnt some thing in class and that they can autonomously apply it in their collaborative projects away from their teacher. It is commonly agreed among scholars that a successful project realization goes through a well planned process. Infact, preparing learners to create a successful project starts before its assignment and goes along with the unfolding of the unit until it is totally completed. Here is a model that we have developed inspired from the litterature read about the project and learner autonomy.

4.7.1. Before Announcement

While preparing the different sequences of the unit, the teacher has to continuously keep in mind the project requirements and plans his lessons accordingly so as to meet the learners needs in terms of project realisation. Here is a list of activities the teacher should consider while planning his lessons:

1. Activities where learners alone or in collaboration with their peers discover and practise:
 - grammatical forms that are supposed to be re- used during the project writing.
 - most common vocabulary that learners may use in their project.
 - pronunciation for at least the key words to their project.
 - questioning, answering, agreeing, disagreeing, paraphrasing and reporting (in case they have to do surveys for instance)

2. Activities where learners are involved in discussing, negotiating, and sharing ideas to engage social learning and to develop creative writings.
3. Activities that require whole class cooperation and sharing. In this kind of activity the teacher can set the classroom in four or five groups and attributes a part of the activity to each one. The learners work within their groups and when the tasks are completed they join their works together to have one complete work. For instance, to introduce writing a biography about a famous writer the pupils know, teacher can ask a group to write about his childhood and parents; the second group about his education; the third group about his family life (wife and children) and the last group about his common achievements. The teacher should set the learner free to move from one group to the other to ask for information. When every group finishes their work they join the whole to have a full biography.
4. Activities where learners are involved in answering and comparing their answers with those of their mates.
5. From time to time, it is also important to make learners free to choose among classroom activities (for example to ask pupils choose between their favourite musician, football player, actor, actress or writer and write about it.)
6. Plan activities that encourage detachment from the teacher; for example, vocabulary activities where learners use the dictionary instead of asking the teacher about the meaning of unfamiliar words. (Pupils can bring dictionaries from the library. Oxford pocket dictionaries are available in almost all the school libraries, so why not make the learners seize this opportunity?)

Actually the list is not exhaustive and the teacher should think of introducing activities that encourage discovery learning, collaboration, negotiation of meaning, thinking and sharing. Otherwise, Unless the teacher introduces those fundamental functions within his lessons, learners will probably have a difficult time working in groups, preparing their projects and learner autonomy will in no way have a chance to be fostered.

4.7.2. While announcing

Although the lay out of the project in 1AS text-book is positioned at the end of the unit, project work is assumed to run in parallel with the unfolding of the lessons. Therefore, it is the teachers' role to present it to their learners at the beginning of the unit so as to allow them to put into practice what they have learnt in class. Announcing the project at the beginning of the unit aims at raising the learner's awareness about his responsibility to take in charge his own learning at least for the project realization. That will make him start to think, altogether with his partners, about what to do, where to bring the information from, how to organize them, and what language forms to use from the very beginning of the unit. The teacher's role during the project realisation is multifaceted. Here are some of the things the teacher and learners should do to succeed a project realisation that may foster learner autonomy:

1. The teacher should refer the learners to the text-book page where the project is positioned and set them in small groups to read silently its instructions.

2. While they have finished reading, the teacher launches a discussion with the learners about what they are supposed to do during this project. This step will allow pupils talk, explain, ask for clarifications and get things clearer for an eventual successful project preparation.
3. The learners should talk about the different tasks of the project and their gradation.
4. Teachers should set the learners free to change the gradation of the project tasks and or add any other task they see enriching to their project realisation.
5. While things are made clear, the teacher should ask the learners to rejoin their groups and spot the things they know, the things they don't know and where they intend to bring the information from. The teacher can help by drawing the following table on the board that the learners will complete in their respective groups.

Things we know	Things we don't know	Source of information	Material we need.
(example) -part one in task two -part two and four in task three	(example) -the remaining tasks	(example) - library -internet -history text-book -ask Ahmed's father who is specialist in the field	(example) -pens -Writing paper -hard paper -glue -the school video -the school data show -a tape recorder

Table 4.1. Tasks, sources of information and material needed for the project



6. After learners complete the table, they should divide the tasks. At this level the teacher should not tell each pupil within the group what to do but ought to set them free to decide who will do what as this may certainly be a step towards taking responsibility for their own decisions. It is advisable that learners provide the teacher with the names of the learners within the groups and the task assigned to each of them so as the teacher knows who will do what and to avoid that the same pupils perform the same task for the coming project. It won't be of any help if a weak learner keeps doing only the non linguistic tasks such as drawing or finding photos, those will be convenient starting activities to involve him in the process of social learning, but should move on towards more challenging tasks as he shifts away from one project to another.
7. After deciding who will do what, pupils should agree about a time table to meet out of the classroom. Here also they are required to decide when and where they should meet to read, check and correct one another's work. If a group finds difficulties to meet, the teacher should get involved in the discussion and tries to propose practical solutions such as talking to the head master of the school to allow them stay in the classroom or in the library when they have a free time to work on their project.
8. Bearing in mind the nature and the objectives of the project, learners and teacher determine its final outcome (example: bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, theatrical performance). At this level, learners and teacher negotiate

the most suitable audience for their performance. (classmates, other pupils, parents, headmaster, mayor, police officers...etc)

9. Now that every thing is decided, pupils should make an action plan with priorities and deadlines, i.e. they should decide which tasks to do first, which to do later and when to prepare every task and finish the whole work.
10. After all the previous points are made clear and agreed up on, the teacher gives to each learner an evaluation grid written in English as well as in Arabic. The one written in Arabic can make things clear for the parents if they want to know how their child is being evaluated. The criteria included within these evaluation grids help learners to concentrate on the process, thus pay more attention to their lessons mainly the parts that are included in the project so as to successfully re-use them in their collaborative works. (see table 1.3 and table 1.4)

Now that all these steps have been undergone, the teacher can begin the presentation of the unit and the learners on their parts can start their preliminary steps into the project realisation.

4.7.3. During the Realisation

Now that the project has been launched and that the teacher has started presenting his lessons many other practices are to be performed by both parts in the classroom and out of the classroom. The following are some of them:

1. At this level teacher should introduce learners to language forms, skills, and strategies that match the nature of the information gathering. If for example, the learners have to conduct interviews to collect information, the teacher may plan activities in which the learners form questions, requests, clarifications and take notes. If the learners are supposed to write letters, the teacher should review the way letters are conceived. If they have to apply for a job, teacher may introduce the way applications are written.
2. Teacher should remind the learners about the project whenever they are well equipped in terms of skills to do so. That is to say, when ever the learners come across a language point or a writing technique that is supposed to be used in the project, then it is the teacher's responsibility to keep them aware of the fact.
3. Following the stage of practicing the skills, strategies, and language forms needed for gathering information, learners are ready to gather information and organize it.
4. At this level, the learners need to master the language, skills, and strategies required for the compilation, the analysis, and syntheses of the information they have gathered from different sources. Teacher prepares learners to do this on their own through activities that involve, for example, categorization, making comparisons, and using graphic organizers such as charts.
5. Whenever a pupil has performed a task he should meet with his group members to discuss, check and correct eventual mistakes or even bring improvements on it.

6. Teacher should encourage the learners to use a group diary to keep track and record of their work when they meet. This document can help teacher have evidence of the learners' meetings out of school and also on their on-going planning. This group diary can include the following information:

Date:

Timing:

Performer of the task:

Project Title:

Task Title:

The original copy of the task performed by the pupil

.....
.....
.....
.....
.....
.....
.....

The Collective corrected version of the task

.....
.....
.....
.....
.....
.....

Remarks: This part may include types of mistakes the learner has committed

- a- *Grammatical mistakes:* (forexample , tense used when narrating is the simple past rather than the simple present)
- b- *Spelling mistakes:* (refer to dictionary)
- c- *Format of writing:* (refer to lesson done in the classroom for example about how to write a letter)

What have we done in this meeting?

- a- We have.....
- b- We have.....
- c- We have.....

What have we learnt in this meeting?

- a- We have
- b- We have.....
- c- We have

Next task to be prepared and corrected: (Title)

Name of the Performer:

Meeting Date:

Timing:

7. Though the over loaded syllabus does not permit teachers to spend full sessions to deal with the project in the class room, we see it a sine qua non that teachers devote at least half an hour a week to interact with learners about their project development and see what they have achieved. It's true that the project is aimed to be prepared out of the teacher's sight but should not be out of his mind otherwise all the work will not be worth the trouble.
8. Befor handing in their project to the teacher learners should check to be sure their project meets all the necessary criteria (correct use of grammar, creative work, visual support of information) and change it if necessary.
9. After the teacher spots te mistakes and gives back the works to the pupils, they must meet again somewhere to correct and rewrite their final works.

4.7.4. During the Presentation

Now that the learners have read, corrected and completed their project, they can present it in front of their classmates and the guests they have decided to invite. However, the learners should prepare themselves beforehand to their classroom mates questions. To get around their friends tricky questions learners can follow the strategies below:

- Before presenting the project, the learners can predict a list of questions that their class mates in the other group may ask and work on them to provide the suitable answers.
- Every pupil within the same group reads his mate's work and asks questions to the whole group members. This will allow them practise questions, explanations and negociation of meanings before the presentation day is there.

4.7.5. After the presentation

Although teacher and learners view that the presentation of the collaborative work is the final stage of the project work process, it is almost very beneficial to ask learners reflect on this experience as the last step. Learners reflect on the language mastered to complete the project, the content that they have learned about the targeted topic, the steps that they have followed to fulfil their work, and the effectiveness of their final product. Learners can suggest new things for coming projects and answer questions such as: what did you do in this project, what was the easiest part of the project, what was the most difficult, what did you like best/worst in the project and why? Would you like to change anything next time - if so what? What advice would you give to another group doing the same project? As learners reflect on what worked well, what did not, and how they can learn from their experiences, they become better monitors of their own learning; they develop more confidence, and self-awareness as they use their own strength to demonstrate learning and understanding rather than simply showing their ability to recall memorised information during a formal class situation.

In addition to reflecting on their own works, self assessment and peer assessment is some thing very essential to fostering learner autonomy that learners should be encouraged to perform. Therefore the teacher should allow the learners assess their works and that of their mates in the other groups taking into consideration the criteria in the evaluation grid. To do it, after each performance there can be a short break for consultation and each group has to decide the score they want to give. The teacher (or a chosen student) then counts out loud 'three,two,

one!' and at that moment all the groups have to show their score cards. Someone who has been appointed scorer counts the scores and writes them on the board. They all vote at the same time, to make groups decide independently and not be influenced by another group's score. Ofcourse, the teacher will judge if the mark given is fair enough or not.

4.8. Conclusion

To sum up this chapter I may quote Heidgger who is German philosopher: **“The teacher is ahead of his apprentices in this alone, that he has still far more to learn than they- he has to learn to let them learn.”** ^{Quotes} (Cited in Ourghi, 2002). This clearly shows the great role that teachers have to play so as to launch their learners towards a learning centred learning environment. It is not a question, as some may believe, of assigning tasks and setting the learners in small groups while the teacher is quietly sitting on his desk that we can launch this type of language learning, but this is a process that directly involves the teacher preparing the conditions for implementing it. In fact, it is a life-long self-learning process that makes the teachers continuously reflect on their classroom practises and finding the right ways so as to enable the learners take over their learning, become more responsible about it and thus engage them towards learner autonomy.

General Introduction

General Conclusion

This paper has given an account to the notion of learner autonomy in relation to the realisation of collaborative projects at the level of Secondary school education. Definitions to the term 'learner autonomy' have been provided, among which have been those of Holec, Little and Benson. We have tried to prove through the literature that learner autonomy is not equivalent to total freedom from teachers, but is a result of teachers' continuous involvement in the process of learning. Humans are social beings and that means that our independence is always balanced by dependence and our central condition is that of interdependence. This fact helped us to explain why like language acquisition, the development of learner autonomy depends on social interaction. In fact, that's where the socio-cultural theory that comes out from the work of Vygotsky begins to fit into the pattern. By stating Vygotsky's work, we dealt with the notion of the Zone of Proximal development to which we have provided definitions and clarifications. We have also dealt with an other aspect of Vygotskian philosophy 'scaffolding' and its role in constructive learning and learner autonomy.

The project activity has been proposed in school environments because it provides a suitable milieu for social learning where peers can participate wholly in social interactions, as well as a good place for peer learning as seen by Piaget's developmental Theory. To make it clearer for the reader, we have provided the literature related to the project: definitions, characteristics, benefits and its different types.

We could not follow our study without analysing the ELT situation in Algerian Middle and Secondary schools. We have narrated a diachronic overview of English language teaching methodologies in Algerian school until we reached the newly implemented Competency-based approach. We have spoken about the final objectives of ELT for middle and secondary school pupils, and discussed the broad lines that govern learning within this approach. We have tried to join the links between this approach and its adoption of the project as a learning tool.

Through the field study we have tried to answer the research questions posed at the beginning of this dissertation. The data collected which was triangulated by the use of three research instruments has, after analysis and interpretation, confirmed and validated our doubts concerning the teachers' practices and the learners' ways of dealing with the project work as a means to foster learner autonomy.

It is in relation to these findings that we have shaped our suggestions and recommendations. We have proposed ways to the teachers about how they can shift from traditional ways of learning characterised by teacher dominations to the one which puts the learner at the centre of the learning process. Then we have suggested a model of collaborative project that may, if adequately applied and followed by the teacher and the learners, shift the responsibilities of learning from one pole to the other, raise self-esteem, self-confidence, and foster learner autonomy.

We don't assume that the findings that we have unveiled in this study are totally reliable simply because of the limitations that have characterised some of its aspects. Nevertheless, we can notice that this study has thrown up many questions in need of further study. Indeed, we do wonder: how can we measure the degree of collaboration that is taking place among the members working on their project? How can we know that collaborators are using the target language to negotiate meaning and scaffold one another's learning out of school? What can we do to make the learners take in charge their own learning? And last, but in no means the least, how can we assess learner autonomy?

List of Abbreviations

AM: Année Moyenne.

AS: Année Secondaire.

CBA: Competency- Based Approach.

CLT: Communicative Language Teaching.

CNRSE: Conseil National pour la Reforme du Système Educatif.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESP: English for Specific Purposes

PBL: Project Based Language Learning.

ZPD: Zone of Proximal Development.

Bibliography

- Alexander, L.G. (1967): *Practice and Progress*, an Integrated Course for Pre-Intermediate Students, Longman group limited, London.
- Barnes, D. (1976): *From Communication to Curriculum*. Harmondsworth: Penguin.
- Ben Moussat, S. (2003): *Mediating Language and Culture: An Analysis of Cultural Dimensions in the Newly Designed ELT Textbooks*. Unpublished Doctorate Thesis, Abou Bakr Belkaid University, Tlemcen.
- Benson, P. (2001): *Teaching and researching autonomy in language learning*. Harlow, England, New York: Longman.
- Bruner, J. (1966): *Toward a Theory of Instruction*. Cambridge, MA:Harvard University Press.
- Bülent, A. & Stoller L.Fredricka (2005): Maximizing the benefits of Project Work in the Foreign Language Classrooms. Forum 43,4, pp10-21).
- Cheyne, J.A. & Taruli, D. (1999): *Dialogue, difference, and "The Third Voice" in The Zone Proximal Development*. University of Waterloo, Waterloo, Ontario.
- Cohen, A.J. (1997): *Strategies in Learning and using a Second Language*. Harlow, UK:Longman
- Dam, L. (2003): *Developing Learner Autonomy: the teacher's responsibility*. in Little, D. et al: **Learner autonomy in the Foreign Language Classroom: teacher, learner, curriculum an assessment**: Dublin Authentik
- Direction de l'Enseignement Secondaire Commission Nationale des programmes (2005): *Programme D'Anglais Deuxième Langue Étrangère* (première année secondaire)
- Donato, R. 1994: *Scaffolding in Language Collective Learning*. In J.P. Lantolf and G.appel(eds): **Vygotskian Approaches to Second Language Research**, pp.33- 56.Norwood,NJ:Ablex Publishing Corporation
- Douglas S. Fleming (2000): *A Teacher's Guide to Project-Based Learning*. AEL,Inc. The Office of Educational Research and Improvement,US Department.
- Etsuko, T. (2000): *Social Interaction and Language Development in a FLES Classroom*.Lawrence Erlbaum Associates. Place of Publication: Mahwah, NJ.
- Gewehr.W. Catsimali. G. Faber. P. Raya.M.Jimenez.and Peck.J. (1998): *Aspects Of Modern Language Teaching In Europe*. Routledge 11 New Fetter Lane, LondonEC4P 4EE.

- Haines, H. (1989): *Projects*. Thomas and sons Limited
- Holec, H. (1981): *Autonomy in Foreign language Learning*. Oxford: Pergamon. (Reprint ;first Published 1979, Strasbourg: Council of Europe)
- Irma Huttunen (2003): *Planning Learning: the role of teacher Reflection*. In Little, et al, **Learner autonomy in the foreign language Classroom: teacher, learner, curriculum, and assessment** Dublin Authentik.
- James E. Mauch (2003): *Guide to the Successful Thesis and Dissertation*. Marcell Dekker, Inc. New York Basel.
- Jeffries, C. (1990): *A-Z of Open Learning*. National extension college. trust, UK.
- Johnson, D. W. and R. Johnson, (1989): *Cooperation and Competition. Theory and Research*, Minnesota: Interaction Book Co.
- King, A & O'Donnell, M. Angela (1999): *Cognitive Perspectives on Peer Learning*. Mahwah, NJ. Publications
- Kozulin, A. (2003): *Vygotsky's Educational Theory In Cultural Context*. Cambridge University Press Cambridge, New York.
- Legutke, M. Thomas, H. (1991): *Process and experience in the Language Classroom*. London; New York: Longman.
- Little, D. (1991): *Learner Autonomy I: Definitions, issues and problems*. Dublin: Authentik
- Little, D. (1996): *Freedom to learn & compulsion to interact; promoting learner autonomy through the use of information systems & information technologies*. In R. Pemberton (ED.), **Taking control: autonomy in language learning**. Hong Kong: Hong Kong University Press.
- Little, D., J. Ridley & E. Ushioda. (2002): *Towards greater learner autonomy in the Foreign Language classroom*. (Report on a research- and- development project) 1997-20 Dublin Authentik.
- Little, D., J. Ridley & E. Ushioda. (2003): *Learner autonomy in the foreign language Classroom: teacher, learner, curriculum, and assessment*: Dublin Authentik.
- Littlewood, W. (1999). *Defining and developing Autonomy in East Asian Contexts*. Applied linguistics 20 /1:71-94. Oxford: Oxford University Press.
- Ministère de L'Éducation Nationale (2003/2004/2005, 2006) : *Document D'Accompagnement Des Programmes D'Anglais (1AM, 2AM, 3AM et 4AM)*
- Ministère de L'Éducation Nationale (2003/2004/2005, 2006) *Programme D'Anglais (1AM, 2AM, 3AM, 4AM)*

- Ministère de L'Éducation Nationale (2005/2006/2007): *Document D'accompagnement Du Programme D'Anglais* (1AS, 2AS, 3AS)
- Ministère de L'Éducation Nationale (2005/2006/2007) : *Programme D'Anglais* (1ere, 2eme et 3eme AS)
- Ministry of Education (2006): *Teachers' Book, Getting Through. Secondary Education. Year Two.*
- Robes,A.(1988):*Reflective Learning: Why and How.* London Longman.
- Seliger W. Herbert & Shohamy Elena (1989): *Second Language Research Methods:* Oxford, Oxford University Press
- Slavin, R. E. 1987: *Cooperative learning.* 2d ed. Washington,D.C.: National Education Association.
- Slavin, R. E. (2003): *Educational Psychology :Theory and practice* (7thed.). Boston: Pearson Education.
- Stoller L.Fredricka (1997).*Project Work: a means to promote language content.*Forum35, 4, pp2-9.
- Tessema A. Kedir(2005):*Stimulating Writing Through Project-Based Tasks.* Forum 43,4,pp22-28.
- Thornbury,S.(2005):*How to Teach Speaking.* Series editor: Jeremy Harmer.Edinburgh: Pearson Education Limited.
- O'Malley, J. M. and Chamot,A.V.1990: *Learning Strategies in Second Language Acquisition.* London: Macmillan.
- Oswald Alison, (2004). *Project Work: Seminar for Middle School Inspectors* Ghardaia, December 3-11, 2004.
- Ourghi.R (2002): *The implication of critical reflection and discourse awareness for Educational Change :The case of writing curriculum, learner, and teacher development at the University Level.* (Doctorate Thesis, Tlemcen University)
- Patsy M. Lightbown& Nina Spada (1999): *How Languages are Learned.* Oxford: Oxford University Press.
- Papandreou P. Andreas,(1994): *An Application of the Project Approach to EFL.* Forum32, 3, pp41
- Van Lier,L.,1988: *The Classroom and the Language Learner.* London Longman.Wenden, A. 1998:*Learner Strategies for Learner Autonomy* .Great Britain: Prentice Hall.

Wilga M.Rivers,(1968): *Teaching Foreign- language Skills*. The university of Chicago press, Chicago.

Zoltan Dornyei (2003). *Questionnaire in Second Language Research: Construction, administration and processing*: Lawrence Erlbaum Associates,Inc, Publishers, Newjerzey.

Webography

Andrew J. Morrall(1998): MA ELT Dissertation, *An investigation into Learners' disposition and Perceived ability to Learn Independently in the centre for Independent Language Learning*: Available at:
<http://elc.polyu.edu.hk/cill/staff/andydiss.htm>

Sandy,C. (2006). *Student Projects in the EFL Classroom - Why and How*.
Available at: <http://www.elcalendar.com/events/details/313>

Dam, L. (1998): *Learner Autonomy: What and Why ?* Available at:
<http://langue.hyper.Chubu.ac.jp/jalt/pub/tlt/98/oct/littledam.htm>

Little, D (2003). *Learner Autonomy and Second/Foreign Language Learning*.
Available at: <http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=1409>

Marsh II, E , George. (2005): *Situating the Zone of proximal Development*:
Available at:
<http://www.westga.edu/~distance/ojdla/summer82/marsh82.htm>

Thanasoulas. D(2000): *Learner Autonomy*. Available at:
<http://iteslj.org/Articles/Thanasoulas->

Wanda Y. Ginn (2001). *JEAN PIAGET - INTELLECTUAL DEVELOPMENT*:
available at: <http://www.sk.com.br/sk-piage.html>

Appendices

Appendix 1

Learners' Questionnaire

Part One

Gender: -Male

-Female

Group Number:

Part two

1. *Does your teacher tell you to prepare projects?*

- Yes

- No

2. *How do you prepare the projects? (Choose the answer that is right to you)*

- Each one in the group performs a task.

- Some pupils in the group work and others don't.

- I rely on my friends to do everything.

- I do all the work alone.

3. *Are you connected to the Internet at home?*

- Yes

- No

4. *If yes, choose the answer that fits you most:*

**When I collect information for my assigned project:*

- I do the research on the Internet myself.

- A member of my family helps me do it.

- A member of my family does it for me.

5. *Do you go to cyber spaces to collect information for the assigned project?*

- Yes

- No

6. *If yes, how do you make the research? (Choose the answer that is right to you)*

- I do my own research.

- The Cyber space owner helps me do the research.

- The cyber space owner does the research for me.

7. *Apart from the Internet, What are your other sources for information gathering?*

.....
.....

8. *Do you summarize in your own words the information you get?*

- Yes
- No
- Sometimes

9. *Do you meet with your group members to discuss the information you get?*

- Yes
- No
- Sometimes

10. *How often do you meet while working on a project?*

- Never
- Once
- Twice
- Thrice
- Four times
- Five times
- More than five times

11. *Do you find difficulties to meet your friends in order to work on the project?*

- Yes
- No

12. *If yes, say what these difficulties are.*

.....
.....
.....

Thank you very much for your collaboration and help.

Appendix 2

*Teachers' Questionnaire***Part One**

We would like you help us by filling in the following questionnaire concerning the use of projects in EFL classrooms .You don't have to write your name.

We are interested in the way you proceed altogether with your pupils in dealing with the projects. Please, give your answers sincerely, as only this will guarantee the success of this research.

Thank you very much for your collaboration and help.

Date:

School Name: (Optional)

1. Sex : -Male: -Female:

2. Age:

3. Please tick in the box that is right to you:

- I am a full time teacher.
- I am a part time teacher.

4. Total number of years of experience in teaching the English language:

Part Two

1. Do you assign projects to your pupils?

- Yes -No

2. When do you speak about the project to your learners? (Please tick in the right box)

- At the beginning of the unit
- At the end of the unit

3. How do you ask them to do the projects?

- Individually -in pairs -in groups

4. How are the groups formed? (Please tick in the right box)

- By the teacher.
- By the learners themselves

5. *How is the work divided? (Please tick in the right box)*

- I tell every pupil within the group what task to do.
- Learners divide the tasks themselves.

6. *Do you plan collaborative activities for your lessons?*

- Yes
- No

7. *Do you remind the learners of the project tasks they have to do whenever they are well equipped in Terms of skills to do so?*

- Yes
- No

8. *Do you accept ready-made work?*

- Yes
- No

9. *What interests you most? (Please tick in the right box)*

- The project as a process
- The project as a product

10. *Do you give an evaluation grid to the learners before they start working on the project?*

- Yes
- No

11. *How do you assess the work? (Please tick in the right box)*

- A mark for each learner.
- The same mark for the members of the whole group.

12. *Do learners present their work in the classroom while completed?*

- Yes
- No

13. *Do you encourage learners to reflect on their works after being presented?*

- Yes
- No

14. *What do you think of the project?*

.....

.....

.....

Appendix 3

Translated Learners' Questionnaire

استبيان

الفصل الأول:

القسم:.....
رقم الفوج:.....

الجنس: ذكر أنثى

الفصل الثاني:

1. هل يطلب منكم الأستاذ إنجاز مشاريع؟

- نعم
- لا

2. كيف تتجزون المشروع؟ اختر الإجابة التي تناسبك:

- كل واحد منا يقوم بنشاط معين
- البعض منا يعمل و البعض لا يعمل
- أنا لا أنجز شيئاً و أتناول على زملائي للقيام بالعمل
- أنا أنجز كل العمل وحدي

3. هل أنت موصول بالانترنت في المنزل؟

- نعم
- لا

4. إذا أجبت بنعم، اختر الإجابة التي تناسبك أكثر:

- لما أجمع المعلومات للمشروع :

- أقوم بالبحث على الانترنت لوحدي
- أحد افراد العائلة يعينني على ذلك
- أحد أفراد العائلة يقوم به لي

5. هل تذهب إلى مقاهي الانترنت لتجمع المعلومات لمشروعك؟

- نعم
- لا

6. كيف تجري البحث؟ (اختر الإجابة التي تناسبك أكثر)

- أقوم بالبحث لوحدي
- صاحب مقهى الانترنت يساعدني على ذلك
- صاحب مقهى الانترنت يجري لي البحث

7. كم مرة تذهب إلى المكتبة المدرسية؟

- دائماً
- بعض الأحيان
- أبداً

8. ما هي المراجع الأخرى التي تجمع منها المعلومات ؟

.....

.....

.....

.....

.....

9. هل تلخص بكلماتك الخاصة ما تجد من معلومات ؟

- نعم
- لا

10. هل تنسخ المعلومات التي تجمعها كما هي من الكتب أو الانترنت ؟

- نعم
- لا

11. هل تلتقي مع أعضاء مجموعتك لتناقش المعلومات التي وجدت ؟

- نعم
- لا

12. كم مرة تجتمعون لما تعملون على المشروع ؟

- ابدأ
- مرة واحدة
- مرتين
- ثلاث مرات
- أربع مرات
- خمس مرات
- أكثر من خمس مرات

13. هل تجد صعوبات للالتقاء مع زملائك للعمل على المشروع ؟

- نعم
- لا

14. إذا أجبت بنعم، ما هي هذه الصعوبات ؟

.....

.....

.....

.....

.....

.....

شكرا

Appendix 4

Unit Plan

Sequence Plan		
Unit : 02 Once Upon a Time		
Sequence 1: Listening and speaking.		
Level : 1A		
Time :		
Effective Skill Focus : * Listening and responding to a text		
Inputs :		
General Aim : By the end of this sequence, my learners should be able to		
Function : * Narrating, expressing literary preferences		
Lec. Forms : * Past Simple		
* adjectives		
* Keen on ... fond of ...		
Phonology : * Stress in three syllable words		
Rubrics	Activities	Aims
Anticipate	1 p 36	To identify which text is it ?
	2 p 36	To identify the text
	3 p 36	To identify the part of the world on the map
Listen and check	1 p 37	To listen and check the numbers 1 2 3
	4 p 37	To ordering sentences into a coherent story
	5 p 37	To tell the story to the classmate

<p>2</p> <p>Say it clear</p>	<p>1 p 38 3 p 38 the hidden message</p>	<p>To identify the pronunciation of the final ed To transcribe the adjectives as required</p>
<p>Your Turn</p>	<p>p 39</p>	<p>To be able to use the adjectives ending in -ful, -able, -ing and -ly.</p>
<p>Say it in Writing</p>	<p>p 39</p>	<p>To write the learners own sentences using the vocabulary suggested on the table</p>
Empty space for additional content		

3

Sequence Plan

Unit : 02

Sequence 2 : Reading and Writing

Level : 1st year

Time : 6 hours

Effective Skill Focus :
 → To read and respond to an extract from a novel.
 → To write a paragraph

Inputs :
 1) The text of a novel 'Things Fall Apart'
 2) A text from the same novel

General Aim: By the end of the sequence, the students should be able to write a paragraph with reference to physical appearance, manner, qualities and personality in the past.

Function : Describing people's physical appearance and personality features

Language Forms :
 → prepositions : with / in
 → what was he / she like ?
 → what did he / she look like ?

Rubrics	Activities	Aims.
Anticipate	N=1 p60 N=2 p40	To introduce the novel To grasp the beginning of the novel
Read and Check	N=1 p41 N=2 p41	To identify the general ideas of the reading passage. To fill in a table

4

	N=3 p41	To identify the main idea in the passage (the simple part)
Discover the language	N=1 p42	To use main answer questions To use prepositions (a # / on)
	N=2 p43	To identify a person through a picture To find out a person by asking questions
Write a report	N=3 p43	To write a paragraph describing a person in the past referring to his / her physical appearance, personality and preferences

Self Assessments : Re-write the questions to write the
features of a famous dead person
(question, John Smith)

5

Sequence Plan

Unit : 02

Sequence 2 : Developing Skills

Level : 1st year

Time : 8 hours

Efficient skill focus : * Listen and locate the information
* Read and respond to a short narrative

Inputs : 1) Four dialogues on how to find a way
2) A text adapted from Charles Dickens' *Great Expectations*

General Aim : By the end of this sequence, learners should be able to read and interpret a simple text to summarise a short narrative.

Functions : * Questioning / instructing
* Narrating

Language Forms : * Prepositions of place
* Past simple / Past continuous (while clause)

Activities	Time
Act. 1 p 44	To locate the amenities on the map
Act. 2 p 44	To make request and give instructions
Act. 3 p 45	To use the language forms already seen
Act. 1 p 46	To read and answer the questions.
Act. 6 p 46	To expand the ideas to get a personal production about the story
Act. 1 p 48	To refresh the learner's memory about the past simple of irregular verbs.
Act. 2 p 48	To check the teacher's concerns

6

Act. 3 p48

To scan the relevant information from the text

Ad. 8 p44

To build headlines using while / when taking into account the tense used.

Ad 4 p49

To write a short story through guided information.

7

Sequence Plan

Unit : 22

Sequence 4 : Consolidation and Extension

Level 1st year : 1st year

Time : 6 hours

Effective skill focus : *

- To practice the language structures which enable pps to write a report about the biography of a famous person
- * Report writing, questioning and answering through activities.

Inputs : *

- Note from a biography
- * Close passage.
- * Substructure skills
- * Guided biography.

General Aim : * By the end of this sequence, pps should be able to narrate a story / biography

Functions : *

- Narrating
- * Instructing / asking for and giving directions.
- * Expressing points of view / opinion.

Language forms : *

- Use of 99 words
- * Use of sequences

Phonology : Falling / rising intonation

8 Rubrics	Art	Aims
Write it Out	Act 1 p54	To ask and answer qqs about a famous person.
	Act 2 p54	Close passage w. the words provided
	Act 3 p55	Substitution to avoid repetition
	Act 4 p55	To write a biography using sequences.
Write it Out	Act 1 p56	To order sequences in boxes to find a way
	Act 2 p56	Oral practice
	Act 3 p56	To ask and give directions
	Act 1 p58	Rewrite proverbs to find equivalents (homework)
	Act 2 p58	Find proverbs which suit the paragraphs
	Act 3 p58	To identify the parts included in the story.
	Act 4 p58	To produce a folktale from your original culture.

9

Project III

PROJECT WORKSHOP

Writing a Book Review

Aim: To write a book review

Procedure:

Task I: Select your book

Task II: A short biography of the author:

- * A short summary of the book (what is the story about?)
- * A short portrayal of the characters, especially the hero, if there is one
- * A short discussion of the setting
- * A short opinion (why you like the story and what you think about it?)

Task III: To make notes about the summary of the content and the description of the setting, plus opinions about the author's style.

Task IV: To work together (a group) to check for the project.

Appendix 5

Learners' Project Sample (Group B)

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

Lycée Benkhichi Taher

book
Review

Projet II =

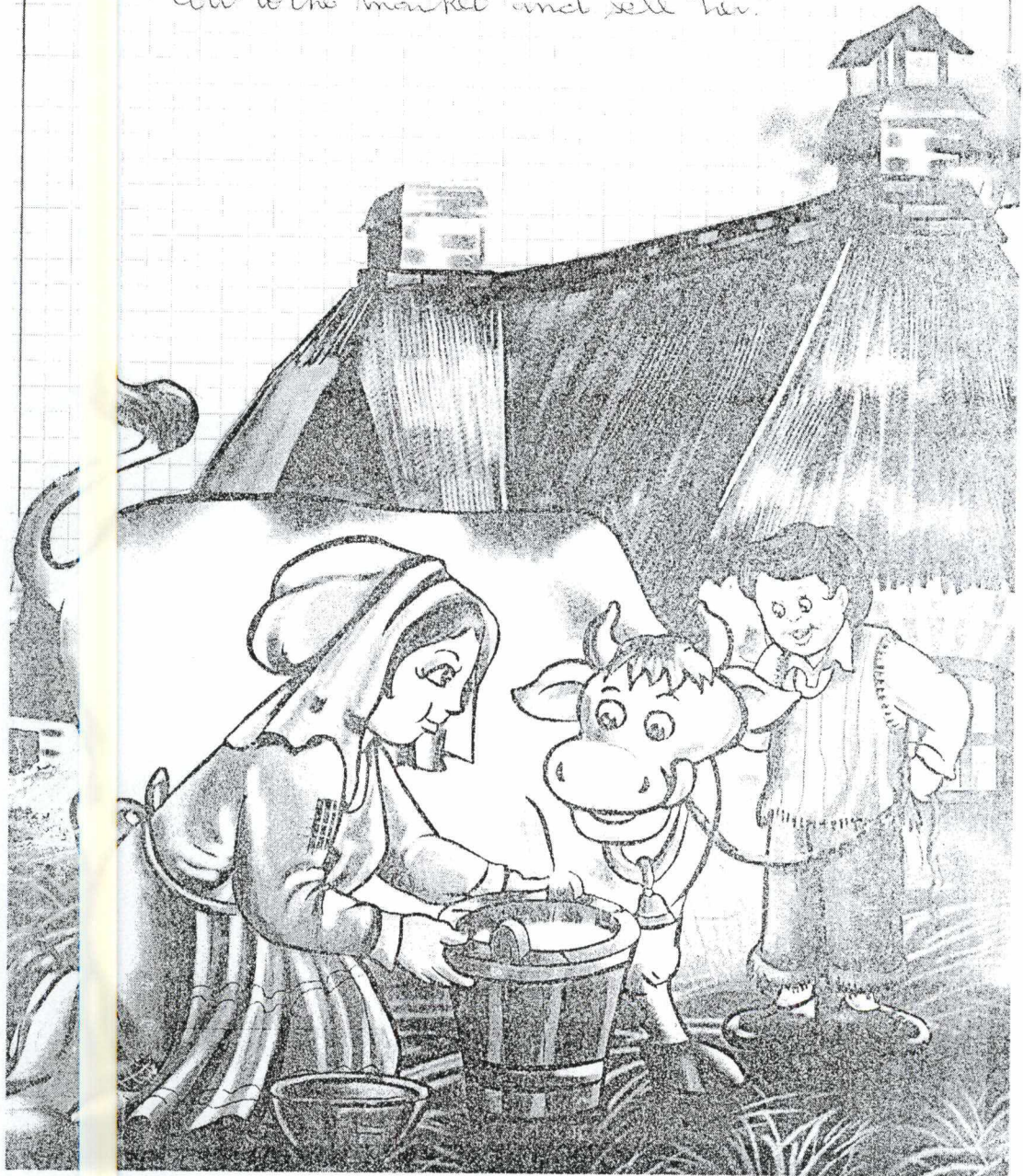
Book Review (Jack and the Beanstalk)

Ayad Rekia
Dahmani Amel
Sifi Adel Elhanna
Milaoui Safi Youssef
Chiki Maghnia
Miss Hamza

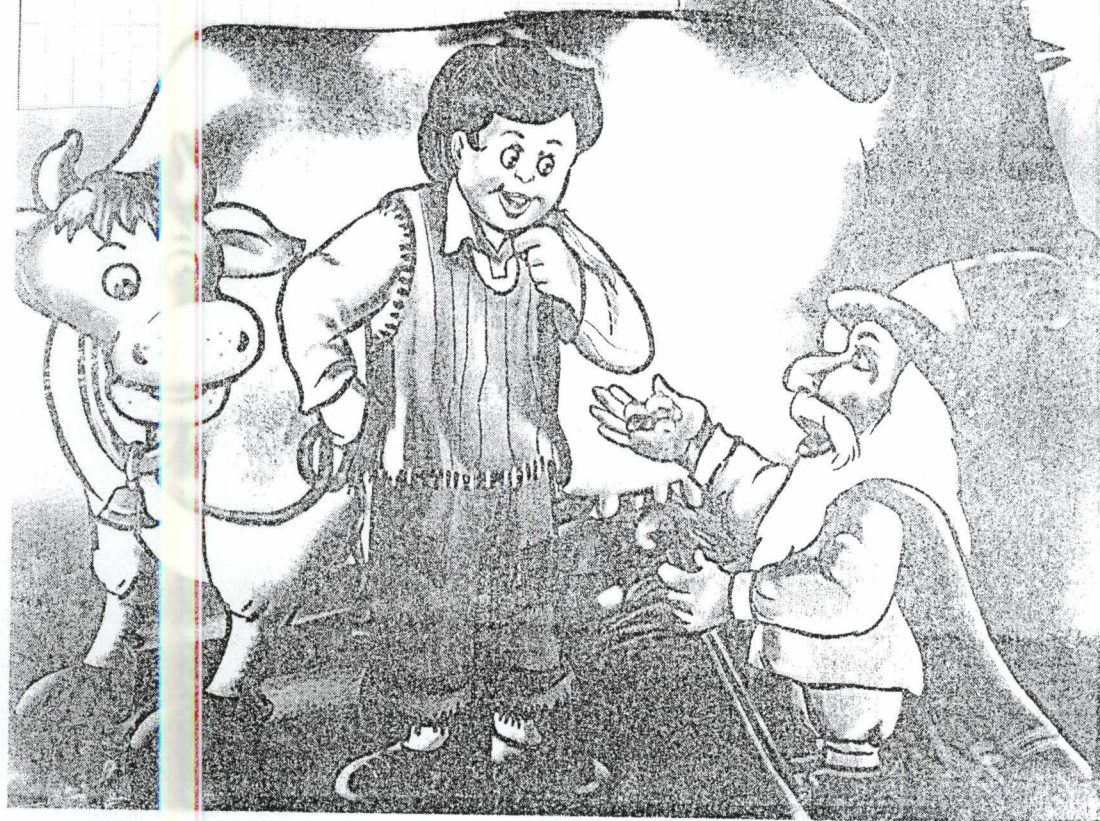
2007-2008

- Jack lived with his mother in a small cottage on a farm. They were very poor. All they had was an old cow.

One day, Jack's mother said, "Take the cow to the market and sell her."



On my way, Jack met a
funny-looking man in a tall hat.
"Here take these magic beans
and give me the cow said he



When Jack went home, his mother was angry.
"Foolish boy!" said she, and threw the beans
out of the window.

The next morning, Jack looked out of the
window and saw a giant beanstalk.
It reached the sky.



- Jack wanted to tell his mother. She looked at the huge beanstalk in wonder.

- "Mother, I am going to climb this beanstalk to see where it goes," said Jack.

- "O, my son, you may fall and hurt yourself. You are all I have in this world," said his mother.

- Jack promised to be careful and started climbing the beanstalk. When he reached the top, he was amazed to find that it led to a huge castle. He boldly went up to the castle door and rang the bell.



A woman opened the door Jack asked her
for some food.

Here you are, she said. Harry, my husband
will be here soon. He is a giant who eats
little boys for supper.

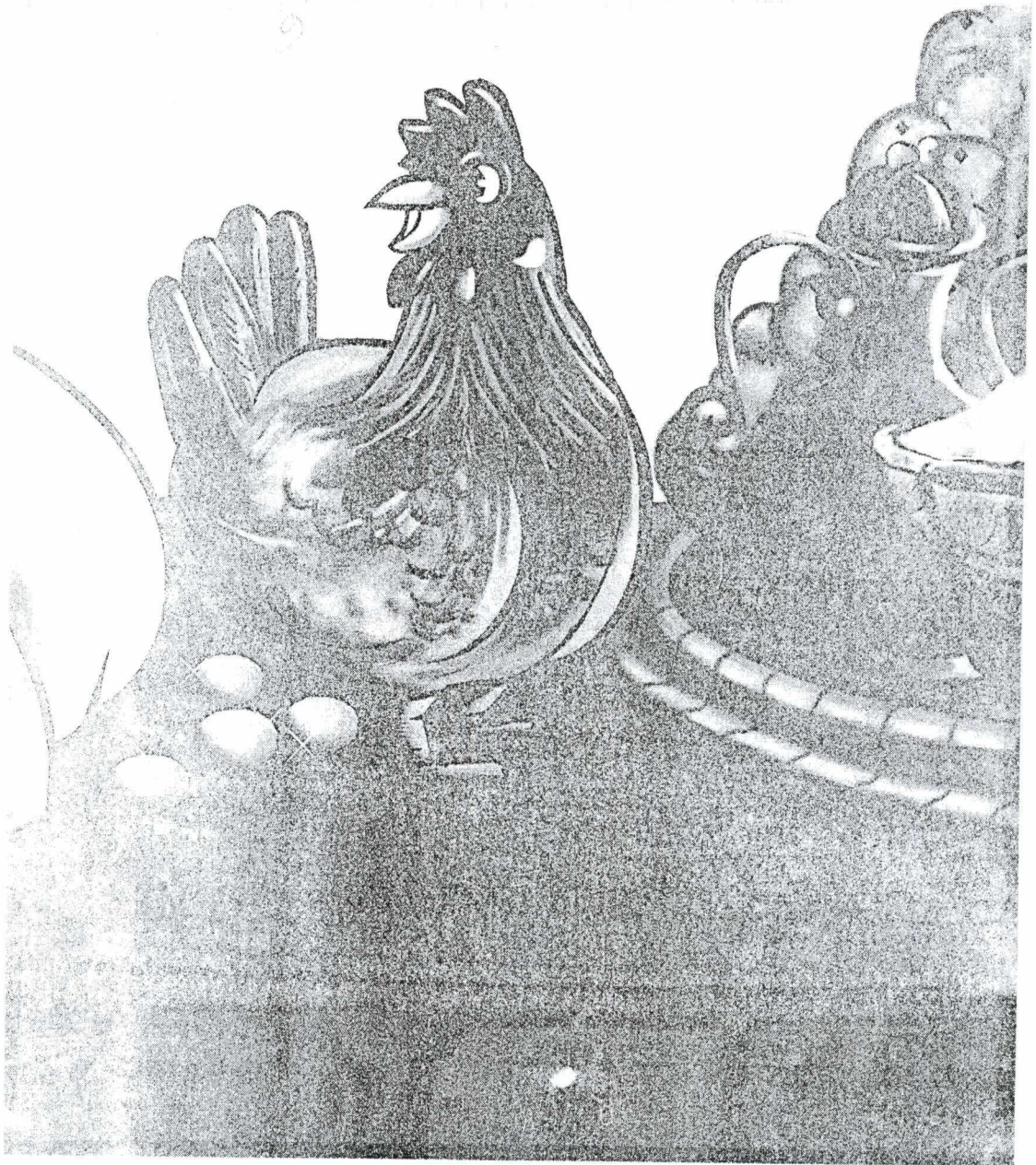


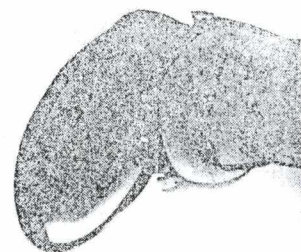
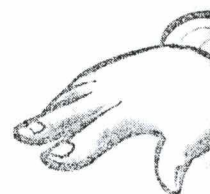
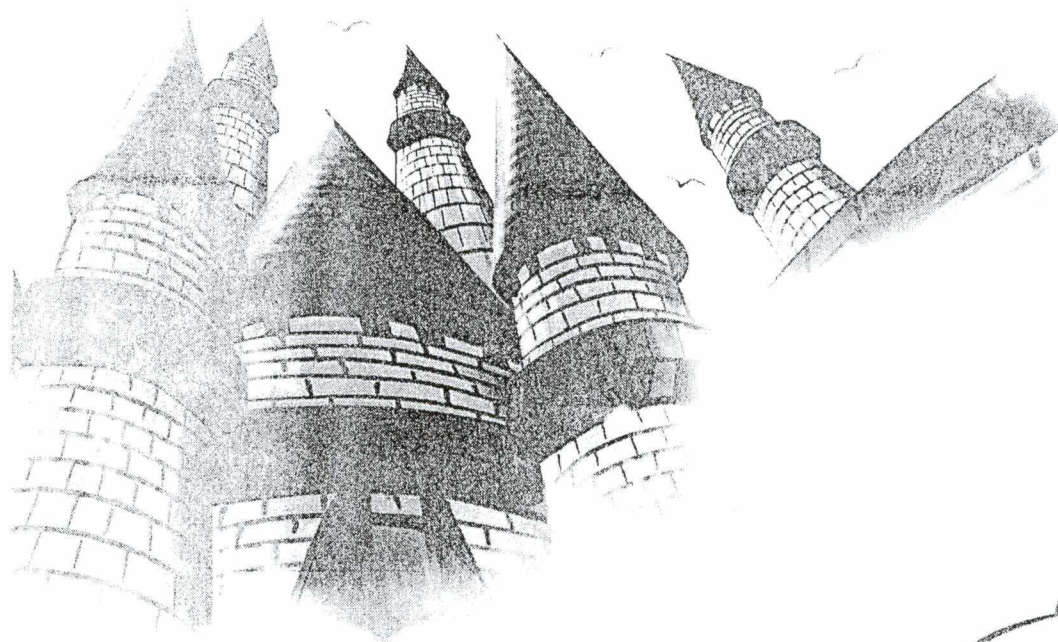
After having his supper, the giant asked his wife to bring him his magic hen. The hen laid many eggs of pure gold.



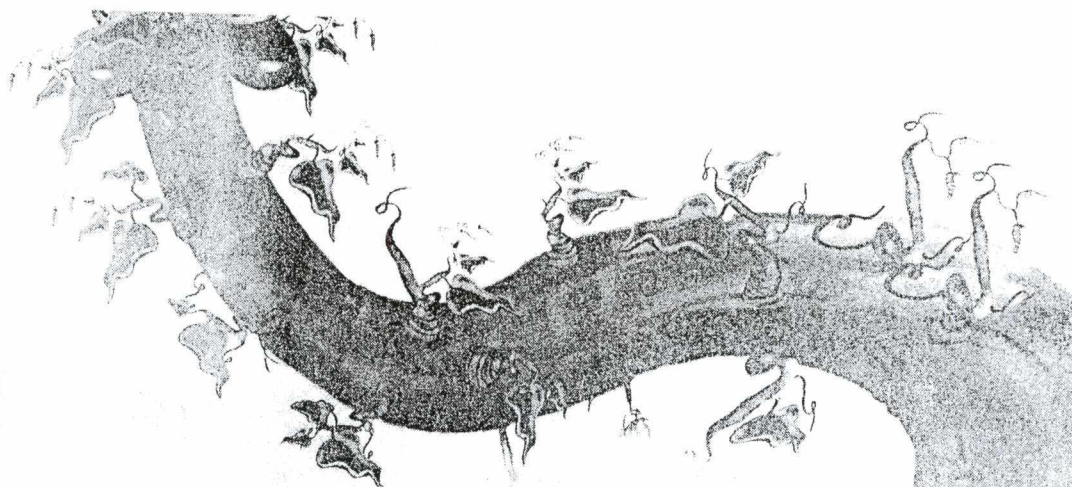
The giant rubbed his hands in glee and began counting the eggs.

Soon he got so tired that he fell asleep at the table!





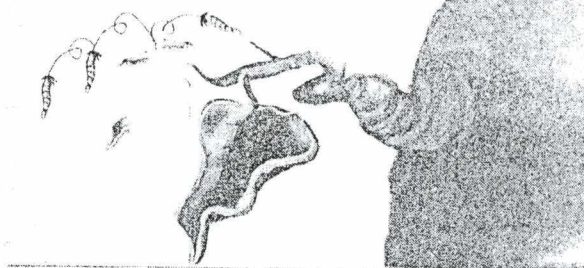




The giant followed Jack down
the beanstalk. It stood and roared
as huge giant clanked down.
Jack reached the bottom of the
beanstalk.

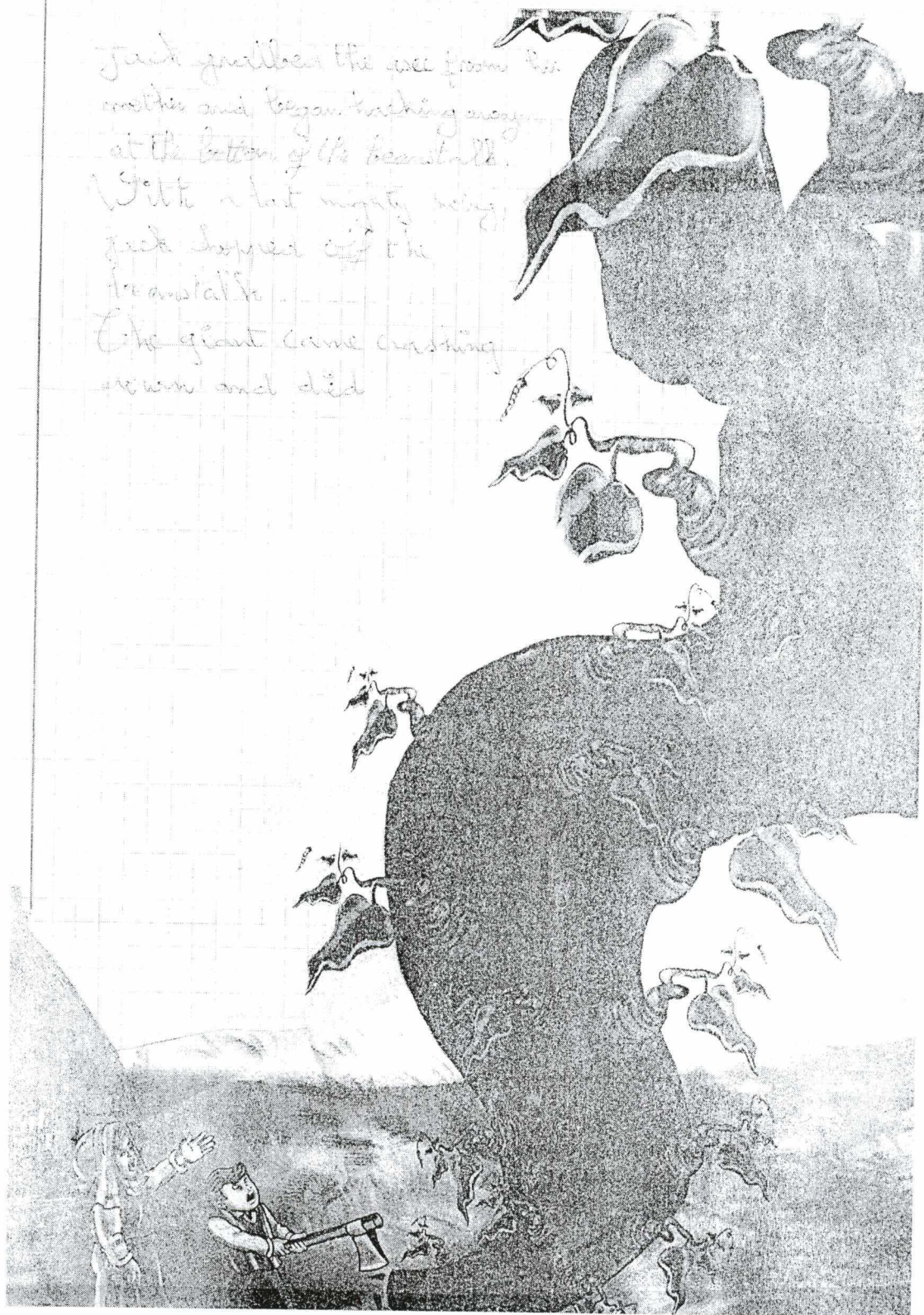
Quick, Mother, run and fetch
me an' cow! He said.

lk





Jack grabbed the axe from his
 mother and began chopping away
 at the bottom of the beanstalk.
 With a hot mighty swing,
 Jack chopped off the
 beanstalk.
 The giant came crashing
 down and died.





Jack gave his mother the hen and the bag of golden eggs and told her all that had happened at the castle. They sold the golden eggs every day and were not poor anymore.



Appendix 6 Learners' Project Sample (Group E)

B.T

Mehci Kameel

ZEKHROUFI ME'NE.
B. BOUDLEL.

2007-2008

experiences as a young man.

①

He is finding his new mark exciting

③

a letter from the local police

②

Success Story

Yesterday afternoon Frank Hawkins was telling me about his experiences as a young man. Frank is now the head of a very large business company but as a boy he used to work in a small shop. It was his job to repair bicycles and at that time he used to work fourteen hours a day. He saved money for years and in 1938 he bought a small work-shop of his own. During the war Frank used to make spare parts for aeroplanes. At that time he had two helpers. By the end of the war, the small work-shop had become a large factory which employed seven hundred and twenty-eight people. Frank smiled when he remembered his hard early years and the long road to success. He was still smiling when the door opened and his wife came in. She wanted him to repair their son's bicycle!

Quick Work

Ted Robinson has been worried all the week. Last Tuesday he received a letter from the local police. In the letter he was asked to call at the station. Ted wondered why he was wanted by the police but he went to the station yesterday and now he is not worried any more. At the station he was told by a smiling policeman that his bicycle had been found. Five days ago, the policeman told him, the bicycle was picked up in a small village four hundred miles away. It is now being sent to his home by train. Ted was most surprised when he heard the news. He was amused too, because he never expected the bicycle to be found. It was stolen twenty years ago when Ted was a boy of fifteen!

Stop Thief!

Roy Crenton used to drive a taxi. A short while ago, however, he became a bus driver and he has not regretted it. He is finding his new work far more exciting. When he was driving along Catford street recently, he saw two thieves rush out of a shop and run towards a waiting car. One of them was carrying a bag full of money. Roy acted quickly and drove the bus straight at the thieves. The one with the money got such a fright that he dropped the bag. As the thieves were trying to get away in their car, Roy drove his bus into the back of it. While the battered car was moving away, Roy stopped his bus and telephoned the police. The thieves car was badly damaged and easy to recognize. Shortly, the police stopped the car and both men were arrested.

جامعة بوبكر بلقايد - تلمسان*
كلية الآداب و اللغات
مكتبة اللغات الأجنبية

L. A. Alexander

Illustration by Michael Graham and
Gru

Service impression
De l'institut Pédagogique national Alger
1982 - 1983

Summary

The reform that has lately touched the Algerian educational system brought with it many changes among which the way languages are taught. Actually, the approach used for teaching English is competency-based. One of its objectives is to make the learner more autonomous. To do so, the philosophy of the collaborative project has been adopted. The term 'project' is used through this research work to refer to the type of assignments that the pupils are required to do in small groups outside the classroom and then present in front of their class mates when completed. The equivalent of the term at university is 'expose'. The question that we have tried to answer in this research is: Do learners really practice learner autonomy while working on their collaborative projects? The research instruments we used in this study are: a questionnaire to the teachers and another one to the learners and a classroom observation. The research comprises four chapters: Literature review, ELT situation in Algerian Schools, field study and recommendations.

Résumé

La réforme qui a touché le système éducatif Algérien a introduit beaucoup de changements parmi lesquels la façon dont les langues sont enseignées. Actuellement, l'approche par compétence est utilisée pour enseigner la langue Anglaise. Un des objectifs de cette approche c'est de rendre l'apprenant plus autonome. Pour faire, la philosophie du projet collaboratif a été adoptée. Le terme 'projet' est utilisé à travers cette recherche pour faire référence aux types de tâches attribuées aux groupes d'élèves pour être réalisées en dehors de l'école et présentées en classe. Au niveau de l'université le terme 'projet' peut être équivalent au terme 'exposé'. A travers cette étude nous avons essayé de constater si les élèves pratiquent l'autonomie en travaillant sur leurs projets. Les instruments de recherche que nous avons utilisé sont : un questionnaire pour les enseignants du secondaire, un autre pour les élèves et l'observation de classe. L'étude contient quatre chapitres : théorie, situation de l'enseignement de la langue Anglaise en Algérie, pratique et recommandations.

Les mots clés : L'approche par compétences-Projets Collaboratifs-Autonomie D'Apprentissage

ملخص

إن الإصلاح الذي مس المنظومة التربوية أحدث العديد من التغييرات من بينها طريقة تدريس اللغات. حاليا تم اعتماد طريقة المقاربة بالكفاءات لتدريس اللغة الانجليزية. من بين أهداف هذه الطريقة جعل المتعلم أكثر ذاتية و استقلالية, و لهذا الغرض أدرج المشروع الجماعي.

خلال هذا البحث استعمل مصطلح "مشروع" للدلالة على النشاطات الجماعية التي توكل إلى التلاميذ للقيام بها خارج القسم لتعرض داخله لاحقا. و يعتبر مصطلح "المشروع" في التعليم الثانوي مرادفا للـ"العرض" في الجامعة. من خلال دراستنا حاولنا ملاحظة مدى استقلالية و ذاتية التلاميذ أثناء إنجازهم للمشاريع, و تمثلت وسائل البحث في: استبيان خاص بالأساتذة الثانويين, استبيان آخر خاص بتلاميذ الأولى ثانوي إضافة إلى الملاحظة في الأقسام. الدراسة تضمنت أربعة فصول: النظري, وضعية تعليم اللغة الإنجليزية بالجزائر, العمل الميداني و أخيرا الاقتراحات.