Investigating EFL Teachers’ and Students’ Attitudes towards the Effect of Project-based Learning on Students’ Self-autonomy

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the name of Allah the most beneficent the most merciful. All the gratitude goes to him for helping his weak servant accomplishing this work.

I dedicate this work to my loving father and mother for their endless help and support to make us what we are now. I would have done nothing without your encouragement. I really love you. May Allah bless you.

To my husband “Hamza” who gave me power to work and continue this study despite of the different obstacles. I owe each and every word of this thesis to him for his never ending tolerance, help, kindness and understanding throughout writing my thesis.

To my sisters “Faiza”, “Leila”, and my niece “Meriem”.

To my uncles and aunts especially “Saliha”

To my brothers “Abdou”, “Yaakoub”.

To my father and mother, sister and brothers in law for their love.

To my whole family, friends, colleagues, and all those who know me without exception.
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Abstract
Teaching and learning has shifted from teacher to learner-geared approach that focuses on the learner as the main part of the classroom. Autonomous learning is a learning model which is important in English language learning. Thus, teachers have to implement learning strategies and methods effectively to help students develop their self-autonomy in the target language learning. Importantly, the current research is a descriptive study that aims at investigating EFL teachers’ and first year master students’ attitudes towards the effect of PBL strategy on learners’ self-autonomy. Throughout this study, it is hypothesized that first EFL students will have positive attitudes towards the effect of project-based learning on students’ self-autonomy. Second, EFL teachers will have positive attitudes towards the effect of project-based learning on students’ self-autonomy. In order to fulfill the aim of this study, EFL teachers and students of master one level were selected to represent the sample for answering the questionnaires. The findings of students’ and teachers’ questionnaires demonstrated that most of teachers and students shared an agreement about the significance of utilizing the PBL strategy in enhancing learners’ self-autonomy. Finally, based on the results obtained from the study, it can be stated that this strategy is effective for developing learners’ active self-directed learning.
List of Abbreviations and Symbols

**EFL**: English as a Foreign Language.

**ELL**: English Language Learning.

**PBL**: Project Based Learning.

**Vs**: Versus

**N**: Number of Students and / or Teachers

**LMD**: License, master, doctorate.

**%**: Percentage
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Résumé
General Introduction

Statement of the Problem

Learning English as a second or a foreign language is an important and a complex process. It has shifted through time from teacher-centered to learner-centered or competency-based learning approach. On the basis of this point, learners are the main part and the focus of the classroom in which both teachers and students can teach and being taught simultaneously. Moreover, students study more independently using self-autonomy by relying on their competency and take their responsibility to acquire and construct their knowledge using different activities. Self-autonomy or self-directed learning is when individuals make efforts using any method to show initiation and ability to organize themselves and accumulate knowledge, skill, accomplishment, or personal development. It is very required in daily classroom practices. For that reason, several learning strategies can be selected by the teacher to help students improve their self-independency. Project-based learning is thought to be an important strategy that can simulate students’ self-autonomy in their learning career.

Aim of the Study

Project-based learning is one of the learning strategies used in many EFL classes. This study aims at investigating EFL teachers’ and students’ attitudes towards the effect of project-based learning on students’ self-autonomy.

Research Questions

As a part of this study, the following questions can be raised:

1) What are students’ attitudes towards the effect of project-based learning on learners’ self-autonomy?
2) What are teachers’ attitudes towards the effect of project-based learning on learners’ self-autonomy?
Research Hypotheses

Hypothesis One

It is hypothesized that students will have positive attitudes towards the effect of project-based learning on students’ self-autonomy.

Hypothesis Two

It is hypothesized that teachers will have positive attitudes towards the effect of project-based learning on students’ self-autonomy.

Means of the Research

This descriptive study was conducted at Larbi Ben M’Hidi University, Oum El Bouaghi. The questionnaire was the research instrument for collecting data. Two different questionnaires were delivered to EFL teachers and students in order to investigate their attitudes towards the effect of project-based learning on students’ self-directing. Moreover, the population was composed of all EFL teachers and students specialized in Language Science in the English Department. Furthermore, the teachers’ sample took nine teachers who use the project-based learning strategy to answer the questionnaire. Whereas, for Language Sciences master one students, fifty of them were chosen to represent the sample, taking into consideration that this sample was selected randomly so that it would be more valid and representative.

Structure of the Study

This research work consists of two chapters. The first chapter represents the theoretical part of the research. It is divided into two sections. On the one hand, the first section is devoted to the project-based learning, its definition, its benefits, the teachers’ and students’ roles in project-based learning, comparison between traditional and PBL classrooms. On the other hand, the second section focuses on self-autonomy, the definitions of the concept,
its significance, characteristics of self-autonomous learners, strategies to foster autonomous learning, and its advantages.

The second chapter is the practical part. It presents data obtained from teachers’ and students’ questionnaires with a discussion of the results, their analysis and interpretation, some pedagogical recommendations, limitations of the study, and suggestions for further research about the topic under investigation.
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Introduction

Many educators and researchers in the field of education were interested to develop learning and make it more effective. This appears in the different teaching and learning methods and strategies discovered; starting with the behaviouristic approach which is the traditional one, followed by cognitivism, and finally, the emergence of constructivism as the most important learning approach that is still used actually because it supports student-centred approach and active learning. English language teaching and learning (ELT/ ELL) has shifted through time from usual and traditional classroom based on memorization and teacher-centred activities to a more modern classroom that focuses on long-lasting strategies using student-centred pedagogy. This latter includes activities that are integrated with the real-world issues and practices. Project-based learning (PBL) is one of the dominant instructional ways used in ELL. It is built on the constructivist approach in which learners acquire knowledge actively in the classroom.

Importantly, this section sheds light on project-based learning as a learning strategy. An explanation of the strategy is to be provided, on what principles is it based, its importance, how it can be implemented in the classroom, teachers’ and students’ roles when applying this strategy in classrooms, and the comparison between traditional and PBL classrooms.

1.1.1. Project-based Learning

It is necessary to define the term «project» which is a key term in the PBL strategy. A project is an effort that needs a careful organization and management for its importance as being the means that paves the way for students to answer their questions or solve the problem raised in their classrooms with the ultimate goals of achieving the desired educational results (Barge, 2010).

PBL has been a topic of interest for many researchers such as: Hutchinson (1987), Thomas (2000), Haines (1989), and many others. For that reason, it has been defined in
several sources. For Bell (2010), PBL is a student-driven, teacher-facilitator learning strategy that focuses on teaching students by engaging them in constructive investigations and projects in order to curiously find answers to the questions raised and to be presented in front of the audience under the supervision of the teacher (p. 39). Moreover, in a Malaysian handbook, Harun (2006) defined PBL as:

The suggested project-based learning is important in the learning process. It is touted to be the approach and means to achieve the 21st century skills. Moving away from rote learning and memorization, project-based learning builds on individual strengths, and allows individuals to explore their interests in the framework of a defined curriculum…Project-based learning is holistic in nature and incorporates the principles of providing challenging and complex work, interdisciplinary and encourages cooperative learning. Project-based learning also lends authenticity to learning. While in practice, practitioners plan, implement and evaluate projects in real-world situations beyond the classroom. (p.1)

So, PBL is a learning strategy that is based on engaging students in active learning to answer challenging questions and problems through involving them in a deep investigation that ends with a presentation of the product. Furthermore, in PBL, learners seek solutions to realistic problems by asking and refining questions, discussing ideas, making predictions, collecting and analyzing data gathered, deriving conclusions, communicating to others, and creating works or productions (Blumenfeld et al., 1991).

In sum, PBL is a learning strategy used for classroom practice and activities that are long-term, interdisciplinary, and especially student-centred in nature. It is based on the fact that students learn better through making investigations and projects to answer questions, solve problems, and other important activities. This can be done under the teacher’s facilitation and guidance instead of his/her total direction.
1.1.2. The Importance of PBL

PBL is privileged in the field of education for the importance it has especially when it is applied in EFL classrooms. PBL is an important learning strategy that helps students develop several skills needed for living in a knowledge-based environment by preparing learners to adapt the quick changes that happen in the world. Thus, PBL is not a supplementary activity that supports learning; however, it is the basis of the curriculum.

For Harun (2006), solving problems and answering questions require students to have highly demanded skills which make them responsible for their learning process and outcomes taking into consideration the teacher’s guidance and monitoring. Therefore, it can be seen as a key strategy that brings real-life context and technology to the classroom for creating independent learners who will develop the skill of working with others and exchanging ideas with teachers and classmates. Harun (2006) also argued that PBL provides opportunities for authentic assessment from two sides. On the one hand, it leads students to demonstrate their ability to work relying on themselves. On the other hand, it facilitates for the teacher knowing more about his/ her students’ personalities, and being capable to communicate with them about different topics.

Harun (2006) claimed that PBL promotes lifelong learning. In other words, via using PBL, students will build their own knowledge actively beyond school, they become independent learners who take charge of their learning and then of their future life. Due to the fact that most students in a classroom have different learning styles, cognitive capacities, and levels, PBL appears to focus on these differences. Doing investigations interestingly to solve a problem or answer a question makes learners achieve a higher level of study, and gives them opportunities to enhance their cognitive levels (pp. 6-9).

Blumenfeld et al. (1991) traced three major points that show the importance of PBL. In the former, PBL puts students in a realistic, contextualized problem-solving environment;
therefore, it serves as a bridge between issues in the classroom and real-life experiences. Hereafter, PBL promotes a link among subject matter disciplines and presents a broader rather than a narrower view of the subject matter. Finally, projects are adoptable to different types of learners and learning situations which greatly help the teacher in dealing with this problem in an intelligent way. So, PBL is a learning strategy that is based on the constructivistic theory which supports active learning in student-geared classrooms.

1.1.3. Principles of PBL

PBL is not raised blindly as a learning strategy, but it has been raised on the basis of theories and studies to be an elaborated learning strategy. This latter has several principles and criteria. In this respect, Blumenfeld et al (1991) pointed-out several crucial principles on which PBL has emerged.

1. PBL is a learner-centred approach that supports students’ active learning and engagement over an extended period of time.

2. Projects should be interesting and valuable for learners to gain their motivation and enthusiasm in learning, whereas the teacher’s role is restricted to be a facilitator and a guide rather than being a director.

3. Projects should be designed in such a way that, within the teacher’s help, projects provoke and reinforce students’ thoughts and creativity.

4. Projects have an authentic content that reflects real-world phenomena and students’ personal experiences addressing an authentic goal.

5. The focus of learners should be put on learning rather than on outcomes and grades.

6. It involves learners in coopeartive and collaborative learning activities.

Moreover, Larmer and Mergendoller (2015) pointed-out several essential key elements and principles of PBL:
1. Projects are means to help students acquiring the basic knowledge skills as: critical thinking, self-management, collaboration and problem-solving which are the central idea and the platform of PBL.

2. Challenging problem or question. In other words, teachers should give students projects to work on. These projects should involve problems or questions to be dealt with according to the level of students.

3. PBL process focuses on engaging learners in an extended process of investigations to acquire knowledge by them.

4. Projects must be authentic. That is to say, projects influence students’ personal concerns, interests, and issues in their real life contexts. This principle maximizes motivation among students.

5. Students have the freedom to make decisions about the different criteria and steps of the project including the way of presenting the artifact, the main elements to be involved…etc). Learners have their own choice and decision that need to be respected and encouraged. To co, PBL is based on authentic projects that should be raised to answer challenging questions or solve problems leading to greater educational achievements.

1.1.4. Goals and Benefits of PBL

One of the important goals of PBL is to support the development of students’ minds by engaging them in sophisticated opportunities for understanding the subject matter (Blumenfeld et al., 1991). Hence, PBL encourages students to improve their competence and performance as well. This can be done through several activities in which students participate to acquire the required skills and accomplishments. Larmer and Mergendoller (2015) stated that PBL is not merely an instructional model that intends to gain knowledge about particular content areas; however, it targets the building of the learner as whole.
Moreover, teachers use PBL in order to teach students skills they need beyond the content comprehension, making learning more personalized and more varied.

The central goal of PBL is to make students acquire and develop the key competencies including communication and collaboration, initiation and autonomous learning, creativity, responsibility…etc. Besides, Hutchinson (1987) argued that PBL is the best way to achieve these abstract concepts and skills in ELT/ ELL and turn them into practical classroom activity. Additionally, PBL aims at making learning more active and student-centred via providing learners with opportunities to do projects, engage in activities which are challenging and constructive, adopt to individual learners, and make decisions about their learning processes for the freedom given to them in the classroom. This will enhance their interest so that effective learning and outcomes will occur. So, PBL addresses a crucial goal about encouraging social, personal, and collaborative skills. These skills are necessary for students in their future life.

By achieving these goals, a wide range of benefits will be gained in the educational setting for both teachers and students. First, students benefit from PBL in different ways:

1. Increased attendance, growth in self-reliance, and improved attitudes toward learning (Thomas, 2000). In other words, students will attend more and rely mainly on themselves which will raise their interest and motivation in their learning process.

2. Better academic achievements, students in PBL classrooms take greater responsibility to learn on their own (SRI, 2000). Learners take charge of their learning and make decisions unlike in the traditional ways of learning where they were treated as objects in their classrooms.

3. Having opportunities to develop high skills in classroom practices like higher-order thinking, making decisions, learning how to make investigations to answer a question,
solve a problem, or communication (SRI, 2000). So, all these skills can be developed mainly through PBL.

In addition, PBL offers multiple ways for students to demonstrate their knowledge, and encourage their mastery of technological tools. Thus, it prepares them for their future workplace. PBL strategy prompts students to collaborate while at the same time it fosters self-directed learning in a supportive atmosphere for students. This kind of instruction provides means for transferring the responsibility of learning from teachers to students. For Bell (2010), learning responsibility, independence, and discipline are three outcomes of PBL which are very beneficial for effective learning to take place. For him, in PBL “students solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies…students flourish under the child-driven, motivating approach to learning and gain valuable skills that will build a strong foundation for their future in our global economy” (p. 39). These valuable skills can be developed only in PBL application in ELL/EFL classrooms. Moreover, Neo (2009) stated that PBL affects students’ learning outcomes involving their interest, critical thinking abilities, presentations and communication skills when they work on PBL activity. It has a positive effect on students’ knowledge and the development of skills as well. This appears mainly in increasing their motivation and active engagement.

In PBL classrooms, students are motivated to persist, integrate previous knowledge with new experiences, and generate knowledge and problem-solving skills acquired from different activities to apply to real-life situations (Blumenfeld et al., 1991). Furthermore, PBL involves several advantages that students can benefit from and use (Grant & Branch, 2005). First, students develop a deep understanding of the content through the process of investigating questions or problems. Second, students learn the way of working with
people when engaging in collaborative activities. Third, the PBL approach fosters responsibility and independent learning. Fourth, students are engaged in various types of tasks which meet their learning needs. Fifth, learners can develop long-term competences such as literacy and critical thinking skills. Sixth, students’ motivation and interest are increased through managing relevant issues. Finally, in PBL environment which is flexible, it provides opportunities for learners to make decisions in regard to their abilities. In other words, PBL is based on projects that include several types of tasks addressing different learning styles and abilities without forgetting that PBL have benefits at the linguistic level in the sense that it affects students positively in enhancing their vocabulary package and English language repertoire.

PBL is also beneficial for teachers because it enhances professionalism and collaboration among colleagues, and provides opportunities for building relationships with students (Thomas, 2000). It is an effective strategy that can be used for teaching and dealing with heterogeneous classes where students have different skills, abilities, needs and interests. Moreover, it helps teachers to work using a unique strategy for different types of learners’ personalities, learning styles, needs and abilities and make learning fruitful as Wick (2000) argued when he said that “projects offer a way of practicing their English while having fun…By creating something, students use English as a tool and see how flexible and useful it can be. Most important of all, projects offer teenagers a chance to find their own voice and to do something meaningful and entertaining with the language they are learning. In short, projects motivate” (p. 9). All these benefits of PBL can be available when it is applied in several educational institutions.

1.1.5. Implementing PBL in EFL Classrooms

For teachers who use PBL, the task of classroom management is quite different from that faced by teachers employing the traditional instructional methods. Implementing PBL
in EFL classroom is skill-based, effort-based task for teachers. The use of PBL in classes is possible after providing the information that is needed for the project. The classroom activities in PBL should be student-geared, cooperative, interactive and motivational for students in their learning process. Teachers implement PBL under many conditions and procedures. Students’ interests and needs, active learning, skills development, realistic project theme, the required material and support are the major points that teachers should give importance while using PBL (Moursund, 1999).

1.1.5.1. Challenges in Implementing PBL

Teachers may face challenges when implementing PBL in their classrooms. According to Blumenfeld et al. (1991), teachers can find difficulties at different levels. Foremost, getting rid of or breaking away the traditional instruction is the most obstacle and challenge faced by teachers in implementing PBL since most teachers are used to teach following the traditional ways. Thus, it will be hard and challenging for them to adopt the modern instructional strategies as PBL. For instance, integrating technology in the classroom is one of the basic challenges that teachers find since PBL fosters the use of technological tools. Besides, teachers can face students’ lack of motivation or the disability to take responsibility for their learning, poor behaviour, and negative attitudes about PBL which is a crucial difficulty that teachers may encounter. Blumenfeld et al. (1991) focused on an important point which is assessment. This latter is a crucial learning level. Students’ knowledge must be evaluated to check their understanding and development.

In traditional classes, it is easy for teachers to assess their students using familiar techniques. However, in student-centred learning, typically in PBL, teachers face failure to develop rubrics and assessment. Teachers assess students’ performance on an individual basis. They take into account the quality of the project, content understanding, and the contributions made during the project realization which is not an easy task for them. Not
only teachers who find difficulties in using PBL, but students also may have obstacles to connect and relate what they learn to the real-world arround them. Therefore, the teacher’s careful support can be used to help them through several ways (pp. 371-374).

To conclude, as Blumenfeld et al. (1991) argued that when teachers successfully implement PBL, students can be highly motivated, feel actively involved in their learning by being responsible, self-reliant, and produce complex and high quality work.

1.1.6. Teachers’ Role in PBL

Teachers in PBL have a limited number of roles. This approach requires the teacher to adopt an enthusiastic attitude to acquire a set of skills and to leave traditional supreme positions. Thomas (2000) said that the teacher’s role in PBL context is restricted to be a consultant, assistant, facilitator after playing the role of a mentor who explains the project that students are going to work on. Then, she/ he stays acting as an observer followed by other roles. That is to say, acting as counselor, assistant or consultant who advises students. Moreover, the teacher is a resource provider to whom students refer. He/ she might provide a list of interesting topics to help students identify their own. He/ she can also provide the time and the materials needed for conducting the project. The teacher gives opportunities for learners to reflect on what they have done. Then, students can keep a journal, perform a group or self-evaluation, or answer a set of questions. The teacher can only guide them when they conduct a research (Blumenfeld et al. , 1991, p. 39). So, teachers can help students prepare for participation in the project. They can support students’ internal drive and responsibility to learn by consciously cultivating behaviours, goals, and strategies. Furthermore, the teacher is a facilitator. He/ she facilitates learning via scaffolding, feedback, guidance, and prompts for thinking. He/ she forms meaningful tasks, manages and creates a variety of activities to stimulate students’ motivation, encourages reflection, and reaches high-level outcomes (Blumenfeld et al. , 1991). Finally, Freire (1998) argued
that “leadership” is replaced by “partnership”. That is to say, teachers make students feel free for pedagogical purposes, mainly for gaining knowledge and skills effectively. Hence, teachers should be flexible in PBL context, allowing tiny changes and keeping students’ interest and needs as a priority.

Moreover, Haines (1989) stressed teacher’s roles in a clear way. First, the teacher should arouse interest and elicit students’ ideas and thoughts for distinct topics and activities in daily classroom practice. During the project, the teacher plays the role of a facilitator. This includes being a source of ideas and advice that helps learners resolve disagreements and obstacles, creating a healthy and a friendly learning environment through participating within groups and being a co-learner in particular activities where a limited sense of humour should be present. In this context, both teachers and students learn together because the teacher is no longer viewed as the one who possesses the absolute knowledge. However, he/ she can teach and learn while teaching through different activities. Finally, the instructor has to be an organizer and an evaluator. Teachers organize and make a plan about the learning process and the way things will run in the classroom. Students’ projects should be evaluated by the teacher in order to receive their feedback. So, these are the basic roles that teachers should know when and how to switch between them when necessary.

1.1.7. Students’ Role in PBL

According to the learner-centred approach, learners take the main part of the classroom. For that reason, students have important roles. As stated previously, in PBL learners should be responsible for their own learning process. They make relevance between their coursework and their interests and experiences in daily life situations. Students should identify a research question within a topic which is an important skill and opportunity for them to individualize a project. Blumenfeld et al. (1991) pointed-out that in PBL, students
engage in investigations in which they go through several procedures to seek solutions and answers to realistic problems and authentic questions. They ask and refine questions, debate and discuss ideas, make predictions, design plans, collect and analyze data, draw and derive conclusions, communicate their thoughts with others to achieve solutions or answers to the problem or the question raised. For them (1991), project-based education encourages active engagement and efforts over an extended period of time which is the main role of students as they reported when they claimed that “Children solve real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies” (pp. 371-372). So, students make interesting questions. Then, they draw the plan to go through in their investigation. Later, they identify the materials needed to complete their project. Next, they prepare carefully the project that is going to be presented in front of the audience. Thus, they set up their goals in order to manage their own time (Bell, 2010, p. 40). In addition, students make decisions with a framework, and design the process for reaching solutions.

1.1.8. Traditional Classrooms Vs PBL Classrooms

PBL has emerged as a reaction to the weaknesses of the traditional instruction. Therefore, PBL bases are different from those of the traditional ones. Instead of using a rigid lesson plan that directs a learner down a specific way of learning outcomes and objectives. PBL allows in depth investigation of a topic to learn more about it (Harris & Katz, 2001). It was also proved by Penuel and Means (2000) in their study that, in contrast to traditional classes, when assessing PBL students’ performance of content knowledge, it is found that they perform better because unlike traditional syllabuses based on grammatical items, structures, or functions, projects are focused on meaningful tasks, real-life problems and interesting topics or themes.
In contrast to PBL, where students appreciate creativity and active learning, traditional instruction that involves imposed and fixed syllabuses, often allows a limited time for enjoying. Hutchinson (1987) argued that students learn more when they are enjoying themselves (p.1). Joy and fun pave the way for effective learning. Therefore, PBL breaks away from traditional models of instruction. It is more effective in increasing academic achievements. Students are no longer considered as passive learners or empty vessels waiting to be filled with information by the teacher as it is the case in traditional instruction methods and strategies. They do not limit themselves to the reporting of facts, but rather they attempt to interpret information, work collaboratively on their presentation.

In sum, these are the main differences between the traditional and PBL classrooms which are based on different theories and principles. That is to say, PBL is based on learner-centred approach, whereas the traditional instruction is based on teacher-centred approach. This latter focuses more on the teacher as the leader of the classroom, and neglects the importance of students’ needs and interests. Therefore, a distinction was made between them from different teaching and learning aspects as mentioned before.

**Conclusion**

PBL is a learning strategy used in many educational institutions for its importance and the benefits it has for both learners and teachers, particularly in EFL/ ELL settings. It is based on learner-centred approach which gives students several roles, whereas teachers have a limited number of roles, mainly to be a guide and a facilitator. PBL supports active learning and makes students more responsible. Therefore, it can affect their autonomous learning.
Chapter One: Theoretical Background

Section Two: Students’ Self-Autonomy

Introduction
1.2.1. Definition of Self-Autonomy
1.2.2. Characteristics of Autonomous Learners
1.2.3. The Importance of Autonomous Learning
1.2.4. The Role of the Teacher in Autonomous Learning
1.2.5. Strategies for Promoting Learners’ Autonomy
1.2.6. Advantages of Learners’ Autonomy
1.2.7. The Effect of PBL on Learners’ Autonomy

Conclusion
Introduction

In traditional classrooms, knowledge was transmitted from the teacher to students who were not supposed to be active. But instead, they were passive recipients of information automatically given by the instructor neglecting students’ needs and interests. As a result of this old teaching and learning method, students were not motivated to make efforts and learn. In fact, there is a difference between ‘active’ and ‘passive’ learning, which seems a topic of interest for many researchers and scholars. For instance, there are instructional methods as discovery learning, experimental learning, or inquiry learning that support active learning and self-autonomous acquisition of knowledge. This latter is seen not only as a pedagogical tool but also a motivating force on the desire to learn. Moreover, in case learners solve their problems, answer their questions, and learn by themselves, active learning occurs and learners are self-autonomous to learn. It is believed that self-autonomy is one of the best ways to learn due to the fact that self-autonomous learners tend to acquire information and perform better in the classroom than learners who do not or fail to have this quality.

Interestingly, this section presents a definition of self-autonomy, characteristics of self-autonomous learners. It also tackles ways and strategies to encourage self-autonomy in EFL classrooms, and sheds light on its importance too.

1.1.1. Definition of Self-autonomy

According to Holec (1981), autonomous learning is “the capacity or the ability to take charge of one’s learning” (p. 3). In other words, it is the learner’s ability to take charge of his or her own learning through holding the responsibility to make decisions, determining objectives, defining the contents and progressions, selecting methods and techniques of learning, monitoring the procedures of acquisition, and evaluating what have been learned. Despite the fact that learners take the risk and responsibility to rely on themselves in the
learning process than on others, the need of support can be helpful for them in some situations. In this respect, Thomas (2014) remarked that autonomous learning is the independence and freedom of learning undertaken by students themselves, but this does not encourage the absence of teacher’s guidance. However, they learn either on their own or with others without direct input from the teacher. Moreover, it is claimed that there are synonyms used in literature to describe autonomous learning such as: independent study, self-directed learning, student initiated learning, project orientation, discovery and inquiry, teaching for thinking, learning to learn, self-instruction and lifelong learning (Kesten, 1987, p.9).

Knowles (1984) proposed the concept of ‘andragogy’ that was defined as “the art and science of helping adults learn”, and argued that self-directed learning is conceptualized differently in several sources. These terms are used interchangeably with self-directed learning: autonomous learning by Houle (1962), Miller (1946), self-teaching (Tough, 1967), self-planned learning (Tough, 1971), self-directed inquiry (Long & Ashford, 1976), self-initiated learning (Penland, 1979), and self-directed continuing learning (Oddi, 1984). In addition, the self-directed learner has been called the proactive learner (Knowles, 1975), autodidact (Tough, 1967), autonomous learner (Houle, 1961), continuing self-learner (Penland, 1979), and self-directed inquirer (Knowles, 1980; Long & Ashford, 1976). All of these terms are used to refer to adult learning theory which involves autonomous learning as being the dominant form of lifelong learning. The main focus of self-directed or autonomous learning is the process through which learners take control of their own learning, set their goals, locate appropriate resources, decide on learning methods and techniques to be used, and evaluate their own progress. Having or exhibiting self-autonomous learning is very crucial for learners to experience university as well as lifelong
learning (Lunyk-Child et al., 2003). Furthermore, Little (1990) defined self-autonomy as follows:

Learner autonomy is essentially a matter of the learner’s psychological relation to the process and content of learning. We recognize it in a wide variety of behaviours as a capacity for detachment, critical reflection, decision making, and independent action. The various freedoms that autonomy implies are always conditional and constrained, never absolute. As social beings our independence is always balanced by dependence, our essential condition is one of inter-dependence; total detachment is a principal determining feature not autonomy but of autism. (p.8)

So, students act independently or have the freedom to take the initiative and responsibility to learn with or without the help of others. Self-autonomy can be considered as an equivalent to auto-formation which is viewed in terms of the learner’s control of his/her learning independently. Nevertheless, the need of the teacher’s help and guidance in some needed situations is necessary for their learning comprehension and development.

Learner autonomy has caught attention in the field of psychology too. It can be found in several psychological works in relation to the educational domain. For instance, according to Rogers (1967), learning is a unique, individual experience and results in changes in behaviour; the teacher’s role is to facilitate this natural process of self-actualizing. In addition, both humanistic and cognitive psychologies view that learning is a process that is affected by the individual’s personal experiences and internal states. For them, learning is something learners do in contrast to the behaviourist view that focuses on learning as something done to them, i.e., to learners (Gremmo & Riley, 1995). Different psychologists have defined and described autonomous learning in terms of assumptions, versions, and levels. First, Knowles (1980) claimed that andragogy, self-directed, or autonomous learning is based on several assumptions:
- An adult’s self-concept moves from that of a dependent personality toward one of a self-directing human being as she/he matures.
- Adults accumulate experience which is a rich resource and support for learning.
- The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
- An adult is more problem centred than subject centred in learning. Learners gain knowledge through making research by themselves about a real-life problem, and suggesting solutions to that problem rather than learning the curriculum provided to them by the teacher and memorize it.

Then, Knowles (1984) added another assumption which argues that internal factors motivate adults rather than external ones. Moreover, Benson and Voller (1997) stated that there are three versions of learner autonomy:

1. The technical version: it entails the technical skills including learning strategies and task implementation that someone needs in managing his/her learning. Teaching or promoting these technical skills in education is rather simple.
2. The psychological version: it can be traced back to constructivism. It refers to learner autonomy as an innate capacity and not a method. This capacity involves cognitive aspects such as attitudes and abilities affecting learning. Thus, autonomy can be either suppressed or promoted in educational institutions.
3. The political version: this version focuses on the processes and content of learning. Therefore, it has connotations to strengthen relations in teaching and learning, and make learners gain their voice.

So, these are the versions of learner autonomy that are necessary to be known when tackling this issue in the field of education. Finally, autonomy can be described in terms of
stages of development. According to Littlewood (1996), it consists of three levels at each
an individual makes choices:

1. The communicative level: the learner is able to make choices about language use and
appropriate strategies in communicating in a meaningful way in different situations and
specific tasks.
2. The learning level: it refers to the independent use of appropriate learning strategies to
be taken by the learner to build his/her knowledge by himself/herself.
3. The personal level: the learner is able to make choices about his/her language learning
at a wider context. For instance, it can be done through creating personal learning
contexts.

1.1.2. Characteristics of Autonomous Learners

Autonomy is considered as a characteristic of adults. It is a concept that refers to
learners who take control over their learning. Autonomous learners or self-directed learners
are individuals who possess the ability to achieve learning goals by applying several
learning strategies and techniques effectively to understand, monitor, manage, evaluate,
and reflect on their own learning by being in charge of what and how they learn as well as
their learning outcomes (Tillema, 2000).

According to Dickinson (1993), autonomous learners in contrast to other learners are
characterized in several ways:

• They are able to select and set their learning objectives. For instance, in group-work or
individual initiation, their aim is to make efforts in order to learn and satisfy themselves
rather than searching for marks and grades.
• They can choose the effective learning strategies to be used to achieve their goals. So,
learners are able to make decisions about their learning content (what to learn), choose
objectives and set the desired goals (what they need to learn), select their learning
strategies and activities (how they learn)…etc. These were among the roles of the teacher in traditional classes where teachers were supported and considered as the subject whereas students were seen as objects in the educational system.

- Learners are able to monitor their learning depending on their own abilities, i.e., to be self-monitors.
- They make choices including effective materials, methods and tasks, and criteria for a relevant evaluation.

Autonomous learning is characterized by critical evaluation and reflection on information. It implies active and critical participation in the community that needs to be developed from the learner. In this respect, Bill (2002) said that “Autonomous learners are both cognitively and metacognitively aware of their role in the learning process, seek to create their own opportunities to learn, monitor their learning, and attempt actively to manage their learning in and out of the classroom” (p.18). In other words, for him autonomous learners are characterized by their ability to take initiation and responsibility for making decisions and take risks. Thus, they are self-directed in the sense that they act independently in their learning process. In addition, they have different skills learned from others. For instance, they know how to use a variety of effective strategies to improve their language. Moreover, autonomous learners see active learning as a challenge and a beneficial educational experience. Hence, they are found to be initiative in classroom practices. They can monitor and evaluate their own learning because of their self-awareness in relation to their learning process. In other words, autonomous learners can manage and regulate their own learning through different skills and strategies (Bill, 2002).

Furthermore, Hedge (2000) characterized autonomous learners as those who learn both inside and outside the classroom. That is to say, they do not restrict their knowledge development only to information gained in class, but rather they enhance their language
proficiency more outside the classroom by themselves. He (2000) also agreed that autonomous learners can learn with active thinking, reflection, and revision and manage their time in learning properly. They also know the way of using resources and materials independently relying on their capacities. So, they are no longer oppressed and do what they have been asked. However, they have their voice and choice that should be listened and respected by the teacher.

Moreover, Hedge (2000) made a list of the characteristics of good language learners that focus on self-directed or autonomous learners. For him, these are the ways for an effective learning.

1. Self-directed learners know their needs and work productively with the teacher towards achieving their objectives.

2. Self-directed learners know how to use resources independently.

3. Self-directed learners learn both inside and outside the classroom.

4. Self-directed learners adjust their learning strategies as needed.

5. Self-directed learners manage and divide the time in learning properly.

6. Self-directed learners learn with active thinking.

7. Self-directed learners don’t think the teacher is a god who can give them.

**Figure 1:** Characteristics of Self-directed Learners (Hedge, 2000)

So, these are the main characteristics of autonomous learners provided by several researchers that clarify what is an autonomous learner in the educational field.
1.2.3. The importance of autonomous learning

Autonomous learning or learner autonomy is very crucial and necessary in ESL/ EFL settings because there has been a shift in focus from the teacher to the learner, and from exclusive focus on the way to enhance teaching to an inclusive concern for the way individual learners go through their learning (Gremmo & Riley 1995). This is mainly because of the fast changes that occur in today’s world. The teacher cannot provide his/ her students with all these continuous changes that happen quickly. As a result, students are moving from a dependent and passive personality to more self-autonomous learners through which they are mainly responsible for, planning, implementing, and evaluating the efforts as well. That is to say, the main concern of modern education is the learner as being the producer of his/ her society rather than being the product of the society as it is the case in traditional instructions (Holec, 1981). Moreover, Knowles (as cited by William & Burden, 1997) said “one of the main aims in education is helping individuals to develop the attitude that learning is a life-long process and to acquire the skills of self-directed learning” (p. 144). Hence, it is important to help learners to accommodate with the changes in the field of education and in life as a whole. This is because it is necessary in the modern world where globalization and the development of information technology has led to fast exchange of vast amounts of information, and learners need to acquire this autonomously. Therefore, autonomy gives learners the freedom to make decisions and take their responsibility to learn, and this is a basic human need in life and learning.

Autonomy develops motivation and reflection among learners in order to make their learning efficient and effective. This involves developing several skills in the classroom practice that can be applied to real-life situations as critical thinking and decision making. It also raises among students the awareness of their subject in question and their learning process, their intrinsic motivation, and their meta-cognitive skills.
Scharle and Szabo (2000) viewed that success in language learning depends mainly on learners having a responsible attitude. Therefore, a particular degree of autonomy is necessary to successful language learning. It includes possessing a great deal of responsibility and active involvement in classroom practice for achieving the desired results. Thus, autonomy is important in education for three main reasons: it fosters a survival capacity to cope with rapid social changes, develops the learner’s individuality, and improves the diversity of the learner’s cultural and educational background.

1.2.4. The Role of Teachers in Autonomous Learning

The instructor plays a major role in the development of students’ language skills, and creating an active learning environment where autonomous learning takes place. The teacher can interfere in this learning form. This can be possible through his/her guidance via making dialogues with learners, securing resources, and evaluating outcomes. So, the teacher is able to support learners as it is the case for educational institutions’ help by creating innovative programmes and make them available for use. Besides, it is proved scientifically that autonomy exists in every person. Hence, the teacher is responsible for fostering autonomy in learners. The teacher’s role in this context is to be an adviser who helps students in setting their goals, planning and organizing lessons, choosing their own activities which involve them in a discussion and analysis, and evaluating the outcomes. Furthermore, the teacher supports scaffolding and paves the way for the improvement of autonomy through establishing a positive relationship with students, and listening to each learner’s voice for stimulating their production. All in all, the teacher’s roles appear in implementing autonomy in the classroom which is a challenging task for teachers.

1.2.5. Strategies for Promoting Learner Autonomy

Unlike traditional classes that were characterized by controlling students’ behaviours, modern classes where autonomy is supported should be based on the point that learners
must have the freedom to coordinate their inner motivational resources with the way they learn and spend time. Many researchers argue that autonomy cannot be taught or learned. As a result, they use the term “fostering autonomy” or “developing autonomy”. For Little (1995), learner autonomy depends on teacher autonomy, and teachers can only foster autonomy among students when learners themselves know the meaning of being an autonomous learner. In other words, the first step towards autonomy is the acceptance of responsibility of one’s own learning, which is a matter of conscious intention. Students need autonomy, cooperativeness and creativeness in order to survive and succeed in several fields of life.

Moreover, Brajčich (2000) suggested many ways that can be used by teachers to promote learner autonomy:

- Encourage students to be independent and to work collectively through pair work, group work, individual presentation, project work, talking about learner autonomy in class.
- Ask students to keep a diary of their learning experiences.
- Explain teacher’s and student’s roles from the outset.
- Progress gradually from interdependence to independence.
- Give students projects to do outside the classroom.
- Give them non-lesson classroom duties to perform (talking roll, writing instructions, notices, etc on the board for the teacher), and giving them the freedom to express themselves as individuals since it is a fundamental need.
- Have the students design lessons or materials to be used in class.
- Instruct students on the way for using the school’s resource centers: the school library, the language laboratory, and the language lounge.
- Emphasize the importance of peer-editing, corrections, and follow-up questioning in the classroom.
• Encourage students to use only English in class. Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable in doing so.

• Stress fluency rather than accuracy.

• Allow students to use reference books, including dictionaries in class.

The promotion of learner autonomy requires some efforts and careful thinking from the teacher because it is difficult for him/her to implement principles in relation to learner autonomy, and develop the needed skills and awareness of learning as well. For that reason, several specific and general approaches have been set to help teachers in fostering autonomy in formal setting (EFL classrooms). Most of these approaches can be explained better in the table below within related references.

<table>
<thead>
<tr>
<th>Approach</th>
<th>Involves</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner training</td>
<td>Specific courses or short courses where the focus is on developing skills for independent learning and raising students’ awareness of the importance of learning outside the classroom. Such courses usually include strategy instruction and often also include general study skills, rather than language learning skills only.</td>
<td>Rubin and Thompson, 1994.</td>
</tr>
<tr>
<td><strong>Strategy instruction</strong></td>
<td>Often offered as part of regular classroom teaching, and sometimes offered as specific classes or short courses on language learning strategies.</td>
<td>Macaro 2001; Oxford 1990.</td>
</tr>
<tr>
<td>--------------------------</td>
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<tr>
<td><strong>Self-access</strong></td>
<td>Often considered the most common way of implementing autonomy: the provision of a self-access centre or on-line self-access materials usually involves making available resources for independent learning and staff support. Sometimes self-access learning is integrated into the classroom, with the teacher working with students in the centre and sometimes self-access is used outside classroom time, for remedial or practice purposes, either with a teacher or independently. In North America, Writing Centre’s often perform a similar role.</td>
<td>Gardner and Miller 1999.</td>
</tr>
<tr>
<td><strong>Language advising or language counseling</strong></td>
<td>A type of language support whereby a teacher and a learner meet to discuss the learner’s needs and progress, and where the adviser offers feedback, recommends materials, and helps the learner to plan their learning.</td>
<td>Mozzon-McPherson and Vismans, 2001</td>
</tr>
<tr>
<td><strong>Specific tools</strong></td>
<td>Many institutions have developed or link to (on-line or print) tools for the management of the</td>
<td>Portfolios: Ekbatani and</td>
</tr>
</tbody>
</table>
language learning process that often aim explicitly to foster learner autonomy. Examples include (electronic) portfolios, such as those developed by the European Union, tandem learning programs and personal learning environments that aim to facilitate and create links between formal and informal learning. Some have developed on-line learning environments that offer materials for self-study, tips for independent learning, and opportunities for staff and student communication.

Table 1: Approaches to Fostering Autonomy (Rinders, 2010).

In addition to these approaches, other several approaches in education can be applied in language teaching and learning settings. These general approaches have been extended from Knowles’s extensive work on self-directed learning in which many phases have been stressed: defining tasks, setting goals and planning, enacting study tactics and strategies. Besides, other stages have been put forward by psychologists to improve learner autonomy.

<table>
<thead>
<tr>
<th>Learning Stages</th>
<th>Teacher-Directed</th>
<th>Learner-Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying needs</strong></td>
<td>Placement tests, teacher feedback</td>
<td>Learner experiences difficulties in using the language.</td>
</tr>
<tr>
<td><strong>Setting goals</strong></td>
<td>Determined by the course, relatively fixed.</td>
<td>Contextually determined, relatively flexible.</td>
</tr>
</tbody>
</table>
| Planning learning | Determined by the teacher.  
Somewhat flexible. | Contextually determined.  
Very flexible. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting resources</td>
<td>Provided by teacher.</td>
<td>Self-selection by learners.</td>
</tr>
<tr>
<td>Selecting learning strategies</td>
<td>Teacher models and instructions.</td>
<td>Self-selection by learners.</td>
</tr>
<tr>
<td>Practice</td>
<td>Exercises and activities provided by teacher</td>
<td>Implementation (language use) and experimentation.</td>
</tr>
<tr>
<td>Monitoring progress</td>
<td>Regular classroom feedback and comments on assignments and tasks</td>
<td>Self-monitoring, peer feedback</td>
</tr>
<tr>
<td>Assessment and revision</td>
<td>Tests, curriculum changes</td>
<td>Self-assessment, reflection</td>
</tr>
</tbody>
</table>

**Table 2:** Stages in the Development of Learners’ Autonomy (Reinders, 2010).

According to Reinders (2010), these stages are going to be explained separately in relation to the way of implementing them in the classroom:

- **Identifying needs:** students generally do not achieve their learning needs in the classroom. As a result, they do not coordinate their learning to their teacher’s teaching. On the basis of this point, the teacher should start classes with a needs analysis frequently in a systematic way. Then, classroom activities can be beneficial better if they are linked to the identified needs. Through this process, learners’ awareness of the importance of organizing their work with their needs becomes evident.

- **Setting goals:** the process of setting goals helps students to be clear and know the specific purposes and outcomes to be achieved. This is a direct way for being autonomous learners and focusing on their learning process, as Nuan (1999) stated “learners who have reached a point where they are able to define their own goals and create their own learning opportunities have, by definition, become autonomous” (p. 145).
• **Planning learning**: setting goals and planning learning are interrelated. That is to say, after being specific and clear, planning comes as a process to achieve the product. In learner-centred classes, students make decisions and choices about the content and activities as well as their order which can be flexible, in regard to the ways of learners’ interaction and participation in the classroom.

• **Selecting resources**: learners can help the teacher to select resources for learning. For instance, Dam (1995) asked students to bring authentic materials from outside the school by themselves. This gives students power to take responsibility and rely on their abilities to learn and make initiation.

• **Selecting learning strategies**: the teacher can ask learners to identify the learning strategy they want to use. Then, the teacher is able to recognize their progress made in their choice of learning strategies by awarding and feedback.

• **Practice**: classroom practice should provide students with opportunities to make choice and have a certain level of freedom to take risks and responsibility to incorporate new knowledge into their real-life situations.

• **Monitoring progress**: In traditional classes, the instructor is the responsible for measuring students’ progress through tests and assignments in which feedback is given. However, fostering autonomy requires students to develop their ability to be self-monitors and organize their learning process. To realize this level, reflection on their motivation scales and other social-affective aspects of learning are involved. Learning diaries may be helpful for students to measure their development along their learning career. It can be personal or shared with others including teachers who can give them feedback accordingly.

• **Assessment and revision**: students need to be assessed and given test scores for evaluating their understanding and achievements. Many teachers can use alternative forms of assessment to make learners feel comfortable since they learn on their own. Portfolios
can be an effective way as the European Language Portfolio developed by the Council of Europe that is available in the internet and can be downloaded freely. Other on-line applications and options such as self-assessment worksheets and activities that consist of dialogues and conversations with the use of a dictionary. Hence, these tools encourage students to practice and make a relation between what they have learned and their lives.

- An important phase that should be mentioned is: reflection and motivation. Students have to think of their learning including: success, failure, challenges and difficulties, the reason behind them, and suggesting alternatives that go with their objectives. So, reflection is very necessary and motivates learners’ autonomy as Reinders (2010) mentioned “the final reflection changes the learning process from one-shot sequence, to a cycle of learning where previous experiences are the building blocks for future learning” (p. 50). Furthermore, students construct knowledge on the basis of linking their learning experiences to real-life circumstances through several activities. Reflection is not merely an individual activity, but it can be applied in various ways where learners can work cooperatively by communicating with each other about their language learning. Motivation is one of the important affective aspects of learning that students need. For that reason, the teacher should support their affective needs via self-motivation, collaboration and interaction techniques.

So, implementing autonomous learning cannot be realized quickly for it is a mental set of skills that need to be acquired by students. Therefore, teachers can promote autonomy gradually within support, guidance and motivation while students’ acquisition of these skills (Dickinson, 1995).

In addition, Nuan (2000) summarized five levels for fostering autonomy in the classroom. These labels are demonstrated in the table 3 below:
<table>
<thead>
<tr>
<th>Level</th>
<th>Learner Action</th>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Awareness</td>
<td>Learners are made aware of the pedagogical and content of the material that they are using.</td>
<td>Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/strategies.</td>
</tr>
<tr>
<td>2</td>
<td>Involvement</td>
<td>Learners are involved in selecting their goals from a range of alternatives on offer.</td>
<td>Learners make choice among a range of options.</td>
</tr>
<tr>
<td>3</td>
<td>Intervention</td>
<td>Learners are involved in modifying and adapting the goals and content of the learning programme.</td>
<td>Learners modify/adapt tasks.</td>
</tr>
<tr>
<td>4</td>
<td>Creation</td>
<td>Learners create their own goals and objectives.</td>
<td>Learners create their own tasks.</td>
</tr>
<tr>
<td>5</td>
<td>Transcendence</td>
<td>Learners go beyond the classroom and make links between the content of the classroom learning and the world beyond.</td>
<td>Learners become teachers and researchers.</td>
</tr>
</tbody>
</table>

**Table 3:** Autonomy: Levels of Implementation (Nuan, 2000).

Additionally, Benson (2001) identified specific six approaches for supporting autonomy:

1. Resource-based approaches that focus on independent interaction with learning materials.
2. Technology-based approaches that focus on independent interaction with educational technologies.

3. Learner-based approaches that focus on the direct production of behavioral and psychological changes in the learner.

4. Classroom-based approaches that focus on learner control over the planning and evaluation of classroom learning.

5. Curriculum-based approaches can extend the idea of learner control to the curriculum as a whole.

6. Teacher-based approaches also focus on the role of the teacher in fostering autonomy among learners.

To sum-up, to foster autonomy, learners’ involvement in organizing the learning process should be increased. This is through sharing responsibility with learners in making choices about many aspects of the learning process, allowing them to use self-assessment, being in contributions and peer teaching, encouraging project work (Dornyei, 2001). In addition to that, language teachers should always attempt to encourage individual aspects of learning where students improve their autonomy. In this respect, teachers must work on making a relation between classroom learning and real-life setting in a more individualized way (Reinders, 2010).

1.2.6. Advantages of Learners’ Autonomy

Autonomy is very beneficial for learners in the educational setting for many reasons. Among these reasons the fact that it helps students to depend on themselves by setting their own learning goals and choosing their self-paced activities that involve them in a kind of discussion, analysis and evaluation with the whole class in the target language. Hedge (2000) argued that autonomous learners are more successful and motivated to achieve good outcomes than those who follow totally and blindly their teachers and depend on them.
passively without making efforts. For him, autonomy exists in every person. Hence, the
teacher is responsible for fostering autonomy in learners because it is a life-long capacity
not only restricted in the field of education. Autonomy paves the way for students to
practice freedom in the classroom. In other words, autonomous learners have a choice of
topic, time, and place. Moreover, through planning, monitoring and evaluating their
learning, students will develop critical thinking and communication skills. They are able to
identify their weaknesses by means of reflection, control and monitor their own learning,
engage in distinct forms of activities since it does not merely make learners work alone,
but rather it focuses on the significant role that teachers can play in enabling and
supporting their autonomy. Finally, for autonomous students are active interpreters and
possessors of knowledge, this makes them improve their motivation and management of
their learning.

For Reinders (2010), applying learner autonomy is difficult; however, it is possible to
practise autonomous learning. This includes recognizing learning as a learner initiated, or
identifying the situations that allow a learner to be a self-monitor. So, these are the main
elements that the teacher should know when intending to foster learner autonomy in the
classroom.

1.2.7. The Effect of PBL on Learners’ Autonomy

In PBL, teachers can foster students’ autonomy by selecting, developing, and exploring
their ideas. By PBL, students participate in projects in which they build a new knowledge
by themselves and learn autonomously. Thomas, Mergendoller, and Michaelson (1999)
described projects as based challenging questions that make students have a central role in
designing, problem-solving, decision making processes. Projects give learners the
opportunity to work relatively autonomously since they plan, implement, and evaluate
projects which have real-world application beyond the classroom. Autonomous learning is
one of the results and benefits from using PBL as Blumenfeld et al. (1991) said “Learning responsibility, independence, and discipline are the three outcomes of PBL” (p. 40). Moreover, learning autonomously is to be in charge of the learning process although the teacher’s guidance can be needed. Bell (2010) stated that “PBL is a key strategy for creating independent thinkers and learners” (p. 39). He argued that students in PBL learn to be self-reliant through planning and organizing projects following its various stages. They will be responsible and acquire English as a new language depending on their efforts.

To sum-up, the effect of PBL on students’ autonomy does not come from scratch; however, there are many studies as the one carried out by Bell in 2010. It was conducted on the issue of PBL strategy giving arguments based on evidence to come to an agreed-upon conclusion. Via projects that are based on active learner’s engagement and research, students are going to perceive positive skills, importantly, autonomous learning.

**Conclusion**

Learner autonomy is one of the basic skills that learners should have because it is very interesting in their learning career as well as in their future life. It has several advantages and benefits for both teachers and learners, especially EFL learners since it makes them responsible and self-reliant in their learning. For that reason, teachers should encourage autonomous learning in EFL classes via using several strategies and ways to be applied in daily classroom practice for improving self-directed and active learning among learners.
Chapter Two: The Practical Framework

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Introduction

This study attempts to investigate EFL teachers’ and students’ attitudes towards the effect of using PBL strategy on learners’ self-autonomy. Thus, first year master students and teachers of different modules were involved in order to collect their views about the topic. Therefore, this chapter is devoted to the presentation of the analysis of the data obtained from both students’ and teachers’ questionnaires.

At the end, some pedagogical implications will be mentioned because they are directly related to the results of this investigation. They reflect outcomes of the research and recommendations to improve autonomous learning through using the PBL strategy.

2.1. Choice of the Method

The method chosen for the investigation is the questionnaire. Two questionnaires were delivered to EFL teachers and learners since the aim of the present study is to investigate EFL teachers’ and students’ perceptions about the effectiveness of using PBL strategy in enhancing learners’ autonomy. Therefore, the descriptive nature of the study implied the use of a questionnaire as a tool for collecting data. According to Brown (as cited in Makey & Gass, 2005), questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”(p.92). The questionnaire is one of the most useful tools in any scientific research since it has many advantages as Dörnyei (2003) stated “The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources.”(p. 9).
2.2. The Sample

2.2.1. The Students

The population covered all first year master students of English, at the University of Oum El Bouaghi department of English. This latter makes up the entire population of the study. A sample of fifty (50) students from a total of approximately 130 students was chosen. The participants in this study were recruited from one section of two groups. Again, they were randomly selected which gives each member of the whole population an equal chance of being selected. A final sample which consisted of forty nine students (N=49) composed of 9 males (18.37%) and 40 females (81.63%) handed in their answers. The reason behind choosing to work with first year master students is their advanced level in which they use the PBL strategy in several modules Therefore, their cooperation can be helpful to confirm/ reject the research hypothesis.

2.2.2. The Teachers

Teachers of the English department at Larbi Ben M’Hidi University in Oum El Bouaghi make up the whole population. A sample of 9 teachers was selected randomly out of approximately 30 teachers. All teachers selected incorporated the PBL strategy in their classrooms. The reason behind such choice was to examine the degree of teachers’ awareness of the important role of using PBL strategy in enhancing autonomous learning.

2.3. Description of the Questionnaires

For the present study, two questionnaires were delivered, one for students and another for teachers. The questionnaires contain questions of multiple choices, where the participants put a tick in the corresponding box (es) after reading questions attentively, in addition to open-ended questions where it is required from the informants to express their views freely and explain their answers. The results of the questionnaires serve to
investigate the language learning ways supported by teachers to help learners use the PBL as a strategy to enhance their autonomous learning.

2.3.1. The Students’ Questionnaire

The students’ questionnaire was composed of 23 questions categorized into four parts. The first part deals with personal information about students. The second part involves questions concerning students’ attitudes towards the use of PBL strategy to see whether they benefit from it effectively. The third part includes students’ attitudes towards activities, responsibilities as well as abilities they are involved in during their academic year. The fourth part deals with students’ views about the effect of PBL strategy on self-autonomous learning.

2.3.2. The Teachers’ Questionnaire

The teachers’ questionnaire was composed of 25 questions that were classified into five parts. The first part deals with teachers’ personal information. The second part includes teachers’ attitudes towards the use of PBL strategy in EFL classes and the significance of teaching using this strategy. The third part involves questions about learners’ self-autonomy as a concept, its importance, and the teachers’ role in an autonomous learning framework and ways for promoting learners’ autonomy as well. Questions in the fourth part deal with teachers’ perceptions about the effect of PBL strategy on improving learners’ autonomy. Finally, the fifth part is concerned with further suggestions that they can provide about the effectiveness of using PBL in EFL classes.

2.4. Administration of the Questionnaires

2.4.1. The Students’ Questionnaire

The students’ questionnaire was administered to two groups gathered together in one section, 49 of students for the study were randomly selected. Students were given identical
instructions before they complete the questionnaire, on the way to answer the questionnaire and for what reason it was designed.

2.4.2. The Teachers’ Questionnaire

The teachers’ questionnaire was administered to 9 lecturers who implement PBL strategy in their classes, and they accepted to answer it and cooperated in this research work.

2.5. Analysis of the Students’ Questionnaire Results

Section One: Personal Information

Question 01: Your gender:

a. Male
b. Female

Table 04: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>9</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>18.37%</td>
<td>81.63%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Female students outnumber males. In fact, this is even the case with regard to the sample under study. 9 male participants have been seen out of a total of 49 students making up (18.37%), whereas the rest is female gender that is 40 (81.63%). The question of gender was asked to see if it has a relationship with autonomous learning. In other words, gender can interfere as an extraneous variable that will affect the relationship between the two variables under the study.

Question 02: Studying English was due to:

a. your parents’ demand
b. your curiosity
c. your view about English as being useful for getting a good job
d. your interest of English culture such as films, sports, music, etc.
**Table 05: Students’ Reasons for Studying English**

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>/</td>
<td>/</td>
<td>10</td>
<td>20.41</td>
<td>12</td>
<td>24.49</td>
</tr>
</tbody>
</table>

This question was raised to identify students’ level of interest and motivation for learning English as a foreign language. Table 06 indicates that 55.10% from the total sample claimed that choosing to study English was behind the reason that they were interested to know the English culture including films, music, arts… etc since most of TV channels represent programmes that stimulate learners’ interest to master the English language. 24.49% considered that learning English was for the ultimate reason of getting jobs since it is a needed language in Algeria as the first international language in the world to be used in several affairs and works. Additionally, 20.41% said that they study English because of their curiosity to learn it. This latter can raise their motivation in the learning process.

So, the majority have chosen interest in English culture and its usefulness for finding jobs as their primary reasons for studying English.

**Section Two: Students’ Attitudes towards PBL Strategy**

**Question 03:** To what extent do you agree with the statement that PBL strategy is important and is the basis of the curriculum?

a. Strongly agree  
b. agree  
c. disagree  
d. strongly disagree
Table 06: The Importance of PBL

<table>
<thead>
<tr>
<th>options</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>48</td>
<td>/</td>
<td>1</td>
<td>/</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>97.96%</td>
<td>/</td>
<td>2.04</td>
<td>/</td>
<td>100%</td>
</tr>
</tbody>
</table>

The majority of students (97.96%) claim that PBL is important. It can be explained as a reflection of their awareness of self-study and learning via making projects and investigations and having high-thinking, in addition to other crucial skills. However, only 4.04% of students neglected the importance of PBL strategy. These results can be interpreted in the way that these learners can be passive and cannot learn on their own.

**Question 04:** How do you find the learning atmosphere when you study via working on projects in EFL contexts?

a. Interesting
b. Enjoying
c. Difficult
d. Stimulating
e. Boring

Table 07: The Learning Atmosphere in PBL Strategy

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>E</th>
<th>a+b</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>20</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>13</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>40.82%</td>
<td>12.24%</td>
<td>4.08%</td>
<td>12.24%</td>
<td>4.08%</td>
<td>26.53%</td>
<td>100%</td>
</tr>
</tbody>
</table>

According to students’ answers, most of them (40.82%) find PBL interesting and enjoying to work with. They find it crucial to study on their own which can reflect their responsibility and self-reliance, whereas few of them find PBL as difficult and boring. This
can be due to the fact that they consider it a waste of time since they prefer learning via traditional teacher-centred ways.

**Question 05:** Do you think PBL strategy is useful for different learning styles and situations?

a. yes  
b. no

Please justify your choice

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

**Table 08: The Use of PBL Strategy**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>81.63%</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18.37%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to see whether students with different learning styles can use PBL effectively. The majority of participants (81.63%) agreed about its effectiveness and usefulness for different learning styles and situations. For them, it can be used by auditory, visual, tactile, or kinesthetic learners who present their work in the classroom, workplace, or other settings. However, 9 of learners disagreed about the usefulness of PBL, it can be due to their intrapersonal learning style and their inability to exchange or accept information presented by others than the teacher as well as their incapacity to present a project in the classroom.

**Question 06:** In PBL classroom settings, do you see that learners’ focus is mainly on learning rather than outcomes or grades?

a. yes  
b. no

Please justify your answer

.................................................................
Table 09: Students’ Focus in PBL Strategy

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>53.06%</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>46.94%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was addressed to see whether students’ focus in PBL is on learning rather than on marks because this is one of PBL principles. 53.06% of students agreed that this is the focus of PBL and the way it should be, giving arguments that students should emphasize on the learning process than on grades because sometimes grades do not always reflect students’ level of learning. However, a near percentage of 46.94% claimed that most learners’ focus is on grades and they are not interested in their learning progress. This can be due to the learning system adopted by the educational institution (the LMD system) where many learners are used to learn for the ultimate goal of getting grades rather than enhancing their learning process.

Question 07: Does PBL strategy in EFL classes enhance the following skills? (you may tick more than one answer)

a. Creativity
b. Critical thinking
c. Problem-solving skills
d. Information technology skills
e. Communication skills
f. Study skills
g. Self-management skills
Table 10: Skills Developed through PBL Strategy

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>a+ b</th>
<th>a+ b+ e</th>
<th>a+ b+ g</th>
<th>All of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>8</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>16.33</td>
<td>12.24</td>
<td>6.12</td>
<td>4.08</td>
<td>10.20</td>
<td>2.04</td>
<td>4.08</td>
<td>20.41</td>
<td>12.24</td>
<td>8.16</td>
<td>4.08</td>
</tr>
</tbody>
</table>

This question aims at checking the skills that students improve when using PBL strategy. The majority of them develop critical thinking and creativity where students enhance their way of thinking, and do not accept any information unless it is based on evidence, in addition to making new patterns and ideas to be suggested to teachers for changing and getting rid of the traditional ideas and activities. Other informants’ answers were to some extent near; 4.08% of them selected all of the skills because they think they can enhance them through PBL strategy.

Question 08: Do you find PBL beneficial in your learning process?

a. yes  
b. no

Please explain your choice

Table 11: The Benefit of PBL Strategy

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>97.96%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.04%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to know if EFL learners benefit from PBL in their learning process. 97.96% of students said that they benefit and improve their learning through making investigations relying on themselves. This can reflect their active learning and
responsibility for their knowledge acquisition and enhancement. Besides, only 2.04% of participants do not consider PBL as effective and beneficial since they cannot learn by themselves and this can be proved in the following questions’ answers.

**Question 09:** Are you able to make an investigation relying on yourself and present it in front of your classmates and the teacher?

a. yes  

b. no

<table>
<thead>
<tr>
<th>Table 12: Students’ Ability to Make Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

This question was addressed to determine learners’ ability to make projects and to be in charge of their learning. 89.80% of them declared their ability to engage in deep investigations. This can be interpreted in the way that they agreed on the benefit of PBL in providing learners with opportunities to be active and motivated learners.

**Question 10:** Do you support the view that unlike traditional classrooms, PBL classrooms are more effective in increasing students’ academic achievements?

a. yes  

b. no

Please justify your answer

..................................................................................................................................................................................
Table 13: Traditional Vs PBL Classrooms

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>91.84%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question seeks to compare the effectiveness of traditional and PBL classrooms from the students’ points of view, and whether PBL increases their academic achievements than the traditional instructional model or not. The results support the PBL strategy where 91.84% of respondents encouraged the use of PBL for it helps them achieve their learning objectives. However, only 8.16% of them supported the traditional way of learning claiming that PBL serves as an extra work or effort that does not help students in enhancing their language proficiency and knowledge.

Section Three: Students’ Attitudes towards Learners’ Self-Autonomy

**Question 11:** In the process of learning English, do you consider autonomous learning important?

a. yes  
b. no

Please justify your choice

Table 14: The Importance of Autonomous Learning in EFL Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>93.88%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.12%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>
This question was raised to investigate students’ awareness of the importance of autonomous learning. The majority of them (93.88%) were aware of the fact that autonomous learning is crucial at all levels, particularly, at university since learners should be in charge of their learning development and do not need to wait from the teacher to provide them with all information. Besides, they argued that students should be self-reliant and active learners who do not depend on the teacher. In fact, not all students think in the same way since 6.12% of them do not consider autonomous learning necessary. This is mainly because learners cannot learn by themselves, but rather they are passive recipients of information from the teacher.

**Question 12:** Do you agree that self-autonomy cannot be developed without the teachers’ help and guidance?

a. yes    b. no

Please justify your answer

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

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>59.18%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>40.81%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to identify the importance of the teacher’s role in autonomous learning. This latter does not exclude the teacher’s role because his/ her guidance and help are very necessary. 59.18% of participants stressed the importance and the need of the teacher’s role because he/ she plays a great role in encouraging autonomous learning. However, 40.81% of learners disregarded the important role that the teacher plays. They argued that students can work on their own without the teacher’s help. For
them, the teacher is not supposed to interfere and help learners since they can learn independently, and his/her role is restricted to the evaluation of learning during the year.

**Question 13:** In the classroom, do you prefer to learn:

a. individually  
b. in pairs  
c. in small groups  
d. in large groups

**Table 16: Students’ Form of Learning in the Classroom**

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>25</td>
<td>8</td>
<td>14</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>51.02</td>
<td>16.33</td>
<td>28.57</td>
<td>4.08</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to see the form of learning that students prefer. From students’ answers, respondents can reflect a degree of their autonomous learning. Furthermore, learning has several forms either individually or cooperatively, but autonomous learners generally prefer to work individually and take their own responsibility for their learning (Holec, 1981), because in group work, some students are passive and rely on their colleagues to do the work for them. Above half of respondents (51.02%) prefer to work individually as autonomous learners who like to make efforts and rely on their abilities. Besides, the rest of participants prefer to work using other forms including small group (28.57%), working in pairs (16.33%), and only 4.08% prefer to work in large groups.

**Question 14:** Do you think that your success or failure in English classes is mainly due to:

a. chance  
b. English studying environment  
c. Teachers  
d. Your responsibility
Table 17: Reasons behind Success or Failure

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>/</td>
<td>12</td>
<td>3</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>/</td>
<td>24.49</td>
<td>6.12</td>
<td>69.39</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was addressed to check whether autonomous learners take the responsibility for their own learning outcomes. The majority of participants said that their success or failure in learning depends mainly on themselves. This can be due to the fact that they study on their own. So, if they succeed, this goes back to their efforts. Besides, if they fail, this is basically due to their responsibility since learners are adults and cannot blame others for something they did themselves. In addition, some learners (24.49%) see that the studying environment can be one of the reasons behind success or failure. For instance, family and social problems can affect learners negatively and lead them to their failure. The rest of students (6.12%) put the responsibility on teachers. Many learners blame the teacher as a reason for their failure. This can return to their inability to take responsibility and passive learning. In fact, no participant selected chance. This can be interpreted as a reason for students’ awareness that chance is not an argument for their success or failure.

Question 15: When you encounter a new word you do not know its meaning, do you usually:

a. ignore it
b. ask others
c. guess the meaning
d. look it up in the dictionary
Table 18: Students’ Responsibility in their Learning Process

<table>
<thead>
<tr>
<th>options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>33</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>2.04</td>
<td>10.20</td>
<td>20.41</td>
<td>67.35</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question is related to the previous one in the sense that students who put the responsibility on themselves in their learning process will depend on themselves to know the meaning of new words that they encounter frequently. This appears in the results where the majority of participants (67.35%) depend on themselves to discover the meaning of new words by checking the dictionary, and 10 of them used to guess the meaning from the context of use which is very important in autonomous learning. Few learners used to depend on others or ignore the words; the thing that reflects their passive learning.

Question 16: Do you usually use materials:

a. selected only by teachers
b. selected mostly by teachers
c. selected by teachers and students
d. selected mostly by you
e. selected only by you

Table 19: Students’ Choice of Learning Materials

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>4</td>
<td>7</td>
<td>23</td>
<td>12</td>
<td>3</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>8.16</td>
<td>14.29</td>
<td>46.94</td>
<td>24.49</td>
<td>6.12</td>
<td>100%</td>
</tr>
</tbody>
</table>

Autonomous learning allows students to take responsibility in the classroom and make decisions about several learning aspects. Choosing learning materials is one of these aspects. So, this question was designed to confirm or reject this point. In fact, the majority
of participants (46.94%) used to participate with their teachers in selecting materials. This illustrates their need of their teachers’ help and guidance. Although they are autonomous, this does not eliminate the teacher’s role. Other informants (15) preferred to be independent from the teacher and select their learning materials mostly or only by themselves without being in need of the teacher, whereas some of them could not take this responsibility and prefer to leave responsibility for teachers who are more experienced. Besides, one category of learners did not neglect neither their responsibility nor the teachers’, but rather they used to make some decisions and study via materials selected by the teacher in most cases. So, students have some experience in selecting their own study materials.

**Question17:** According to you, when studying at university, whose responsibility should it be?

<table>
<thead>
<tr>
<th>a. Yours</th>
<th>b. Your teacher’s</th>
<th>c. Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To ensure you make a progress during English lessons.</td>
<td>f. To decide what you should learn next in your lessons.</td>
<td></td>
</tr>
<tr>
<td>b. To ensure you make a progress outside class</td>
<td>g. To choose what activities to use to learn English in your lessons.</td>
<td></td>
</tr>
<tr>
<td>c. To stimulate your interest in learning English</td>
<td>h. To decide how long to spend in each activity.</td>
<td></td>
</tr>
<tr>
<td>d. To identify your weaknesses in English</td>
<td>i. To choose what materials to use to learn English in your lessons.</td>
<td></td>
</tr>
<tr>
<td>e. To decide the objectives of the English course.</td>
<td>j. To evaluate your learning.</td>
<td></td>
</tr>
</tbody>
</table>
Table 20: Students’ Responsibilities during the Academic Year

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Yours</th>
<th></th>
<th>Your teacher's</th>
<th></th>
<th>Both</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a</td>
<td>21</td>
<td>42.85</td>
<td>10</td>
<td>20.41</td>
<td>18</td>
<td>36.73</td>
</tr>
<tr>
<td>b</td>
<td>39</td>
<td>79.59</td>
<td>4</td>
<td>8.16</td>
<td>6</td>
<td>12.24</td>
</tr>
<tr>
<td>c</td>
<td>28</td>
<td>57.14</td>
<td>9</td>
<td>18.36</td>
<td>12</td>
<td>24.48</td>
</tr>
<tr>
<td>d</td>
<td>16</td>
<td>32.65</td>
<td>24</td>
<td>48.97</td>
<td>9</td>
<td>18.36</td>
</tr>
<tr>
<td>e</td>
<td>9</td>
<td>18.36</td>
<td>28</td>
<td>57.14</td>
<td>12</td>
<td>24.48</td>
</tr>
<tr>
<td>f</td>
<td>6</td>
<td>12.24</td>
<td>27</td>
<td>55.10</td>
<td>16</td>
<td>32.65</td>
</tr>
<tr>
<td>g</td>
<td>4</td>
<td>8.16</td>
<td>22</td>
<td>44.89</td>
<td>23</td>
<td>46.93</td>
</tr>
<tr>
<td>h</td>
<td>4</td>
<td>8.16</td>
<td>35</td>
<td>71.42</td>
<td>10</td>
<td>20.41</td>
</tr>
<tr>
<td>i</td>
<td>3</td>
<td>6.12</td>
<td>27</td>
<td>55.10</td>
<td>19</td>
<td>38.77</td>
</tr>
<tr>
<td>j</td>
<td>4</td>
<td>8.16</td>
<td>27</td>
<td>55.10</td>
<td>18</td>
<td>36.73</td>
</tr>
</tbody>
</table>

This question was asked to make the previous question clear by giving some examples of responsibilities to identify autonomous learners and see if they are capable of taking the responsibility. Several responsibilities were chosen to be taken by teachers because students hesitate to do them especially learning evaluation and time that can be spent in each activity. However, a good number of participants were in charge of ensuring their learning progress (42.85% inside the classroom and 79.59% outside class) and stimulating their interest in English chosen by 28 students. Besides, other participants were used to participate with teachers in choosing activities (46.93%), but they selected the teacher to be the responsible for choosing learning materials (27 participant), and learning evaluation (55.10%). All in all, most of students still need the teacher and cannot study without his/her guidance and orientation, in addition to the fact that they like to be evaluated by teachers and share many responsibilities with them.
**Question 18:** If you have the opportunity, how good do you think you will be at? :

<table>
<thead>
<tr>
<th></th>
<th>a. Choosing learning activities in class</th>
<th>f. Choosing learning materials outside class</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Choosing learning activities outside class</td>
<td>g. Deciding what you should learn next in your lessons</td>
</tr>
<tr>
<td>c.</td>
<td>Choosing learning objectives in class</td>
<td>h. Deciding how long to spend in each activity</td>
</tr>
<tr>
<td>d.</td>
<td>Choosing learning objectives outside class</td>
<td>i. Identifying your weaknesses in English</td>
</tr>
<tr>
<td>e.</td>
<td>Choosing learning materials in class</td>
<td>j. Evaluating your learning</td>
</tr>
</tbody>
</table>

a. Poor b. very poor c. acceptable d. good e. very good

Through this question, the students’ level or abilities to take responsibilities of their learning will be determined. The findings are summarized in the subsequent table:

**Table 21:** Students’ level of abilities in English Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Poor</th>
<th>very poor</th>
<th>acceptable</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>a</td>
<td>4</td>
<td>8.16</td>
<td>3</td>
<td>6.12</td>
<td>28</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>4.08</td>
<td>3</td>
<td>6.12</td>
<td>12</td>
</tr>
<tr>
<td>c</td>
<td>10</td>
<td>20.40</td>
<td>1</td>
<td>2.04</td>
<td>15</td>
</tr>
<tr>
<td>d</td>
<td>2</td>
<td>4.08</td>
<td>6</td>
<td>12.24</td>
<td>15</td>
</tr>
<tr>
<td>e</td>
<td>4</td>
<td>8.16</td>
<td>4</td>
<td>8.16</td>
<td>20</td>
</tr>
<tr>
<td>f</td>
<td>4</td>
<td>8.16</td>
<td>4</td>
<td>8.16</td>
<td>17</td>
</tr>
<tr>
<td>g</td>
<td>9</td>
<td>18.36</td>
<td>4</td>
<td>8.16</td>
<td>18</td>
</tr>
<tr>
<td>h</td>
<td>8</td>
<td>16.32</td>
<td>6</td>
<td>12.24</td>
<td>17</td>
</tr>
</tbody>
</table>
Table 22 indicates that the majority of participants claim to have an acceptable (such as 57.14% in choosing learning activities in class) and a good level of being able to take the designed responsibilities (for example 17 students find themselves good in choosing learning objectives in class and identifying their weaknesses in the target language). This can be interpreted in the way that to be autonomous learners means making efforts and relying on themselves in their learning process inside and outside the classroom. Then, four members declared that they are not able to be in charge of the different aspects of learning. This can be due to their dependence on the teacher.

**Question 19:** In this academic year, how often have you? :

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>2</td>
<td>4.08</td>
<td>3</td>
<td>6.12</td>
<td>19</td>
<td>38.77</td>
<td>7</td>
<td>14.28</td>
<td>18</td>
<td>36.73</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>1</td>
<td>2.04</td>
<td>2</td>
<td>4.08</td>
<td>20</td>
<td>40.81</td>
<td>17</td>
<td>34.69</td>
<td>9</td>
<td>18.36</td>
<td></td>
</tr>
</tbody>
</table>

a. done assignments which are not compulsory
b. noted down new words and their meanings
c. read English newspapers, magazines, books, etc
d. discussed with your teacher about your work
e. watched English TV programmes
f. listened to English songs
g. talked to foreigners in English
h. practiced using English with friends
i. asked your teacher questions when you did not understand
k. made suggestions to the teacher about an activity or a task
l. planned your lesson/study
m. done classifications and mind maps of the lessons while studying
n. summarized their lectures while studying
o. used different resources while studying
a. never    b. rarely    c. sometimes    d. often    e. always

Question 19 includes learners’ attitudes towards activities and responsibilities they are involved in during their fourth academic year in the university in order to know to what extent they are autonomous. The findings are summarized in the following table:

**Table 22: Students’ Frequency of Participation in Autonomous Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>%</th>
<th>Rarely</th>
<th>%</th>
<th>Sometimes</th>
<th>%</th>
<th>Often</th>
<th>%</th>
<th>Always</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>9</td>
<td>18.36</td>
<td>12</td>
<td>24.48</td>
<td>13</td>
<td>26.53</td>
<td>14</td>
<td>28.57</td>
<td>1</td>
<td>2.04</td>
</tr>
<tr>
<td>b</td>
<td>5</td>
<td>10.20</td>
<td>2</td>
<td>4.08</td>
<td>18</td>
<td>36.73</td>
<td>17</td>
<td>34.69</td>
<td>7</td>
<td>14.28</td>
</tr>
<tr>
<td>c</td>
<td>3</td>
<td>6.12</td>
<td>12</td>
<td>24.48</td>
<td>13</td>
<td>26.53</td>
<td>10</td>
<td>20.41</td>
<td>11</td>
<td>22.44</td>
</tr>
<tr>
<td>d</td>
<td>4</td>
<td>8.16</td>
<td>10</td>
<td>20.41</td>
<td>19</td>
<td>38.77</td>
<td>10</td>
<td>20.41</td>
<td>6</td>
<td>12.24</td>
</tr>
<tr>
<td>e</td>
<td>6</td>
<td>12.24</td>
<td>8</td>
<td>16.32</td>
<td>17</td>
<td>34.69</td>
<td>9</td>
<td>18.36</td>
<td>9</td>
<td>18.36</td>
</tr>
<tr>
<td>f</td>
<td>1</td>
<td>2.04</td>
<td>7</td>
<td>14.28</td>
<td>12</td>
<td>24.48</td>
<td>15</td>
<td>30.61</td>
<td>14</td>
<td>28.57</td>
</tr>
<tr>
<td>g</td>
<td>1</td>
<td>2.04</td>
<td>6</td>
<td>12.24</td>
<td>11</td>
<td>22.44</td>
<td>9</td>
<td>18.36</td>
<td>22</td>
<td>44.89</td>
</tr>
<tr>
<td>h</td>
<td>8</td>
<td>16.32</td>
<td>13</td>
<td>26.53</td>
<td>5</td>
<td>10.20</td>
<td>10</td>
<td>20.41</td>
<td>13</td>
<td>26.53</td>
</tr>
<tr>
<td>i</td>
<td>1</td>
<td>2.04</td>
<td>8</td>
<td>16.32</td>
<td>10</td>
<td>20.41</td>
<td>17</td>
<td>34.69</td>
<td>13</td>
<td>26.53</td>
</tr>
<tr>
<td>j</td>
<td>4</td>
<td>8.16</td>
<td>10</td>
<td>20.41</td>
<td>19</td>
<td>38.77</td>
<td>11</td>
<td>22.44</td>
<td>5</td>
<td>10.20</td>
</tr>
<tr>
<td>k</td>
<td>6</td>
<td>12.24</td>
<td>10</td>
<td>20.41</td>
<td>12</td>
<td>24.48</td>
<td>10</td>
<td>20.41</td>
<td>11</td>
<td>22.44</td>
</tr>
<tr>
<td>l</td>
<td>12</td>
<td>24.48</td>
<td>8</td>
<td>16.32</td>
<td>16</td>
<td>32.65</td>
<td>6</td>
<td>12.24</td>
<td>7</td>
<td>14.28</td>
</tr>
<tr>
<td>m</td>
<td>9</td>
<td>18.36</td>
<td>8</td>
<td>16.32</td>
<td>15</td>
<td>30.61</td>
<td>13</td>
<td>26.53</td>
<td>4</td>
<td>8.16</td>
</tr>
<tr>
<td>n</td>
<td>8</td>
<td>16.32</td>
<td>8</td>
<td>16.32</td>
<td>12</td>
<td>24.48</td>
<td>13</td>
<td>26.53</td>
<td>8</td>
<td>16.32</td>
</tr>
<tr>
<td>o</td>
<td>3</td>
<td>6.12</td>
<td>7</td>
<td>14.28</td>
<td>10</td>
<td>20.41</td>
<td>12</td>
<td>24.48</td>
<td>13</td>
<td>26.53</td>
</tr>
</tbody>
</table>

A glance at table 23 shows that, in the first place, the paramount average represented by 22 participants (44.89%) reflects the activity of talking to foreigners in English (option g), followed by 19 participants (38.77%) who watch English TV programmes and make
suggestions to their teachers while studying, while only one participant (2.04%) who said that she always did assignments which are not compulsory. It can be said that autonomous learners should make extra-works to develop several language aspects. In the second place, activities that students often practise are: asking the teacher questions when they did not understand. This option was selected by 17 participants (34.69%) as well as other 15 ones (30.61%) who listen to English songs. Similar results for the activities students always or often do are: summarizing their lectures and making classifications or mind maps while studying. In fact, students’ other answers covered all the rest of activities in appropriate percentages which means that students are autonomous learners who diversify between activities and practise them at different rates of times and situations. So, the most obvious results revealed in this question are:

- students of master one level prefer to practise numerous activities individually while studying; for example, listening to English songs, making suggestions to the teacher, summarizing their lectures and talking to foreigners using English. These results support the idea that students are aware of the learning techniques and activities. Hence, they use them in their studies.

- The majority of participants have discussed with their teachers about their work and studies. The result obtained from this question reveals that students are approximately involved in the classroom which means that they are aware about the importance of the teacher’s role as well as their role in the process of learning at the university.

Section Four: Students’ Attitudes towards the Effect of PBL Strategy on Learner’s Self-Autonomy

Question 20: Do you agree that learner-centred classrooms that are based on PBL strategy provide ideal conditions for developing learners’ active learning?

a. yes  

b. no
Table 23: The Effect of Learner-Centred Classroom Conditions on Learners’ Active Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>91.84%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was raised to see whether through making projects and investigations, students raise their active learning since modern classrooms are learner-centred. The majority of participants (91.84%) claimed that PBL classes provide suitable conditions for supporting students’ active learning. This is due to the fact that projects give them the responsibility to make projects and rely on themselves to learn the English language. This reflects active, self-directed, or autonomous learning among students. Besides, only 4 students do not consider PBL as a motivating factor for autonomous learning. For that reason, they are less active and more dependent on the teacher, and they prefer to learn via traditional ways.

**Question 21:** Do you think that one of the ways to foster autonomy in classes is PBL strategy?

a. yes  
b. no
Table 24: The Role of PBL Strategy in Fostering Learners’ Autonomy

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>93.88%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.12%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was addressed to confirm/disconfirm students’ awareness of PBL as a way for encouraging autonomous learning. The majority of participants (93.88%) were aware of the benefit and the role of PBL in supporting autonomous learning in EFL classes. However, only 3 of them claimed that PBL does not necessarily encourage autonomous learning. It can be due to the fact that they ignore the role of PBL in stimulating students’ responsibility and self-reliance.

Question 22: Do you agree that through PBL strategy, students will learn how to evaluate their work (self-evaluation)?

a. yes  
b. no

Please justify your choice

Table 25: The Effect of PBL Strategy on Students’ Self-Evaluation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>91.84%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to know if students can evaluate their work by themselves through PBL strategy. The majority of respondents (91.84%) seemed to be autonomous and self-evaluated learners. They argued that through the use of PBL strategy, they learn to
evaluate their projects as well as their learning process and discover their mistakes and weaknesses. So, they are self-monitored and self-evaluated in their learning process. In addition, a very limited number presented by only 4 students (8.16%) claim that cannot evaluate and monitor their work which confirms their inability to learn autonomously.

**Question 23:** To what extent do you feel autonomous and less dependent on the teacher when you use PBL strategy?

a. Extremely autonomous

b. Autonomous

c. Autonomous to some extent

d. Not autonomous

**Table 26: Students’ Level of Autonomous Learning**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>7</td>
<td>14.29</td>
</tr>
<tr>
<td>b</td>
<td>36</td>
<td>73.47</td>
</tr>
<tr>
<td>c</td>
<td>6</td>
<td>12.24</td>
</tr>
<tr>
<td>d</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question determines the degree of autonomous learning among students. The great part of participants (73.47%) classified themselves as autonomous learners. In the second place, some informants selected equally their level as extremely autonomous (14.29%) and autonomous to some extent (12.24%). Interestingly, no one has considered himself/ herself as a non-autonomous learner. This means that all learners can learn by themselves, and take their responsibility to acquire knowledge without depending blindly on the teacher although this autonomy takes different degrees among students.
2.6. Analysis of Teachers’ Questionnaire

Section One: Personal Information

Question 01:
➢ Your qualification

Table 27: Teachers’ Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA(license)</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>MA(master)</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Magister</td>
<td>8</td>
<td>88.88</td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>11.11</td>
</tr>
</tbody>
</table>

This question was asked to identify teachers’ qualifications and levels in order to determine its effect on their answers. Table 29 shows that 88.88% of the teachers have the magister degree, and just one out of ten from the sample (11.11%) has a PhD. This can prove that they are qualified to teach English at university. Moreover, through the investigation it is found that most of the teachers are preparing their PhD. This can reflect their ability and motivation to achieve higher degrees.

Question 02:
➢ Teaching experience:
Table 28: Teachers’ Experience in English Teaching

<table>
<thead>
<tr>
<th>Years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>2</td>
<td>22.22</td>
</tr>
<tr>
<td>5-10</td>
<td>6</td>
<td>66.66</td>
</tr>
<tr>
<td>10-15</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>15 and above</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 30 shows that two teachers (22.22%) out of ten have been teaching English from 1 to 5 years. Meanwhile, one teacher has been teaching it from 15 and above. Six teachers (66.66%) had been teaching English language for a period from 5 to 10 years. This question will be helpful for the research. Thus, teachers will give their opinions about the effect of PBL strategy on EFL learners’ self-autonomy according to their experience as EFL teachers.

Section Two: Teachers’ Attitudes towards PBL Strategy

Question 03: Do you agree that students learn better through making investigations and projects?

a. yes  b. no

Table 29: Teachers’ Views about PBL Strategy in EFL Classrooms

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to know teachers’ views about PBL strategy during their experience and observation of students’ presentations of their works as a part of daily
classroom practices, and whether it improves their learning progress or not. All teachers (100%) found that PBL is useful for developing students’ learning process. It can be stated that teachers are aware of the importance and benefit that PBL strategy has in improving students’ English learning process.

**Question 04:** Do you use PBL strategy in your classes?

a. yes  

b. no

**Table 30:** Teachers’ Use of PBL Strategy in EFL Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was asked to identify if teachers use PBL strategy or not. All teachers (100%) use this strategy in their classes although all of them were aware of its importance. This can be due to the fact that teachers use a variety of other strategies and techniques than PBL strategy. So, it can be stated that teachers are aware of its effectiveness in EFL classes and the benefits it gives for learners to develop their English level.

**Question 05:** If yes, how often do you make use of this learning strategy?

a. Always  
b. Often  
c. Sometimes  
d. Rarely

Please justify your answer

............................................................................................................................................
Table 31: Frequency of Teachers’ Use of PBL in EFL

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>/</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>/</td>
<td>44.44</td>
<td>44.44</td>
<td>11.11</td>
<td>100</td>
</tr>
</tbody>
</table>

This question was addressed to determine the frequency of teachers’ use of PBL strategy in EFL classes. 44.44% of teachers use PBL strategy most of the time whereas the same number of teachers use it sometimes regarding other strategies and methods (such as communicative language teaching, dialogues, free writing… etc) and diversify between them in different learning contexts. Only one teacher out of nine does not prefer to use it frequently and it is rarely implemented in his/her classroom. So, it can refer to the teachers’ instructional ways adopted in English teaching. In other words, some teachers cannot use the modern teaching/learning strategies. This can be due to the fact that they used to teach in the same way and to be the dominant of the classroom. However, other teachers can adopt any new strategy regarding the frequency of its use and their flexibility in their classrooms.

Question 06: Do you agree with the statement that PBL is important and is the basis of the curriculum?

a. Strongly agree    b. agree    c. disagree    d. strongly disagree

Table 32: Importance of PBL Strategy in Learning English

<table>
<thead>
<tr>
<th>options</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>9</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>100</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>100</td>
</tr>
</tbody>
</table>
Question 06 was asked to see teachers’ attitudes towards PBL strategy and whether they consider it important or they neglect its use and necessity. 100% of participants agreed upon the importance that PBL has. In other word, it can be said that they encouraged the use of this strategy because students benefit and learn from one another. It can also support active learning and increase students’ awareness and responsibility for their learning. So, all of them indicated a positive attitude towards the importance of this learning strategy through their choices.

**Question 07:** According to you, is PBL strategy useful for different learning styles and situations?

a. yes  

b. no

**Table 33:** The Usefulness of PBL Strategy for Different Learning Styles and Situations

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>88.88%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>11.11%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to see the usefulness of PBL for different learning styles and situations from teachers’ points of view. The majority of teachers (88.88%) argued about its effective use in different situations and for several learning styles. However, only one informant disagreed with the first category of teachers’ responses disregarding the effectiveness of PBL strategy to suit learners’ styles and different situations. These results can show another important benefit of PBL that can be helpful for teachers in facilitating their work with different learners’ styles using one strategy for all of them.

**Question 08:** In PBL classroom settings, do you see that learners’ focus is mainly on learning rather than outcomes and grades?

a. yes  

b. no
Explain your answer

Table 34: Learners’ Focus in Learning English

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>55.55%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked this question to check their students’ autonomy. 55.55% of participants confirmed learners’ autonomy claiming that good learners always put their interest on the learning itself rather than on marks which can be unreliable for many cases since they do not reflect the real level of students, whereas 44.44% of them said that students are interested only on marks and grades. They put the responsibility on the educational system adopted by Algerian universities (the LMD system) that can affect students’ objectives negatively, or it can be due to or students’ lack of motivation and interest that can lead them to think in grades and marks.

Question 09: What obstacles do you face when implementing PBL strategy in EFL classrooms?

a. Integrating technology in the classroom

b. students’ lack of motivation

c. inability to take responsibility for their learning

Table 35: Challenges for Implementing PBL Strategy in EFL Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>/</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>/</td>
<td>44.44</td>
<td>55.55</td>
<td>100</td>
</tr>
</tbody>
</table>
This question was asked to determine the main difficulties that teachers face when using PBL strategy. 55.55% of teachers agreed that students’ unwilling to take charge of their learning can be the most obstacle faced. Besides, 4 participants consider students’ lack of motivation as the most problem that teachers encounter in the process of PBL implementation. It can be summarized that both obstacles selected can make the implementation of this learning strategy very hard, and it can be a risk to work with unmotivated and irresponsible learners, because the availability of these two aspects is the basic and essence of PBL strategy.

**Question 10:** How do you conceive your role in your classroom when using PBL strategy? (you may tick more than one answer)

a. controller  
b. organizer  
c. facilitator  
d. Guide  
e. Consultant

<table>
<thead>
<tr>
<th>Options</th>
<th>b+ c+ d</th>
<th>c+ d</th>
<th>b+ d+ e</th>
<th>c+ e</th>
<th>b+ c+ e</th>
<th>all of them</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>11.11%</td>
<td>22.22%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>11.11%</td>
<td>33.33%</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was asked to know teachers’ roles when using PBL as a student-centred-based strategy. The majority of teachers restricted their roles to be a facilitator, a guide, and an organizer. In addition, 33.33% of informants selected all the roles since they like to help students differently. This can be interpreted in the way that although the teachers’ role
is restricted to be a guide and a facilitator, it is very necessary in fostering and supporting active involvement and responsibility among students.

**Question 11:** Do you agree that being project managers and playing facilitative roles help learners achieve their project goals and needs?

a. yes  b. no

Please justify your choice

------------------------------------------------------------------------------------------------

**Table 37: Benefits of Teachers’ Facilitative Roles**

<table>
<thead>
<tr>
<th>options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked if their facilitative roles help learners achieve their goals and needs in the classroom. The question aims at knowing their attitudes towards their students’ responsibility. In other words, when teachers play these roles students take their responsibility and rely on themselves to build their knowledge and cover their needs. All informants (100%) confirmed that to raise students’ progress and active learning, teachers should give them the opportunity to be in charge of their learning including many aspects and activities by shifting to a more modern role where they act as guides and assistants to whom students refer whenever it is necessary.

**Question 12:** Do you support the idea that unlike traditional classrooms, PBL classrooms are more effective in increasing students’ academic achievements?

a. yes  b. no

Please explain your choice

------------------------------------------------------------------------------------------------
Table 38: Traditional Vs PBL Classrooms

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was addressed to investigate teachers’ perceptions about PBL classes in comparison to the traditional ones. It aims at determining the effectiveness of PBL strategy according to the teachers’ experience. All of them (100%) agreed that PBL classrooms are very beneficial especially at the level of university for it stimulates learners’ curiosity and motivation to make investigations and be researchers which is a basic principle of all universities. So, teachers support PBL strategy and encourage it to be used in EFL classrooms.

Section Three: Teachers’ Attitudes towards Learners’ Self – Autonomy

Question 13: In the process of learning English, do you consider autonomous learning important?

a. yes  

b. no

Table 39: Importance of Learners’ Autonomy in Learning English

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked whether learners’ autonomy is important in English learning. The aim is to reveal their attitudes towards autonomous learning. 100% of informants have
given positive answers about the importance of autonomy. Thus, all teachers have positive attitudes towards learners’ autonomy.

**Question 14:** Do you agree that learners’ self-autonomy cannot be developed without the help of the teacher?
a. yes                        b. no

Please justify your answer

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

**Table 40:** The Importance of Teachers’ Role in Fostering Learner’s Self-Autonomy

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>55.55%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>44.44%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to know teachers’ attitudes and awareness of the importance of their role in fostering learner’s self-autonomy. 4 participants did not give importance to their role in promoting learners’ autonomy, but rather they encouraged students to take the whole responsibility to learn individually and independently from the teacher. They ignored the need of students to their guidance and help. However, a good number of teachers represented by 55.55% stressed the necessity of their role in fostering autonomous learning and their methods used for implementing autonomy that affect learners’ autonomy in EFL classes because:

- No one could start alone correctly; otherwise he/she would waste time. Learners should take their teachers’ guidance from the beginning which is very crucial.
- The teacher is a controller and a guide or the one who does everything to facilitate learning for students.
According to methods used by teachers, students can be self-directed or a spoon-fed. This depends more on the type of activities done and the way feedback is given. So, using more flexible methods that encourage autonomous learning can help learners improve their autonomy.

Autonomy is not really taught but the teacher can implicitly support the use of learning strategies and give home work and investigations that require individual work. Therefore, all these arguments illustrate the importance of teachers’ role in fostering learners’ autonomy.

**Question 15:** Do you think that self-autonomy encourages learners to become active learners rather than being passive ones?

a. yes  

**Table 41: Benefits of Autonomous Learning**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked this question in order to investigate their attitudes towards the benefit of autonomous learning and in particular to address their awareness of the range of benefits that autonomous learning has in making students more active. All of the informants found it very beneficial. It can be due to the fact that it can make learners look for information by themselves, bring it to the classroom and share it with their classmates and teachers. So, they will no longer depend on the teacher and this is one of the objectives of autonomous learning.

**Question 16:** Do you agree that learners’ self-autonomy is a key for developing their knowledge?
a. yes  
b. no

**Table 42: The Effect of Learners’ Self-Autonomy on Students’ Knowledge**

<table>
<thead>
<tr>
<th>options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked if students’ knowledge can be developed basically through autonomous learning. The aim is to indicate the effect of autonomous learning on improving students’ knowledge. All participants claimed that autonomy has a great effect on improving students’ knowledge and culture in different fields as it makes learning more varied and encourages learners to be self-reliant.

**Question 17:** According to you, promoting learners’ autonomy is based on:

a. Teacher’s role in the classroom

b. Students’ readiness for autonomous learning

c. The availability of materials and study aids

**Table 43: The Basic Conditions for Promoting Learners’ Autonomy**

<table>
<thead>
<tr>
<th>options</th>
<th>A</th>
<th>a+ b+ c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>22.22%</td>
<td>77.77%</td>
<td>100%</td>
</tr>
</tbody>
</table>

One of the objectives of this research is to look for ways that promote autonomy. Thus, teachers were asked about the bases on which they should rely on for promoting learners’ autonomy. 22.22% considered that the teacher’s role is the basis in making students gradually rely on themselves to learn EFL. While 77.77% of the respondents think that all of the options (a, b, and c) which respectively refer to teacher’s role, students’ readiness,
and the availability of materials are the main conditions that should be provided so that learners become self-reliant and autonomous. This can encourage both teachers and students to foster learners’ autonomy in modern classes and make learning more developed.

**Question 18:** If your students had the opportunity, how good do you think they would be at:

<table>
<thead>
<tr>
<th>a. Choosing learning activities in class</th>
<th>f. Choosing learning materials outside class</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Choosing learning activities outside class</td>
<td>g. Deciding what you should learn next in your lessons</td>
</tr>
<tr>
<td>c. Choosing learning objectives in class</td>
<td>h. Deciding how long to spend in each activity</td>
</tr>
<tr>
<td>d. Choosing learning objectives outside class</td>
<td>i. Identifying your weaknesses in English</td>
</tr>
<tr>
<td>e. Choosing learning materials in class</td>
<td>j. Evaluating your learning</td>
</tr>
</tbody>
</table>

a. Poor  b. very poor  c. acceptable  d. good  e. very good

The aim behind this question is to determine teachers’ attitudes about their students’ readiness for taking responsibility and learning autonomously. The findings are summarized in the following table:
### Table 44: Students’ level of Abilities in English Language Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Poor</th>
<th>%</th>
<th>Very Poor</th>
<th>Poor</th>
<th>%</th>
<th>Acceptable</th>
<th>Good</th>
<th>%</th>
<th>Very Good</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
<td>11.11</td>
<td>5</td>
<td>55.55</td>
<td>2</td>
<td>22.22</td>
<td>/</td>
<td>/</td>
<td>7</td>
</tr>
<tr>
<td>b</td>
<td>2</td>
<td>22.22</td>
<td>/</td>
<td>/</td>
<td>6</td>
<td>66.66</td>
<td>1</td>
<td>11.11</td>
<td>/</td>
<td>/</td>
<td>7</td>
</tr>
<tr>
<td>c</td>
<td>1</td>
<td>11.11</td>
<td>4</td>
<td>44.44</td>
<td>4</td>
<td>44.44</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>11</td>
</tr>
<tr>
<td>d</td>
<td>2</td>
<td>22.22</td>
<td>3</td>
<td>33.33</td>
<td>2</td>
<td>22.22</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
<td>11.11</td>
<td>6</td>
</tr>
<tr>
<td>e</td>
<td>1</td>
<td>11.11</td>
<td>2</td>
<td>22.22</td>
<td>4</td>
<td>44.44</td>
<td>2</td>
<td>22.22</td>
<td>/</td>
<td>/</td>
<td>10</td>
</tr>
<tr>
<td>f</td>
<td>1</td>
<td>11.11</td>
<td>1</td>
<td>11.11</td>
<td>4</td>
<td>44.44</td>
<td>3</td>
<td>33.33</td>
<td>/</td>
<td>/</td>
<td>12</td>
</tr>
<tr>
<td>g</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>22.22</td>
<td>5</td>
<td>55.55</td>
<td>2</td>
<td>22.22</td>
<td>/</td>
<td>/</td>
<td>12</td>
</tr>
<tr>
<td>h</td>
<td>1</td>
<td>111.11</td>
<td>5</td>
<td>55.55</td>
<td>3</td>
<td>33.33</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>11</td>
</tr>
<tr>
<td>i</td>
<td>1</td>
<td>11.11</td>
<td>3</td>
<td>33.33</td>
<td>3</td>
<td>33.33</td>
<td>2</td>
<td>22.22</td>
<td>/</td>
<td>/</td>
<td>11</td>
</tr>
<tr>
<td>j</td>
<td>/</td>
<td>/</td>
<td>4</td>
<td>44.44</td>
<td>4</td>
<td>44.44</td>
<td>1</td>
<td>11.11</td>
<td>/</td>
<td>/</td>
<td>11</td>
</tr>
</tbody>
</table>

Several responsibilities were chosen to be acceptable. In other words, students can take responsibility for choosing activities inside and outside the classroom, in addition to elements selected to be studied. Meanwhile, many teachers claim that students cannot be able to select learning objectives, evaluate their learning, and especially decide the time to be spent in each activity. They state that they will be poor in holding the responsibility of these learning aspects. Other teachers’ choices were balanced between “good” and “poor” which are totally different. This implies that teachers think that students’ level of autonomy is not sufficient yet to take all these responsibilities. For that reason, the teachers’ presence should not be devalued because their role in the classroom is very important.

**Question 19:** In this academic year, how often do you think your students have? :
Question 21 includes teachers’ attitudes towards activities and responsibilities students are involved in during their fourth academic year at the university. This question was addressed in order to know to what extent their students are autonomous in their learning. The findings are summarized in the following table:

<table>
<thead>
<tr>
<th>A. done assignments which are not compulsory</th>
<th>H. practiced using English with friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. noted down new words and their meanings</td>
<td>I. asked you questions when they did not understand</td>
</tr>
<tr>
<td>C. read English newspapers, magazines, books, etc</td>
<td>J. made suggestions to you about an activity or a task</td>
</tr>
<tr>
<td>D. come to see you about their studies</td>
<td>K. stated prior knowledge while discussing a particular topic in the classroom</td>
</tr>
<tr>
<td>E. watched English TV programmes</td>
<td>L. summarized their lectures while studying</td>
</tr>
<tr>
<td>F. listened to English songs</td>
<td>M. used different resources while studying</td>
</tr>
<tr>
<td>G. talked to foreigners in English</td>
<td>N. worked cooperatively</td>
</tr>
</tbody>
</table>
### Table 45: Students’ Frequency of Participation in Autonomous Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>a</td>
<td>3</td>
<td>33.33</td>
<td>3</td>
<td>33.33</td>
<td>/</td>
</tr>
<tr>
<td>b</td>
<td>/</td>
<td>/</td>
<td>3</td>
<td>33.33</td>
<td>3</td>
</tr>
<tr>
<td>c</td>
<td>2</td>
<td>22.22</td>
<td>2</td>
<td>22.22</td>
<td>4</td>
</tr>
<tr>
<td>d</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>11.11</td>
<td>5</td>
</tr>
<tr>
<td>e</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>5</td>
</tr>
<tr>
<td>f</td>
<td>/</td>
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<td>/</td>
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<td>4</td>
</tr>
<tr>
<td>g</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>22.22</td>
<td>5</td>
</tr>
<tr>
<td>h</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>11.11</td>
<td>3</td>
</tr>
<tr>
<td>i</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>5</td>
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<tr>
<td>j</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>22.22</td>
<td>1</td>
</tr>
<tr>
<td>k</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>5</td>
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<tr>
<td>l</td>
<td>/</td>
<td>/</td>
<td>5</td>
<td>55.55</td>
<td>4</td>
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<tr>
<td>m</td>
<td>/</td>
<td>/</td>
<td>3</td>
<td>33.33</td>
<td>4</td>
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<tr>
<td>n</td>
<td>/</td>
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<td>/</td>
<td>/</td>
<td>6</td>
</tr>
</tbody>
</table>

Teachers were asked to give their opinions about students’ frequency of participating in autonomous activities. This can reflect their autonomous learning. Most of activities that students often participated in were practising using English with friends and making suggestions to their teachers about an activity or a task. These activities were selected by 55.55% of teachers. In addition, for teachers, students preferred to work cooperatively sometimes (66.66%). Most of the activities were practised by learners frequently according to the teachers’ experience. However, most of teachers (55.55%) argued that students rarely summarized their lectures and have never done assignments which are not
obligatory, and if so, it is very rare. Thus, students were autonomous to a remarkable degree, but they should develop more their participation in autonomous activities. All in all, teachers noticed their students’ autonomy through several activities.

**Question 20:** Relying on your experience, what suggestions can you give to help learners develop their autonomous learning?

Relying on their classroom experience, teachers were required to make suggestions on how to promote learners’ autonomy inside and outside the classroom. Teachers made the following suggestions:

- Teachers should:
  
  - Encourage students to use technology, read books, and apply appropriate learning strategies and materials.
  
  - Prepare a comprehensive plan that helps students to benefit from all what is useful inside and outside the classroom.
  
  - Provide students with opportunities to have some choice and make decisions about different activities.
  
  - Encourage contact with students through e-mails, internet webs, and blogs which give them the chance to learn from one another.
  
  - Raise students’ awareness about autonomy and support self-dependence in learning and give interest to learners’ voice and choice.

**Section Four: Teachers’ Attitudes towards the Effect of PBL Strategy Use on Learners’ Self-Autonomy**

**Question 21:** Do you agree that learner-centred classrooms that are based on PBL strategy provide ideal conditions for developing learners’ active learning?

a. yes  

b. no
Table 46: The Effect of PBL Strategy on Learners’ Self-Autonomy

<table>
<thead>
<tr>
<th>options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

This question was designed to know teachers’ views about the positivity and strengths of learner-centred classrooms, particularly PBL ones, which can affect students’ active learning (autonomous learning). All the informants (100%) confirmed the availability of good conditions in PBL classrooms for improving students’ participation and self-reliance in their learning process. These results show that all teachers pointed out the effectiveness of PBL in maximizing active learning. In addition, they encourage its use in modern classes that focus on learners as the main part in the classroom and to stimulate their motivation and autonomous learning.

Question 22: According to you, what are the outcomes of PBL?

a. Developing responsibility and adult learning among students.

b. Enhancing active learning

c. Has no benefit

Table 47: The Outcomes PBL Strategy

<table>
<thead>
<tr>
<th>Options</th>
<th>a+ b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>9</td>
<td>/</td>
<td>9</td>
</tr>
<tr>
<td>%</td>
<td>100</td>
<td>/</td>
<td>100</td>
</tr>
</tbody>
</table>

This question was addressed to identify teachers’ perceptions about the relationship between PBL strategy and autonomous learning. All of the participants (100%) agreed upon the fact that PBL affects autonomous learning positively in the sense that it makes
them more responsible for their learning progress. Thus, they learn actively to realize and achieve the desired objectives.

**Question 23:** Do you think that PBL encourages students to take responsibility and build their knowledge through making projects?

a. yes  

b. no  

Please justify your answer

-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Table 48: The Effect of PBL Strategy on Students’ Responsibility**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Through this question, teachers’ opinions about the effect of PBL investigations on raising students’ sense of responsibility will be viewed. All teachers argued that when students make researches, they will be in charge of doing their best to prove that they can learn by themselves and are adults and qualified enough to build and extend their knowledge relying on their own efforts and abilities. Thus, they will enhance their autonomous learning.

**Question 24:** Do you agree that through PBL, students will learn how to evaluate their work (self-evaluation)?

a. yes  

b. no
Table 49: The Effect of PBL Strategy on Students’ Self-Evaluation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

Teachers were asked this question to indicate their attitudes towards the effect of PBL on students’ self-evaluation. All participants argued that students can evaluate their works and correct their mistakes before the teachers’ evaluation of the project work. This can prove students’ ability to evaluate their work and correct themselves along the process of the investigation and project plan.

Question 25: To what extent do you think that your students are autonomous and less dependent on you when they use PBL strategy?

a. Extremely autonomous
b. Autonomous
c. Autonomous to some extent
d. Not autonomous

Table 50: Students’ Degree of Autonomous Learning

<table>
<thead>
<tr>
<th>options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>b</td>
<td>4</td>
<td>44.44</td>
</tr>
<tr>
<td>c</td>
<td>4</td>
<td>44.44</td>
</tr>
<tr>
<td>d</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>
Finally, this question was raised in order to know students’ degree of autonomous learning according to teachers’ experience. 44.44% of responses were identical for describing students as autonomous and others as being autonomous to some extent. So, teachers observed that students are self-directed learners who can depend on themselves to learn even though they need the teachers’ help in many cases. However, only one teacher has described his/ her students as extremely autonomous learners, and can hold their responsibility in an effective.

Section Five: Further Comments

Some teachers encouraged the use of PBL strategy in EFL classrooms, especially at the level of university. In this respect, students can learn autonomously via making investigations and projects. They will develop several necessary skills in their learning and their future life such as: creativity, critical thinking, decision making and others. These skills improve their English language proficiency and enhance their level of learning. This can be affected mainly via PBL strategy that is very effective in developing autonomous learning.

2.7. Interpretation of Students’ Questionnaire Results

Several results have been obtained from the students’ questionnaire. These results can be interpreted as follows:

• Gender does not affect autonomous learning in a negative way. Although the sample was dominated by females. This did not make a bias in the final results and both males and females are responsible for their learning and able to make investigations relying on their own efforts to improve their learning.

• Students are aware of the distinct types of language learning strategies, particularly the PBL strategy. Moreover, students show their ability to individually use this strategy for
their own goal to achieve better academic achievements and improve their autonomous learning.

- There is an obvious agreement among the participants concerning their appreciation to the use of PBL strategy in their learning process. Results show that they are motivated to learn autonomously taking their responsibility to learn when using PBL. This can be due to the learners’ curiosity to discover the various aspects of the FL through engaging in projects and investigations.
- Students are aware of the positive effect that PBL strategy has on raising their active learning process.
- Students consider themselves as autonomous learners. This reflects their awareness of their autonomous learning which can be enhanced via PBL strategy.

2.8. Interpretation of Teachers’ Questionnaire Results

- The majority of teachers stressed the importance of PBL strategy in increasing students’ responsibility and self-directed learning which is very needed in EFL classes.
- All teachers of the sample emphasized the importance of learners’ autonomy in language learning as they expressed their positive attitudes towards it.
- Teachers claimed that promoting autonomy is either a teacher’s responsibility or shared between teachers in the classroom, learners’ readiness, and availability of materials and study aids. They added that they are preconditions that should be provided so that learners become self-reliant and autonomous.
- Furthermore, teachers are in favour of technological materials as a tool for promoting learners’ autonomy. In this respect, they suggested that these materials are beneficial to increase students’ interests and motivation towards their learning. However, the teacher’s role in such a case is only a guide or a manager.
Most of teachers agreed that learners’ level of language proficiency is tightly related to their autonomous learning. Consequently, teachers are conscious about the importance of autonomy and its positive effects and benefits on learners’ language proficiency.

Additionally, they believe that learners’ and teachers’ practices can be changed from traditional to more autonomous ones. This change can be realized through changing teachers’ and learners’ habits, roles, activities, behaviours, and practices in learning EFL and the teaching/learning methods or strategies as well.

Teachers consider their students as autonomous in their learning; they work actively to achieve better outcomes and they think that their success or failure is due to their own responsibility. Teachers also confirmed in different questions that learners’ autonomy can be proved mainly due to effective learning strategies, particularly the PBL one.

2.9. Conclusion

This study dealt with the roles of PBL strategy in improving students’ autonomous learning. Data about the significance of PBL strategy in enhancing students’ self-autonomy were gathered and analyzed. It also investigated the role of the teacher in the learning process and the PBL strategy that teachers use to help students promote their attitudes towards autonomous learning

Pedagogical Recommendations

In fact, teachers and students are complimentary elements in the learning process. Each of them is required to fulfill a part. So, these recommendations are drawn from the observations and analysis of the results of the students’ and teachers’ questionnaires:

• Teachers should allow students to set their own goals and involve them gradually in the classroom activities.

• Teachers should help learners develop learning strategies that serve their needs and interests, mainly the PBL strategy.
• Teachers should raise their students’ awareness about PBL strategy and how they will benefit from its use to develop learners’ self-reliance sense.

• Students need to make projects and investigations and rely on themselves to widen their knowledge autonomously.

• Students should benefit from PBL strategy and acquire the basic skills such as: decision making, critical thinking, self-management skill, communication skill… etc.

• Students should use technological materials inside and outside the classroom to learn appropriately by themselves.
General Conclusion

The present study aims at investigating EFL teachers’ and first year master students’ attitudes towards the effect of PBL strategy on learners’ self-autonomy at Oum El Bouaghi University.

The research work was divided into two chapters. Chapter one is about the literature review of the two variables of this study where each section consists of one variable separately by tackling the important elements and concepts related to this variable. Besides, the second chapter is devoted to the practical part. For a deeper understanding of the topic, two questionnaires have been submitted to EFL first year master students as well as teachers of different modules. As a result, the analysis besides to what has been identified in the literature review provided worthy answers for the research questions. The findings of both questionnaires confirm the research hypothesis that PBL strategy is among the most effective ways to increase students’ self-autonomous learning. Moreover, it was confirmed that through engaging students in investigations and projects, students will be responsible and learn actively and independently.

In addition, it was demonstrated that promoting learners’ self-autonomy is mainly fulfilled through the supportive role of the teacher by providing guidelines to strategies used in their learning process, basically the PBL strategy. The outcomes of the questionnaires’ analysis shared that most of EFL first year master students encouraged the use of PBL and its benefits in increasing their autonomy.

Finally, research questions were successfully answered in the present study. The analysis of the gathered data revealed that both EFL teachers and students have positive attitudes towards the significance of implementing PBL strategy in EFL classrooms in the sense that it paves the way for improving their autonomous learning effectively.
Limitations of the Study

In attempting to fulfill the main aim of this research, a descriptive study was conducted to obtain reliable results. Although positive results were and research hypotheses were confirmed, some difficulties were encountered. Furthermore, the time constraint was the basic obstacle faced during the research. In addition, the experimental method can be more helpful and its results can be more valid.

Suggestions for Further Research

After an examination of the findings related to the investigation of EFL teachers’ and students’ attitudes towards the effect of PBL strategy on students’ self-autonomy, some issues can be proposed for further research:

• A further research should investigate the effect of PBL strategy on students’ self-autonomy carrying out an experimental study. In other words, there is a need for more research documenting the effects and effectiveness of PBL. This research is needed to guide PBL instruction and the development of projects. Included in this research, there should be experimental comparisons among models of PBL and between these models and traditional or didactic instruction.

• Another research should focus on the practices and procedures for planning, implementing, and managing PBL that are associated with students’ learning and achievements. This work should be conducted in order to determine the PBL features, materials, requirements, technologies, and assessment strategies that are associated with productive inquiry and maximum achievements on the part of students.

• Additionally, a systematic research should be conducted to determine the combination of these procedural devices that work best for different audiences, purposes, and contexts.
List of References


Appendices

Appendix A: Students’ Questionnaire

Appendix B: Teachers’ Questionnaire
Appendix A: Students’ Questionnaire

Dear student,

This questionnaire is designed to gather data as part of a research work carried out in the framework of a master degree. It aims at investigating EFL teachers’ and students’ attitudes towards the effect of project-based learning on autonomous learning. We would be very grateful if you take part in this questionnaire. Please answer each statement by ticking in the corresponding box (es) and make a full statement whenever necessary.

Thank you in advance for your collaboration.

Mrs: Hobar Gamra
Department of English
Option: Language Sciences
University Larbi Ben M’Hidi Oum El Bouaghi
Key Terms:

- **Project-based learning** is an instructional model for learning. It focuses on engaging students in constructive investigations and projects in order to curiously find answers to the questions raised in their mind. Later, this work will be presented and shared with an audience (classmates) under the supervision of the teacher.

- **Autonomous learning** is when students take responsibility of their learning process and results and learn by themselves. Autonomous learners can choose and make decisions about different aspects of their learning.

- **Creativity** is to go beyond traditional ideas, and create meaningful new ideas and forms whether in or outside the classroom.

- **Critical thinking** is a reasoned way of thinking in which learners do not simply accept all information they are exposed to, but rather they judge these information by asking questions like: how do you know that?, is this information based on evidence?. So, ideas should be reasoned, well thought, and judged.

**Section One: Personal information**

1. Gender:
   - Male ☐
   - Female ☐

2. Studying English was due to:
   a. your parents’ demand ☐
   b. your curiosity ☐
   c. your view about English as being useful for getting good job ☐
   d. your interest of English culture, such as films, sports, music, etc ☐

**Section One: Students’ Attitudes towards Project-based Learning**

3. To what extent do you agree with the statement that PBL strategy is important and is the basis of the curriculum?
4. How do you find the learning atmosphere when you study via working on projects in EFL contexts?
   a. interesting  
   b. enjoying  
   c. difficult  
   d. stimulating  
   e. boring  

5. Do you think that PBL strategy is useful for different learning styles and situations?
   yes  
   no  
   Please justify your choice

6. In PBL classroom settings, do you see that learners’ focus is on learning rather than on outcomes and grades?
   Yes  
   no  
   Please justify your answer

7. Does project- based learning in EFL classes enhance the following skills? (you may tick more than one answer)
   a. creativity  
   b. critical thinking  
   c. problem solving skills (working on a problem to reach a solution by several operations)  
   d. information technology skills (the use of any computer or other technological devices to create, process, or store electronic information)  
   e. communication skills  
   f. study skills  
g. self-management skills (when a learner is responsible for his/her learning and engages in active learning, this decision reflects self-management)

8. Do you find PBL beneficial in your learning process?
yes [ ] no [ ]
Please explain your choice

9. Are you able to make an investigation relying on yourself and present it in front of your classmates and the teacher?
yes [ ] no [ ]

10. Do you support the view that unlike traditional classrooms, PBL classrooms are more effective in increasing students’ academic achievements?
yes [ ] no [ ]
Please justify your answer

Section Three: Students’ Attitudes towards Autonomy

11. In the process of learning English, do you consider autonomous learning important?
Yes [ ] no [ ]
Please justify your choice

12. Do you agree that self-autonomy cannot be developed without the teacher’s help and guidance?
Yes [ ] no [ ]
Please justify your answer

13. In the classroom, do you prefer to work/ learn
individually
b. in pairs
c. in small groups
d. in large groups

14. Do you think that your success or failure in English classes is mainly due to
a. chance
b. English studying environment
c. teachers
d. your responsibility

15. When you encounter a new word you do not know its meaning, do you usually
a. ignore it
b. ask others
c. guess the meaning
d. look it up in a dictionary

16. Do you usually use materials?
a. selected only by teachers
b. selected mostly by teachers
c. selected by teachers and by you
d. selected mostly by you
e. selected only by you

17. According to you, when studying at university, whose responsibility should it be?
- To ensure you make progress during English lessons
- To ensure you make progress outside class.
- To stimulate your interest in learning English.
- To identify your weaknesses in English.
- To decide the objectives of the English course.
- To decide what you should learn next in your lessons.
- To choose what activities to use to learn English in your lessons.
- To decide how long to spend in each activity.
- To choose what materials to use to learn English in your lessons.
- To evaluate your learning.

18. If you have the opportunity, how good do you think you would be at?

<table>
<thead>
<tr>
<th>Activity</th>
<th>poor</th>
<th>very poor</th>
<th>acceptable</th>
<th>Good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>choosing learning activities in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>choosing learning activities outside class.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choosing learning objectives in</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
-choosing learning objectives outside class.
-choosing learning materials in class.
-choosing learning materials outside class.
-deciding what you should learn next in your lessons.
-deciding how long to spend on each activity.
-Identifying your weaknesses in English.
-evaluating your learning progress.

19. In this academic year, how often have you

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>rarely</th>
<th>sometimes</th>
<th>often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>-done assignments which are not compulsory?</td>
<td></td>
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<tr>
<td>-noted down new words and their meanings?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>-read English newspapers, books, and magazines?</td>
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<td></td>
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<tr>
<td>-discussed with your teacher</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
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<td>about your project work?</td>
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<tr>
<td>- watched English TV programmes?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- listened to English songs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- talked to foreigners in English?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- practised using English with friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- asked the teacher questions when you did not understand?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- made suggestions to the teacher?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- planned your lesson/study?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-- activated your prior knowledge while studying?</td>
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<tr>
<td>- done classifications and mind maps of the lessons while studying?</td>
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<tr>
<td>- summarized your lectures while studying?</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>- used different resources while studying?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Section Three: Students’ Attitudes towards the Effect of PBL on Learner’s Self-Autonomy**

20. Do you agree that learner-centred classrooms that is based on PBL strategy provide ideal conditions for developing learners’ active learning (which is learning via participating and being in charge of the learning process and results)?

☐ ☐
Please explain your choice

21. Do you think that one of the ways to foster autonomy in EFL classrooms is PBL strategy?
   yes  no
22. Do you agree that through PBL, students will learn how to evaluate their work (self-evaluation) which is a central aspect in autonomous learning?
   yes  no
23. To what extent do you feel autonomous and less dependent on the teacher when you use PBL strategy?
   a. Extremely autonomous  
   b. Autonomous  
   c. Autonomous to some extent  
   d. Not autonomous  

Many thanks for giving your time to complete this questionnaire. Your cooperation is much appreciated.
Appendix B: Teachers’ Questionnaire

Teacher’s Questionnaire

Dear teacher,

You are kindly invited to fill in this questionnaire which is designed to gather data as part of a research work carried out in the framework of a master degree. This work aims mainly at investigating EFL teachers and students attitudes towards the effect of project-based learning on learner’s self-autonomy. We would be so grateful if you could answer the following questions by putting a tick in the appropriate box (es) and make your comments when necessary.

Thank you very much for your collaboration.

Mrs: Hobar Gamra

Department of English

Option: Language Sciences

Larbi Ben M’Hidi University Oum El Bouaghi

Key Terms:

- **Project-based learning** is an instructional model for learning. It focuses on engaging students in constructive investigations and projects in order to curiously find answers to the questions raised in their mind. Later, this work will be presented and shared with an audience (classmates) under the supervision of the teacher.

- **Autonomous learning** is when students take responsibility of their learning process and results and learn by themselves. Autonomous learners can choose and make decisions about different aspects of their learning.
Section One: Personal Information

1. Your qualifications:
   a. BA (license)  
   b. MA (master)  
   c. Magister  
   d. PhD  

2. Years of experience as an English teacher:
   a. 1-5  
   b. 5-10  
   c. 10-15  
   d. 15 and above  

Section Two: Teachers’ Attitudes towards Project-Based Learning (PBL)

3. Do you agree that students learn better through making investigations and projects?
   yes  no  

4. Do you use the PBL strategy in your classes?
   yes  no  

5. If yes, how often do you make use of this learning strategy?
   Always  often  sometimes  rarely  

6. To what extent do you agree with the statement that PBL strategy is important and is the basis of the curriculum?
   Strongly agree  agree  disagree  strongly disagree  

7. According to you, is PBL strategy useful for different learning styles and situations?
   yes  no  

8. In PBL classroom settings, do you see that learner’s focus is mainly on learning rather than outcomes and grades?
9. What obstacles do you face when implementing PBL strategy in EFL classrooms?
   a. Integrating technology in the classroom  
   b. students’ lack of motivation  
   c. inability to take responsibility for their learning

10. How do you conceive your role in your classroom when using PBL strategy? (you may tick more than one answer)
    a. controller  
    b. organizer  
    c. facilitator  
    d. Guide  
    e. Consultant

11. Do you agree that being project managers and playing facilitative roles help learners achieve their project goals and needs?
    yes  no

12. Do you support that unlike traditional classrooms, PBL classrooms are more effective in increasing students’ academic achievements?
    yes  no
Section three: Teachers’ Attitudes towards Learners’ self-Autonomy

13. In the process of learning English, do you consider autonomous learning important?
   yes ☐ no ☐

14. Do you agree that learners’ self-autonomy cannot be developed without the help of the teacher?
   yes ☐ no ☐

Please justify answer

15. Do you think that self-autonomy encourages learners to become active learners rather than being passive ones?
   yes ☐ no ☐

16. Do you agree that learners’ self-autonomy is a key to developing their individuality and improving their knowledge?
   yes ☐ no ☐

17. According to you, promoting learners’ autonomy is based on:
   a. teacher’s role in the classroom.
   b. students’ readiness for autonomous learning.
   c. the availability of materials and study aids.

18. If your students had the opportunity, how good do you think they would be at:

<table>
<thead>
<tr>
<th>Activity</th>
<th>very poor</th>
<th>Poor</th>
<th>acceptable</th>
<th>good</th>
<th>very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>choosing learning activities in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choosing learning activities outside class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choosing learning objectives in class</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>choosing learning objectives outside class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
-choosing learning materials in class
-choosing learning materials outside class
-deciding what students should learn next
-deciding how long to spend in each activity
-identifying students’ weaknesses in English
-evaluating their learning

19. In this academic year, how often do you think your students have:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>rarely</th>
<th>sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>-done assignments which are not compulsory?</td>
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<td></td>
<td></td>
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<tr>
<td>-noted down new words and their meanings?</td>
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<td></td>
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<tr>
<td>-read English newspapers, magazines, books, etc?</td>
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<td></td>
</tr>
<tr>
<td>-come to see you about their studies?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-watched English TV programmes?</td>
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<td></td>
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<tr>
<td>-listened to English songs?</td>
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<tr>
<td>-talked to foreigners in English using the internet?</td>
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<tr>
<td>-practised using English with friends?</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- asked you questions when they did not understand?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--made suggestions to you about an activity or a task?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- planned their lessons/studies?

- stated their prior knowledge while discussing a particular topic in the classroom?

- summarized their lectures while studying?

- used different resources while studying?

- worked cooperatively with their friends?

20. Relying on your experience, what suggestions would you make to help learners develop their autonomous learning?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
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Section Three: Teachers’ Attitudes towards the Effect of PBL on Learners’ Self-Autonomy

21. Do you agree that learner-centred classrooms that are based on PBL strategy provide ideal conditions for developing learners’ active learning (which is learning via participating and being in charge of the learning process and results)?

yes □ no □

22. According to you, what are the outcomes of PBL?

a. Developing responsibility and adult learning among students □

b. Enhancing active learning □

c. Has no benefit □
23. Do you think that PBL encourages students to take responsibility and build their knowledge through making projects?

yes [ ] no [ ]

Please justify your answer

________________________________________________________________________________________________________

24. Do you agree that through PBL, students will learn how to evaluate their work (self-evaluation) which is a central aspect in autonomous learning?

yes [ ] no [ ]

25. To what extent do you think that your students are autonomous and less dependent on you when they use PBL?

a. Extremely autonomous [ ]
   b. Autonomous [ ]
   c. Autonomous to some extent [ ]
   d. Not autonomous [ ]

Section: Further comments

Please indicate if you have any other comments

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

Many thanks for giving your time to complete this questionnaire.

Your cooperation is much appreciated.
Résumé

L'enseignement et l'apprentissage ont changé de l'enseignant à l'approche qui met l'accent sur l'apprenant que la partie principale de la salle de classe apprenant orientés. L'apprentissage autonome est un modèle d'apprentissage qui est important dans le processus d’apprendre la langue anglaise. Ainsi, les enseignants doivent mettre en œuvre efficacement les stratégies et méthodes d'apprentissage pour aider les étudiants à développer leur auto-autonomie dans l'apprentissage de la langue cible. Fait important, la recherche actuelle est une étude descriptive qui vise à étudier les attitudes des enseignants d’anglais à l’université et les étudiants de première année master d à propos de l'effet de la stratégie PBL sur l'auto-autonomie des apprenants. Tout au long de cette étude, on suppose deux hypothèses. En premier lieu, les étudiants auront des positives attitudes sur l’effet de la stratégie PBL sur l'auto-autonomie des apprenants. En deuxième lieu, les enseignants auront aussi des positives attitudes à l’égard de l’effet de la stratégie de PBL sur l'auto-autonomie des apprenants et que des meilleurs résultats seront réalisées. Afin de remplir l'objectif de cette étude, les enseignants et les étudiants ont été sélectionnés pour représenter l’échantillon pour répondre aux questionnaires. Les conclusions des deux questionnaires ainsi ont démontré que la plupart des enseignants et des étudiants ont partagé un accord sur l'importance d'utiliser la stratégie PBL dans l'amélioration de l'apprentissage autonome des apprenants. Enfin, sur la base des résultats obtenus à partir de l'étude, on peut affirmer que cette stratégie est efficace pour développer l'apprentissage actif et adulte des apprenants.
النهج الذي يركز على المعلم

تعليم والتعلم من التعليمات التي تركز على المعلم باعتباره الجزء الرئيسي من الفصول الدراسية. التعليم الذاتي هو نموذج مهم للغة الإنجليزية كلغة أجنبية. وهكذا، تنفذ استراتيجيات التعليم وأساليب فعالة لمساعدة الطلاب على تطوير استقلالهم الذاتي في تعلم اللغة الإنجليزية.

هدف البحث الحالي هو دراسة وصفية تهدف إلى تجاه تأثير إستراتيجية التعليم عن طريق أداء المشاريع.

علي المعلم، هذه الدراسة، فرضيتان.

نقطة إيجابية باتجاه هذه الإستراتيجية على التعليم الذاتي للطلاب. أما الفرضية الثانية فتبرز في أن الأساتذة سوف تميز نظرتهم الإيجابية حول تأثير إستراتيجية التعليم عن طريق أداء المشاريع.

يتم تحقيق مردود تحصيلي و أكاديمياً أفضل. من أجل تحقيق هدف هذه الدراسة، تم اختيار أساتذة اللغة الإنجليزية للطور الجامعي و المسؤولين عنهم. أظهرت نتائج الاستبيانين حول أهمية الاستفادة من إستراتيجية المشاريع في تعزيز أداء الطلاب. وأخيرًا، استنادًا إلى النتائج المتحصل عليها من هذه الدراسة، يمكن القول أن هذه الإستراتيجية فعالة لتطوير المتعلم.