Investigating Teachers’ and Students’ Attitudes Towards the Effect of Project Based Learning on Promoting EFL Learners’ Grammatical Competence.

The case of master one LMD students of English at Larbi Ben Mhidi University of Oum-El Bouaghi

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, Most Gracious, the most Merciful.
All the Praise is due to Allah alone, the Sustainer of the entire World. I dedicate this work.

First, to the two candles of my life “my dearest parents”, DJAMEL and HOURIA for their guidance and support.

To my wonderful sister SAMIHA
To the special one whom I feel his presence, his support and his encouragement in the whole work; Thank you deeply my lovely husband OUSSAMA

I dedicate it also to all my family and

my friends.

To all people whom I know, I dedicate this dissertation.
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Abstract

Learners find many difficulties when they come to write or speak the foreign language. Hence, teachers adapt and adopt different methods and techniques that help students to promote their grammatical competence. The present study aims at describing and investigating teachers’ and students’ attitudes towards the effect of project based learning in developing EFL students’ grammatical competence. In order to check this correlation, we have hypothesized that EFL teachers and learners would perceive PBL as an effective method to enhance learners’ grammatical competence. For fulfilling the purpose of this study, a descriptive method was conducted. The data were gathered through self completion of two (2) questionnaires administered to thirty two (32) master one LMD students, specialized in language sciences, and to twenty two (22) teachers who have been teaching them at the Department of English at the University of Larbi Ben M‘Hidi, Oum El Bouaghi, in order to identify their insights about their attitudes towards the effect of PBL on grammatical competence development. The discussion of the results validated the stated hypotheses that EFL teachers and students perceive PBL as an effective method to develop learners’ grammatical competence.

Keywords: EFL teachers and students, teachers’ and students’ perceptions, Project Based Learning, Grammatical Competence.
List of Abbreviations

EFL: English as a foreign language.
LMD: License, master, doctorate.
N: Number.
n.d: No Date.
N: Number of Teachers/Students.
PBL: Project Based Learning.
Q: Question.
%: Percentage of Teachers/Students.
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General Introduction

Grammatical competence is an important issue for EFL learners. Being competent in producing well formed sentences, with right application of different grammar rules, is essential for the development of learners’ language. However, improving learners’ grammatical competence is not an easy task as it seems. Consequently, a great demand for new methods that might help in enhancing learners’ grammatical abilities is required. Project based learning (PBL) is one of the greatest teaching methods that can be used to teach the target language, since it gives learners the chance to exchange their ideas in a real communication setting as a team. Moreover, it is a good learning/teaching method through which language can be produced in an effective way. PBL has many advantages; mainly, it creates a pleasant atmosphere for learning to take place, and it encourages students to become more proficient communicators than they used to be via presenting their work orally. In addition, PBL is an excellent educational method that serves in enhancing students’ autonomy, besides their competencies (communicative and grammatical). Importantly, the present thesis examines teachers and students’ attitudes towards the effect of project based learning in developing students’ grammatical competence.

1. Statement of the Problem

Grammar is one component of communicative competence, which underlines the significance of studying grammar rules in order to accomplish communicative purposes. Hence, paying attention to grammatical forms, while communicating, is very important. In other words, it is vital to use language not only in meaningful but in an accurate way as well. As a result, grammar is crucial for expressing ones’ thoughts and ideas clearly, avoiding any possible misunderstanding, and getting the speakers ‘message easily.

In EFL Algerian classes, students still face different grammatical difficulties when writing or speaking the language, in spite of having exposure to grammar forms and rules during their seven years of study (middle and secondary school). As a result, students are likely unable not only to produce well formed sentences but to understand them correctly as well. Even at the university level, very few students are able to master the target language. The causes of this problem may vary, but the lack of practicing and using grammar rules in real communication and in writing could be one of them.

In this study, project based learning is introduced, as a teaching method, for creating more communicative learning context in which learners take initiatives to interact,
negotiate, discuss, practice and become active learners of the language for the main purpose which is developing their grammatical competence.

2. Aim of the Study

The aim of this study is to examine EFL teachers’ and students’ perceptions towards whether or not project based learning would enhance master one students’ grammatical competence.

3. Research Questions

This study addresses the following questions:

 ✓ Do EFL teachers perceive project based learning as an effective way to promote EFL learners’ grammatical competence?
 ✓ Do EFL students view project based learning as an effective way to promote their’ grammatical competence?

4. Hypotheses

 ✓ It is hypothesized that EFL teachers would perceive project based learning as an effective way to enhance EFL learners’ grammatical competence.
 ✓ It is hypothesized that EFL students would perceive project based learning as an effective way to enhance their grammatical competence.

5. Research Methodology

- Population and sampling

The present study addresses a target population of approximately 164 master one L.M.D students (Specialized in didactics) and teachers who have been teaching them at the Department of English at the University of Larbi Ben M’Hidi, Oum El Bouaghi,. The data for the study is collected from a sample of 22 English teachers and 32 master one students, 20% of the population is included (Yount, 2006), which is randomly chosen to represent the entire population. Master one students are selected in this study because of two main reasons. First, they are supposed to be more familiar with project based learning since most of their lectures are introduced in the form of projects and researches to be investigated, presented orally, and then corrected (correcting both the oral presentation as well as the written form) in different modules through the whole year. Second, master one students are supposed as well to have acquired a great deal of knowledge about English language and its basics including grammar.

- Means of research
To fulfill the aim of the present study a descriptive method is followed, using a questionnaire. The latter is used because of a number of reasons. First, it enables in contacting a good number of people and possessing direct data that would allow drawing important conclusions and implications. In addition, it is considered as a very reliable method of research. As a result, two questionnaires are proposed in this study; one for students and another for teachers. Both of them are designed to show whether or not teachers and students would perceive project based learning as an effective way to promote EFL learners’ grammatical competence.


Our study is divided into two main chapters: one theoretical and the other chapter is devoted to practice. Chapter one is composed of two sections. The first section accounts for grammatical competence, its definition, areas of grammatical competence, definition of communicative competence, importance of grammar teaching and the main grammar problems that face EFL learners whether in writing or speaking the language. Moreover, the second section gives insight about project based learning history, and definition. Furthermore, a detailed description of the elements, characteristics, and benefits of this method are to be provided. Finally, teachers’ and students’ roles are also to be discussed.

Chapter two is the core of our study, in the sense that it deals with our investigation. Hence, it is devoted to methodology, i.e. the choice of the method, the selection of the sample, a detailed discussion and analysis of the findings is presented as well.
CHAPTER ONE
PROJECT BASED LEARNING AND GRAMMATICAL COMPETENCE

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Introduction

The knowledge of grammar is needed and should not be ignored in any language classroom because grammar works as an essential tool to help students meet their communicative needs. In addition, grammar learning is crucial and fundamental for English language learning. As a result, a considerable attention should be given to EFL learners’ grammatical competence. For the literature review of this research paper, this chapter is divided into two main sections. The first section points out to grammatical competence, its definition, areas of grammatical competence, definition of communicative competence, importance of grammar teaching and the main grammar problems that face EFL learners.

1. Communicative Competence

Linguistic Competence is a term proposed by the linguist Noam Chomsky in 1965, with the main focus of targeting certain assumptions about language. It is regarded as the system of rules that govern understanding of what is acceptable and what is not in both spoken and written language.

As an alternative to linguistic competence which was limited only to knowledge of grammatical rules, communicative competence was introduced by Dell Hymes in 1972. From communicative competence perspectives, it is important to stress the role played by context of discourse beyond sentential constructions for any understanding of competence and performance. Therefore, communicative competence include not only knowledge of grammar but also knowledge of language functions and contexts.

Communication is defined as “The exchange and negotiation of information between at least two Individuals, it involves the continuous evaluation and negotiation of meaning on the part of the participants, as well as, a reduction of uncertainty” (Canale, 1983). As has been stated by Canale and Swain (1980), communicative competence is the ability to express, interpret, and negotiate meaning. It consists of four main competencies or components which are grammatical, discourse, sociolinguistic, and strategic competence.

2. Definition of Grammatical Competence

2.1. Definition of Competence
According to Weasel and Mulder (2006), the root of the concept “competence” dates back to the ancient Greek language which had an equivalent word, that is ‘ikanótis’ (ικανότης). This latter means being able to achieve something. The term was already recognized in English, French and Dutch by the Sixteenth Century (16th Century). Thus, competence was identified as having the quality of being sufficiently capable or able to perform certain tasks.

For Rolle Boumelic (2002), competence is the integration of knowledge and capacities for the sake of a problem resolution. Black and Wolf (1990) describe competence as the ability to perform in effective ways on different occasions including differing and unexpected contexts (cited in While, 1994).

Moreover, Gentile and Bencini (2001) report Perrenoud's (1999) definition of competence as “the faculty of mobilizing a set of cognitive resources such as knowledge, capacities, and information, to face with efficacy and pertinence a family of situations.” As shown in Figure 1 below, Schneckenberg and Wildt (2006) also tried to introduce the different components of competence by assigning a range of features and relate them to three levels of observation.

![Figure 1: Competence Definition (Schneckenberg & Wildt, 2006)](image)

This model presents the different components of competence and distinguishes between the levels of competence, the characteristics, and the levels of observation. So, the
The definition of competence embodies three main levels. The level of competence sheds light on various individual moods or dispositions. However, the characteristics represent a set of related factors that impact competence-performance process. The levels of observation, on the other hand, demonstrate the power or predominance of psychological theory approaches to competence on the individual disposition level, of sociological theory approaches on the consensual/agreed standards, and of action theory on the context-bound situations.

2.2. Definition of Grammar

For O'Hare (1973), grammar is seen as the sound, structure, and meaning system of language. People satisfy their communicative purpose and understand each other because they know the grammar system, which differs from one language to another (each language has its own grammar). Hence, grammar system enables people to express themselves and their ideas as well by identifying the sounds of words, the meanings of those words and the various ways of putting words together to form meaningful sentences. Another definition was introduced by Bollinger (1977), who claimed that “grammar” is viewed as the linguistic meanings representing events in the real world. Grammar is also defined as a combination of contents and methods. In this sense, grammar refers to grammatical rules and terms, as well as sentence analysis (Newkirk, 1978).

Nowadays, grammar is not considered as a mere set of morphosyntactic rules, but as a means to communicate, in other words to “mediate words and context” (Duso, 2007). In this way, grammar is viewed as a set of rules that allow the speaker to produce correct utterances and to understand the language. Moreover, Duso (2007) lists the various levels that the term of grammar refers to including the phonological, the morphological, the sociolinguistic, the lexical, the pragmatic, and the textual level.

Moreover, Larsen-Freeman (1991) asserts that there are three main dimensions to be taken into consideration when dealing with the concept of grammar which are the form of structures, the meaning of structures, and the pragmatic conditions that govern the use of structures, as the relation between grammar and context.

2.3. Definition of Grammatical Competence

Grammatical competence is one of the four areas of communicative competence theory put forward by Canale and Swain (Gao, 2001). Grammatical competence stresses recognizing the rules of word and sentence formation, spelling, pronunciation, and meaning. Its main aim is acquiring and having the ability to use forms of expressions which are grammatically accurate and correct.
In addition, Diaz-Rico and Weed claimed that “this type of competence focuses on the skills and knowledge necessary to speak and write accurately, and becomes increasingly important to the English learner in more advanced stages of proficiency” (Diaz-Rico & Weed, 2010). Therefore, grammatical competence is essential for both increasing learners proficiency and promoting accuracy and fluency in second/foreign language production.

Furthermore, grammatical competence is defined as the knowledge that combines both structure and form of a language. Thus, it involves lexical, morphological, syntactical and phonological features of a language. In addition, grammatical competence is not only about recognizing this criterion, but also about using them to form and interpret both words and sentences (Savignon, 2002). In other words, grammatical competence can be demonstrated not by stating a rule but by using it in the interpretation, expression, and negotiation of meaning.

As Larsen-Freeman (2001) argued, teachers need to pay attention to the three main dimensions of grammar which have been mentioned before (form, meaning, and use) when teaching grammatical competence for EFL learners. For instance, teaching grammar rules and have students memorize them will not help them acquire grammatical competence. As a result, Larsen-Freeman (2001) suggested that grammar needs to be taught in context to reach higher levels of academic language proficiency.

To sum up, grammatical competence is the ability to recognize the following elements: knowledge of vocabulary; knowledge of how words are structured into sentences, as well as knowledge of morphology and semantics. Insufficient knowledge in any of these components will result in poor comprehension of any idea or expression.

3. Areas of Grammatical Competence

There are different areas of grammatical competence which involve the most necessary aspects of grammar. These areas are assumed to constitute the foundation of any language use. One of these areas is the use of articles. Actually, there are three articles in English: ‘a’, ‘an’ and ‘the’. The first two are indefinite articles, whereas the third one is definite. Each article has certain cases to be used in, for instance indefinite articles are used when something is referred to indirectly or in an unspecific way. As a general rule, ‘a’ is used before vowel sound and ‘an’ is used before consonant sound. Definite article is used when something is referred to as directly or in a specific way. Another area of grammatical competence is the use of tenses. Tenses indicate the time of happening. In English there are twelve tenses including present, past, and future, and then each of them have indefinite,
continuous, perfect and perfect continuous. Moreover, structure of compound and complex sentences is considered as another area of grammatical competence that students should master. A complex Sentence has two clauses: one is dependent clause (subordinate clause) and the other is independent clause (main clause). Relative pronoun or adverb is used to make a clause subordinate. A compound Sentence, on the other hand, has two or more independent clauses connected by conjunctions like ‘and’, ‘or’, ‘but’. Reported speech is also recognized as another area of grammatical competence. Speech mode is of two kinds, direct and indirect speech. Direct speech is the exact wording as uttered by the speaker and indirect speech is a different wording of the uttered sentence. Direct speech is put within inverted commas. The tense of the reported speech is changed according to the reporting verb found with the reporter subject. Furthermore, active and passive voice is considered as another area of grammatical competence. In active voice, subject is the doer of the action. However, in passive voice; subject is the sufferer of the action. In Active voice, active form of verb is used; in Passive voice, passive form of verb is used. A verb is active when the subject performs the verb. A verb is passive when the subject is the recipient of the verb. The doer of the action is marked with ‘by’. Another important area of grammatical competence is prepositions. Preposition is used in front of a noun or noun phrase (NP) and establishes a relationship with other noun/pronoun in the sentence. Some examples of preposition are: at, in, out, for, by, to, from (Savignon, 2002).

4. Grammar Difficulties Facing EFL Learners

Actually, grammar knowledge is one of the most essential aspects of being competent in speaking and writing skills. Therefore, EFL learners have to achieve this knowledge to improve their oral and written ability without any handles. However, students often face different grammatical difficulties when writing or speaking the language, because of the variety in grammatical forms and usages which confuses EFL learners (Davies, 2000).

Grammatical mistakes are one of the barriers that prevent students from speaking or writing a foreign language adequately as the use of semi-colon, sentence fragments, considering “it as pronoun or as a substituting for, and confusing between “its”/”it’s”/”it”. As Davies and Pears (2000) stated “Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”

In fact, Shatz and Wilkinson (2010) also claimed that foreign or second language learners “often cannot express complex thoughts because of their inability to construct complex sentences showing complicated relationships.” Indeed, when EFL learners
express their ideas and thoughts, they often face some problems concerning the formation of long complex sentences.

Moreover, Hinkel (2004) stated that “even after many years of L2 learning and use, students may have difficulty with the conventionalized uses of tenses, aspects and the passive voice in written academic discourse.” In other words, there are other common grammar problems that face English language learners including the misuse of tenses, having great problems in putting verbs in their correct form, and facing difficulties concerning activities of passive or active voice (especially in written discourse).

To sum up, learners can achieve effective language learning only if they succeed in overcoming these grammatical difficulties.

Conclusion

To conclude, grammar is viewed as an important aspect of second language acquisition by many linguists and language teachers. Therefore, grammatical competence is needed for communicating or writing successfully in any language. This involves knowledge that students should have concerning words, their meaning, and their use. So, it is necessary to pay attention to grammatical competence and try to improve it as well.
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Introduction

In section two, light will be shed on project based learning. More precisely, this section will tackle project based learning history, and definition. Furthermore, a detailed description of the elements, characteristics, and benefits of this method are to be provided. Finally, teachers’ and students’ roles are also to be discussed from different angles for providing better understanding to this method.

1. The Origins of Project Based Learning

The roots of Project Based Learning (PBL) are traced back to the early 1920s when William Heard Kilpatrick advocated the notion of project-based instruction (Sünbül, 2010). Foshay (1999) claimed that this instruction consists of four main steps purposing, planning, executing, and judging. Thus, Project-based learning is not a new phenomenon; it was popular at the beginning of the 20th.

During the last 25 years, PBL has emerged as a new method of teaching and learning. Its birth is a result of two main important reasons. First, there has been a revolution in learning theory. Developments in the fields of neuroscience and psychology have extended cognitive and behavioral models. So, there was a shift from approaches that support traditional direct instruction to new models that succeeded in showing the relation between knowledge, thinking, doing, and the contexts of learning. Second, the recent developments and changes that the world has noticed in the 20th century, including the industrial culture which shaped the methods of schools during this period, led to the emergence of new strategies and methods for lecturing. As a result, teachers are no longer their students’ primary source of information. Instead, they are the designers of learning who created the conditions for the students to conduct their own researches, and advisers to whom learners can come as they create their product. These improvements called for the need to adapt and create new instructional practices that reflect the environment in which learners now live and learn.

Hence, PBL was introduced as a new approach that showed a clear shift from traditional approaches which are associated with transmittal models of teaching (objectivism, behaviorism) to modern models that aim to satisfy learners’ needs and interests (Barrett, 2005).

2. Definition of Project Based Learning

Project-based learning is related to inquiry-based learning (also known as problem-based learning). It has been defined differently by many scholars. Therefore, there exists
no single definition. In the given definitions, project-based learning has been referred to as a model, approach, strategy or method according to the point of view of each scholar.

According to Edward Anthony (1963), an approach is the level at which assumptions, believes about language and language learning are defined. A method, on the other hand, is the level at which the content of teaching is justified and the skills to be taught are identified (not only the nature of the content but also the order of presentation). So, at the level of the method both what is to be taught and in which order are justified. However, strategy is viewed as the skill of making or carrying out plans to achieve a certain goal. Furthermore, model is defined as a set of strategies or guidelines on which the approaches to teaching by instructors are based (Driscoll & Carliner, 2005, p.9).

Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers:

Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in certain products or presentations. (Jones, Rasmussen, & Moffitt, 1997)

Bell (2010) stated that PBL is a key strategy which paves the way for learners to design their own projects, plan their learning, and implement different learning strategies. In other words, Project-based learning is an instructional method that places emphasis on student-centered learning.

Project-based learning is an innovative teaching method that involves students working on projects in small or collaborative groups. Therefore, it is considered as a student-driven, teacher-facilitated instructional method, where students can investigate questions that spark their own curiosities, while still achieving academic goals (Jurow, 2005).

According to Bell (2010), ”Project-based learning is an up-and-coming instructional strategy that can be incorporated into many different content areas and instructional units”. So, it does not only test what students know, it presses students to put what they know to the test. Project-based learning also is an authentic learning model, in which learners are supposed to follow certain steps which are planning, implementing, and evaluating projects (Westwood, 2008).
All in all, project-based learning, in this study, is viewed as an instructional method for engaging learners in gaining knowledge and skills through designing projects and tasks; this would help students to give value to content knowledge on their own, on one hand and demonstrate their new understandings via a variety of presentation modes, on the other hand.

3. Components of Project Based Learning

Larmer and Mergendoller (2010) underline five main components that successful project-based learning should have. BPL first must be build upon questions that target, spark, and stimulate learner’s interests. Hence, it is important to select topics that are new, up to date, and suit students’ levels. Allowing students to have their own voice and take part in making decisions about the project is another component of PBL. This point is necessary for prompting autonomy, encouraging individual learning, and increasing learner’s self-esteem. Creating an adequate atmosphere for learners to utilize certain skills as group collaboration, communication, and critical thinking is also an essential key element of PBL. During the process of planning/designing projects, teachers are supposed to play two main roles which are a guide and a facilitator (most of the time). This involves providing feedback only when it is required; and allowing students to work, negotiate, discuss on their own. The last element of successful PBL is a ‘Publicly Presented Product’ (Larmer and Mergendoller, 2010). This final component provides great opportunity for students to take pride in their work and make use of presentation skills that they will certainly need in the future.

4. Characteristics of Project Based Learning

Booth (1997) identifies several characteristics of PBL.

PBL activities are characterized by focusing not only on specific language targets (patterns), but also on topics/and subject matters that are related to students’ needs. So, it is built upon driving themes and questions. Furthermore, it allows learners to demonstrate their understanding of content knowledge through an end product, such as an oral presentation, stage performance. In addition, BPL is learner-centered; so it encourages learners to work all together in a cooperative environment to accomplish their work. Another criterion of PBL is autonomy. PBL offers students with great opportunity to integrate language skills and process information from a wide range of resources.

Moreover, Stoller (1997, p.04) identifies other characteristics of project based learning which are motivation, stimulation and challenge. PBL is very motivating, since it stimulates desire and energy in learners to be continually interested and committed to the
work before their hands. Besides, it is stimulating. In other words, PBL encourages students to be more excited, engaged, and interested, by providing them with great opportunity to know and learn new things about different topics. Furthermore, this method of teaching is challenging, because it offers students with more space to question and search for new information. All in all, these characteristics are very helpful for students to gain confidence, self-esteem, autonomy and improve different cognitive abilities and content learning, as well as language skills.

As a result, Stoller (1997) argued that project based learning embody different characteristics. These characteristics are related basically to the topic/subject being investigated, the kind of tasks and activities, the roles that students are supposed to have (when designing their work), the context within which the work of the project is carried out, the final product, and the audience for the project's products, or the criteria by which the products or performances are judged.

5. The Benefits of Project Based Learning

According to Westwood (2008, p.34), the use of project-based learning results in a number of benefits, which are as follow:

First, it fills the gap/the dichotomy which exists between knowledge and thinking. In other words, this model of instruction is very helpful for learners to practice the knowledge that they have gained through their years of study. This is done by offering them a space to work on their own, discuss, and learn from one another.

Another essential advantage of PBL is enabling students to be active learners. Students are highly motivated and engaged in the learning process; when they have frequent chances to talk over ideas with their peers, take charge, ask questions, make decisions, analyze, reflect, think critically, create, and present. Hence, such type of learning is a great opportunity to practice different skills.

Moreover, teachers are supposed to make students work in groups whenever and wherever possible, in order to enter them into a friendly competition with other groups (Scott, 1990). This is essential for encouraging learners to work hard and make efforts, as well as to create positive communication and collaborative relationships among different groups of students. Besides, it is a good way to improve both learners self confidence and feeling of competence for next project tasks as well.

In addition, convincing reports done by teachers state that PBL is relevant, and engaging instructional model that supports authentic inquiry and autonomous learning for students. Thus, it has proven to be effective not only for meeting the traditional goals of
education, but also for encouraging academic proficiency by integrating knowledge with practice (Jones, Rasmussen, & Moffitt, 1997).

This type of learning is more motivating for students because it provides them with great opportunity not just to learn a set of skills, but rather to be more engaged in the process of creating and collaborating with others. So learners are more likely to spend more efforts and time without getting board because they enjoy what they are doing (Bell, 2010). Hence, PBL is vital in promoting self-motivation and self-responsibility to learn by providing more enjoyable environment.

Developing problem solving skill is another advantage of such kind of learning (Wurdinger, 2009). While doing research on a certain topic, students may find conflicting information or disagree on how they should proceed to complete tasks before hands. This can be solved by training and teaching learners to sit together, work as a group, negotiate, take responsibility, accept others views and listen to each other. So, it is a good way to solve disagreements, developing teamwork, and communication skills.

Moreover, PBL helps in developing many skills. This includes problem-solving skills, increasing the use of critical-thinking skills for instance synthesizing, evaluating, predicting, and reflecting, creating a more cooperative learning environment and promoting social and management skills (especially when working in a group) such as patience, empathy, initiative, management, and teamwork (Horan, 1996). In addition, successful application of this approach implies exposing students to a variety of skills and competencies such as collaboration, project planning, decision making, and time management (Blank, 1997).

Nowadays, teachers around the world are basing learning upon projects to be introduced by students for fostering a wide range of skills (such as time management, collaboration, and problem solving) that learners are in need of at different levels college, university, and in the workplace. Besides, such type of learning is useful for satisfying learners’ needs and interests as well.

To conclude, Project Based Learning is beneficial and effective for both teachers and students. On the part of students, this kind of learning environment increases attendance, self-reliance and improves attitudes while on the part of the teachers, PBL promotes professionalism and collaboration (Thomas, 2000).
6. Teachers’ roles in Project Based Learning

The teachers’ role in the PBL class has to cope with the requirements of the new methods. Since the PBL is an action-oriented approach, it requires teachers in action, teachers who draw on their professional skills in subject matter and methodology, in decision-making, and in social skills as well.

In traditional classroom teaching, teachers used to adopt certain roles. These roles are basically related to presenting lectures with sticking to textbook/course book instruction. Hence, traditional instructional methods are based on the transmission of knowledge from an active teacher to a passive learner. So, teachers are considered as the only source of information, whereas students are asked to memorize their lectures as they are. As a result, learners are evaluated on the basis of their ability to remember factual information.

Project based learning, on the other hand, provides more space for both teachers and students. As Harmer (2001) argued, teachers play various roles in project based learning classrooms. These roles change from one activity to another.

6.1. Knower

One role that teachers play in PBL classroom is a knower. Playing such role would help students to select their topics, and assist learners to generate ideas via mind-mapping. The instructor may provide students with a list of topics to choose among them, with giving some information about each theme and defining terms that seem difficult.

6.2. Guide

Another role that professors may adopt is a guide. This is done by guiding students to choose themes that go with their interests on one hand, and seeking to help them to focus on relevant aspects on the other hand. In this case, the teacher’s role is also about checking and directing students’ work from one time to another.

6.3. Facilitator

A facilitator is another role that teachers use in project based learning classrooms. This role is about helping students to gather ideas, define objectives, offer suggestions, and respond to requests from students. In addition, teachers might employ a variety of lectures, tools, and strategies that would support students to achieve their goals.

6.4. Assessor

In addition to the previous roles, teachers are also supposed to evaluate their students’ work by assessing both the oral presentation and the written form as well. For doing this, instructors might use different types of assessments as self, peer, formative and summative.
assessments of knowledge. So, assessor teachers offer feedback on performance, providing correction, and grading students in different ways.

6.5. Coach

A coach is another role that teachers practice. Teachers need to learn, in their role as coaches, how to question and support students’ thinking. Furthermore, they are supposed to engage in learning and create alongside students via providing them with redirection, encouragement, and skill-building that is required.

6.6. Learner

In this method of instruction, teachers often find themselves in the role of learners with their students because of having exposure to different topics that pave the way for acquiring and shedding light on new knowledge and information (Torp and Sage, 1998).

To sum up, teachers who follow this method should switch between the different roles to satisfy their students’ needs.

7. Students’ roles in Project Based Learning

In project based learning, students generally work in small, collaborative groups. Thus, they need to adopt different roles including negotiators, participant, collaborators, self-managers and learners.

Learners search for information and validate it through consulting various sources and documents. Moreover, they are supposed to be self-managers because they should be responsible when conducting their work. In addition, learners use different skills to direct their own learning as synthesize, analyze, summarize, and paraphrase. Furthermore, since the PBL is learner-centered, learners are no more passive receivers of knowledge; they play an active rather than a reactive role in the learning process. Students are expected to interact primarily with each other rather than with the teacher (Richards & Rodgers, 2002, p.77).

All in all, BPL demands students to work hard via gathering information from different sources, doing some readings, and selecting what would help them to satisfy and complete their work adequately.

8. The Effect of Project Based Learning on Promoting Grammatical Competence

Researchers in the field of language teaching and learning stress the importance of grammar in language teaching and learning. Therefore, it is essential for language teachers to adapt and search for effective methods in order to facilitate the process of learning grammar forms and its uses (Canale, 1983). Project based learning is one of these methods, which has been proposed by many scholars to enhance learners’ grammatical competence.
Investigating EFL learners’ and teachers’ attitudes towards the effect of PBL on promoting EFL learners’grammatical competence is the heart of our study. Actually, we have found only few studies tackling the same topic with the same variables. Hence, we have shed light on the effectiveness of PBL in the EFL classroom, as well.

In Thailand, a study has been conducted by Sucaromana (2015) to examine the effect of PBL on promoting EFL learners’ grammatical competence. For this purpose, data has been collected for the study from the pre-test, post-test and follow-up test undertaken by a sample of learners studying at Watpakbueng School, Bangkok. At the end of the course, the sample had a chance to express their opinions towards project-based learning in teaching grammar and how it affects their grammatical competence. The findings reveal that project-based learning could enhance secondary school students’ grammatical competence in learning grammar. In addition, the students presented their opinions positively towards project-based learning as they said that they would like to learn through this teaching method as it helped them to improve their grammatical competence.

Concerning the effectiveness of PBL in the EFL classroom, a study has been done to investigate the effect of project-based learning on students’ academic achievement and attitudes towards English lessons. The research was carried out by Konya (2011) in a high school in Nigde, Turkey. The sample was 60 students in two different classes in the 9th grade of this school participated in the study. As a method of research, an experiment was conducted in this study. At the end of the research, it was revealed that students who were taught through project-based learning were more successful and had higher attitude levels towards the lesson than the students who were taught through the instruction based on student textbooks. Moreover, another work has been carried out as an attempt to investigate the implementation of PBL in the Algerian Secondary School syllabus and textbooks. The study was done by Aimeur in 2010-2011. For the sake of collecting data, a checklist was adopted as a research technique. The findings revealed that PBL was very helpful for learners and effective as a teaching method. Another work has been conducted in Thailand (2003) by Kumpulainen which aimed to investigated learners’ opinions about the implementation of project-based learning in an EFL classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task, and how project-based learning may enhance their four skills of English (i.e., listening, speaking, reading and writing). Forty-seven students were taken as a sample. A semi-structured interview was used to elicit students’ opinions about how such method enhance their English skills. The interview data were qualitatively analyzed. Results of the
study revealed how PBL should be implemented in a language classroom to enhance the learners’ English skills.

**Conclusion**

Reflecting on what has been said so far concerning project based learning, its characteristics, and its benefits, with shedding some light on teachers’ and students’ roles in this approach; one will certainly come to the conclusion that PBL is an effective method that could be applied to guarantee an effective presentation of many important language aspects including grammar.
CHAPTER TWO
THE ANALYSIS OF STUDENTS’ AND TEACHERS’ QUESTIONNAIRES

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Introduction

The central focus of this chapter is the field investigation. The aim of this research investigation is to examine EFL teachers’ and learners’ attitudes towards the effect of project based learning on promoting EFL learners’ grammatical competence. In order to fulfill the aim of this study, two questionnaires were distributed to EFL teachers, as well as, to EFL students, at the Department of English, University of Oum El Bouaghi. The first part of this chapter deals with the followed methodology in this study, starting by an explanation of our choice of the questionnaire as a method of gathering data for the research. First, the sample is tackled then the description, followed by the administration, analysis and a discussion of the results of each questionnaire. The chapter ends with a comparison between the students’ and the teachers’ questionnaires in order to see to what extent their perceptions go along with each other.

2.1. Choice of the Method

In order to satisfy the objectives of this study, a descriptive research method was followed. This was due to our aim, which is investigating teachers’ and students’ attitudes toward the effect of project based learning on promoting EFL learners’ grammatical competence. Investigating the attitudes involves the use of the descriptive method. The questionnaire is, perhaps, the most widely used method of research that collects information, which are relative to perceptions and attitudes of some target informants. In addition, Good and Scates (1954, as cited in Kadri, 2013, p51) argue that the "questionnaire is used to inquire into the opinion and the attitude of a group; it is a major instrument for data gathering in descriptive-survey studies". Therefore, we have used two questionnaires one for teachers and another for students.

2.2. Questionnaire

In this study, a questionnaire is used as a means for collecting and gathering data. Both teachers’ and students’ questionnaires are analyzed and compared in order to see to what extent their opinions and perceptions go along with each other.

2.2.1. Definition of Questionnaire

Questionnaires are considered as the most useful common and the widely used methods for collecting data in second language research. As defined by Brown (2001), questionnaires are “any written instruments that present responds 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.6). That is to say, a questionnaire is a set of items that
should be stated clearly, in a simple language, these items either open-ended or closed ones.

2.2.2. Advantages of the Questionnaire

According to Dorney (2000), questionnaires have many advantages that can be summarized as follows:

- They do not consume too much effort especially by using computer software.
- They are versatile. That is to say, they can be used with a variety of people in a variety of situations targeting a variety of topics.
- They enable/facilitate collecting a large amount of information in a good period of time, that is to say, they are time constraints.

2.3. Teachers’ Questionnaire

2.3.1. The Sample

The target population of this survey is EFL teachers, at the University of Larbi Ben Mhidi, at the English department, Oum El Bouaghi. We have dealt with a sample, which consisted of twenty two (22) teachers from total of (38) teachers. Participants were selected mainly for the easiness of access, in other words, for the ability to get in touch with most of them at the university.

2.3.2. Description of Teachers’ Questionnaire

The teachers’ questionnaire was composed of (15) questions divided into five sections. The items required answers with dichotomies (yes, no), or to tick the most suitable answer(s) from a series of options, or open questions where they are asked to give their opinions or to explain their choices.

Section One: General Information: (Q1-Q2)

The first section consists of two independent questions. In Q1, teachers are asked about their qualification. In Q2, they are asked to give their teaching experience.

Section Two: Grammatical Competence: (Q3-Q5)

The second section involves three (3) questions to elicit the teachers’ attitudes towards their learners’ grammatical competence and abilities. In Q3, teachers are asked to provide their attitudes about how do they evaluate their students’ grammatical competence. In Q4, they are asked whether or not their students face any grammatical problems, when it comes to speaking or writing. Furthermore, Q5 is more related to Q4. That is to say, if their answer in Q4 was « yes », then they are asked to tick the suitable slots that indicate the extent to which their learners face the difficulty in certain areas of grammar.
Section Three: Project Based learning (Q6- Q12)

The third section involves seven (7) questions. In Q6, teachers are asked about the way they group their students, and they are asked to justify their choice. Q7, Q8, Q9 are more related. In other words, Q7 seeks information about if teachers use PBL in their classroom or not. If they answered by “no”, then, in the next question (Q8) they should tick the main problems that prevent them from using PBL. If they answered by “yes”, then, in Q9 they are asked to say how much do their learners learn from PBL. Moreover, in Q10 teachers are asked to say how PBL can be useful for their learners. Furthermore, Q11 investigates the way teachers assess their students. Whatever their answer was, they are required to justify in Q12.

Section Four: The Effect of Project Based learning on Enhancing Grammatical Competence (Q13- Q14)

The fourth section involves two (2) questions. In Q13, teachers are required to tick the main activities that help learners to enhance their grammatical competence. In the following question (Q14), teachers are asked whether or not PBL helps in improving their learners’ grammatical competence, if yes, they should say how.

Section Five: Further Suggestions and Comments (Q15)

This final section provides teachers with the opportunity to add any comment or suggestion related to the research work.

2.3.3. Administration of Teachers’ Questionnaire

Our target population consists of EFL teachers in the English department at Larbi Ben M’Hidi University. The questionnaire is administered to twenty two (22) teachers as a sample of this study. The selection of such sample was based on the consideration that those teachers have different experiences in the teaching process that benefit us and give us relevant information concerning the effect of project based learning on promoting EFL learners’ grammatical competence. The questionnaire was handed to twenty two teachers; however, only three teachers handed back their questionnaire in the same day. Others handed it back, approximately, after one week.

2.3.4. Analysis of Teachers’ Questionnaire

Section One: General Information

Q1: What is your qualification?
   a- License
   b- Master
   c- PHD
Table 1: Teachers’ Professional Degree

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>License</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>PHD</td>
<td>1</td>
<td>4.54</td>
</tr>
<tr>
<td>Magister</td>
<td>19</td>
<td>86.36</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 shows that the majority of the teachers (86%) in our sample have a Magister degree and (9%) of them held a Master degree. However, only one teacher has a doctorate degree. This implies that the teachers of our sample acquire high level. Hence, we believe that they are aware of the importance of project based learning in promoting EFL learners’ grammatical competence.

Q2: How long have you been teaching English?
   a- Less than 5 years
   b- Between 5 and 10 years
   c- Between 10 and 15 years
   d- More than 15 years
Table 2: Length of Teaching Experience

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>Between 5 and 10 years</td>
<td>14</td>
<td>63.63</td>
</tr>
<tr>
<td>Between 10 and 15 years</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 2 show that (67%) of the questioned teachers have been teaching English from 5 to 10 years, 14% have been teaching English from 10 to 15 years, 9% of teachers have been teaching English for less than 5 years, and 10% of them have been teaching for more than 15 years. This implies that the teachers of our sample have acquired an experience which can provide us with reliable answers concerning the designed questionnaire. It is crystal clear, that the teaching experience is so important for the validity of the obtained results.

Section Two: Grammatical Competence

Q3: How do you evaluate your students' grammatical competence/abilities?

a. Very well    b. Average    c. Low
The results show that six (27%) of the whole teachers believe that their students have a low level concerning grammatical abilities. However, (73%) of them evaluate that their students' grammatical competence as being average. No teacher opts for the “high” option. These results imply that the majority of students do not have a good level in grammatical competence.

Q4: When it comes to speaking/writing, do your students face any grammatical problems?

a. Yes

□ b. No
The rationale behind this question is to know whether or not students face any grammatical problems, when speaking/writing the target language. The results show that twenty two (100%) teachers believe that their students have many grammatical problems which affect their grammatical competence when writing or speaking English.

Q5: If yes, please please tick √ the suitable slots that indicate the extent to which your learners face the difficulty in particular areas of grammar.
<table>
<thead>
<tr>
<th>Grammatical item /question</th>
<th>No problem</th>
<th>A little problem</th>
<th>Considerable problem</th>
<th>Great problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Structure of compound and Complex sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reporting verb and reported speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Active and passive voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Prepositions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Others, please specify.

Table 5: Teachers’ Perceptions about Students ‘Difficulties in Different Areas of Grammar

<table>
<thead>
<tr>
<th>Option</th>
<th>Use of articles</th>
<th>Tense</th>
<th>Structure of sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>No problem</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>little problem</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>considerable problem</td>
<td>12</td>
<td>54.55</td>
<td>11</td>
</tr>
<tr>
<td>Great problem</td>
<td>10</td>
<td>45.46</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>22</td>
</tr>
<tr>
<td>Reported speech</td>
<td>Active/passive voice</td>
<td>Prepositions</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>95.45</td>
<td>13</td>
<td>59.09</td>
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<tr>
<td>1</td>
<td>4.55</td>
<td>9</td>
<td>40.90</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>100</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 6: Teachers’ Perceptions about Students' Difficulties in Different Areas of Grammar

![Use of articles](image1)

![Reported speech](image2)
Table 5 indicates that teachers do not agree about specific grammar problems that students face. 12 teachers argue that students have considerable problems concerning both the use of articles and prepositions. Furthermore, some of them (50%) assert that students have also great problems in the use of tenses and reported speech. Around (68%) of our participants claim that students also face some difficulties related to the structure of sentences. The results indicate that all teachers agree that many EFL students still face various grammatical problems while learning L2 with slight degree of differences from one type to another.

**Section Three: Project Based Learning**

**Q 6: In the teaching process, do you prefer to use?**

a. Individual work                     b. Pair work                            c. Group work

- Whatever your answer is, please justify
The table indicates that the majority of teachers (45.46%) opt for having group work instead of other types of tasks. They claim that this type of arrangement helps in enhancing students’ cooperative spirit, and lets learners exchange ideas to learn from one another. 8 subjects, however, prefer pair work (36.36%); they argue that this task is very effective and less noisy. Only 3 teachers prefer individual work; they argue that it helps in identifying each student’s problem and errors better than pair or group work. Another teacher claims that it depends, in fact, on the nature of the module, the item to be taught, the level of the students, and the allocated to teaching.

Q7: Do you use PBL as a teaching methodology in your classroom?

a. Yes 

b. No
Table 7: Teachers’ Perceptions about the Use of PBL in Classroom

<table>
<thead>
<tr>
<th>Option</th>
<th>Number (N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>54.55</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>45.46</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 8: Teachers’ Perceptions about the Use of PBL in Classroom

More than half of the teachers (55%), as pointed out in figure 7, are using PBL in their classes. However, 45% of subjects argue that they are not using it as a teaching methodology.

Q8: If ‘No’, please tick any problems that prevent you from using it
Table 8: Teachers’ Perceptions about the Problems that Prevent them from Using PBL

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are not comfortable with PBL.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The students’ English proficiency level is too low.</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Students do not take responsibility for their own learning.</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Class size is too big.</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>I am not clear what PBL expects me to do.</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 9: Teachers’ Perceptions about the Problems that Prevent them from Using PBL

Table 8 indicates that, option ‘d’ “Class size is too big”, was greatly highlighted by the majority of teachers (40%) as the most apparent problem they face in their classroom. Moreover, most teachers (up to 20%) also emphasized that pupils’ English proficiency level is too low, which makes it a very serious problem. 30% of teachers traced the reason behind the unsuccessful application of PBL back to the fact that students do not take
responsibility for their own learning. Only one teacher argued that he/she is not clear of what PBL expects him/her to do.

Q 9: If yes, how much do your learners learn from Project Based Learning?

Table 9: Teachers’ Views about Students’ Benefit from PBL

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Much</td>
<td>5</td>
<td>41.67</td>
</tr>
<tr>
<td>Little</td>
<td>1</td>
<td>8.33</td>
</tr>
<tr>
<td>Nothing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 10: Teachers’ Views about Students’ Benefit from PBL

In accordance with table 9, we can notice that 50% of teachers who are using PBL in their classes believe that this method is very useful for students. 42% of participants, on the other hand, claim that students learn much from PBL. Only 8% of teachers claim that this method is not really useful for EFL learners.

Q 10: How can PBL be useful for your learners?
From table 10 and from teachers’ answers, it is clear that they all agree that PBL is useful; yet, their choices differ. 17% of the teachers agreed that PBL is useful in raising students’ motivation, improving their problem solving skill, and improving their writing skill. Others claimed that it sharpens their critical thinking (26%). 23% of teachers have chosen the option d.
Q11: When asking students to make projects, do you assess?
   a. Oral production.
   b. Written production.
   c. Both.
   - Whatever your answer is, please justify.

Table 11: Teachers’ Preferences of Different Ways of Evaluation When Making Projects

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral production</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Written production</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Both</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 12: Teachers’ Preferences of Different Ways of Evaluation When Making Projects

The whole population; i.e. the equivalent of (100%) answered positively on what type of assessments teachers use when evaluating their students' work by selecting the option c. Only 15 teachers out of twenty two (100%) explain their answers. The majority argue that evaluating both oral and written production is essential to assess students’ level of achievement. Others believe that both skills, writing and speaking, are important in learning a foreign language so both worth evaluation.

Q12: In PBL class, which roles do you think a teacher should play?
Table 12: Teachers’ Roles in PBL Class

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controller</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manager</td>
<td>5</td>
<td>22.73</td>
</tr>
<tr>
<td>Director</td>
<td>2</td>
<td>9.09</td>
</tr>
<tr>
<td>Facilitator</td>
<td>9</td>
<td>40.91</td>
</tr>
<tr>
<td>Resource</td>
<td>6</td>
<td>27.27</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 13: Teachers’ Roles in PBL Class

From the obtained results, we can say that teachers play different roles in PBL classes. Some teachers assert that the teacher should play the role of a facilitator and they represent or stand for a rate of (41%). Some of them (23%) argue that the instructor generally play the role of a ‘manager’. While (9%) of teachers affirm that, in PBL class, the teacher should play the role of a director. Importantly, while (27%) of teachers opt for a ‘resource’ In short, teaching EFL is a complex process, this is possibly why teachers are not satisfied by one role. They play different roles within the classroom setting due to the situations in which they are put on; and since the whole process of making projects demands a lot from teachers so they should switch between all these roles.

Section Four: the Effect of Project Based Learning on Enhancing Grammatical Competence

Q 13: In PBL classroom, which of the following activities might help your learners to enhance their Grammatical Competence?
Table 13: Teachers’ Preferences of PBL Activities that Might Help in Enhancing Grammatical Competence

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates and discussions</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>Presentations</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>Problem solving</td>
<td>3</td>
<td>13.64</td>
</tr>
<tr>
<td>Group work</td>
<td>4</td>
<td>18.18</td>
</tr>
<tr>
<td>All of them</td>
<td>8</td>
<td>36.36</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>4.55</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

This question aims at gaining information about the most preferable activities that are practiced within the PBL classroom and might enhance learners’ grammatical competence, from the point of view of teachers. In this question, teachers are provided with various choices and they are going to tick the suitable choice for them. The majority of teachers (36.36 %) prefer all the above activities which are group work, presentations, problem solving, and discussions. Moreover, some teachers (18.18%) favor group work. One teacher (10%) argues that prepared talks are the most preferable activity for him maybe because it provides learners with the opportunity of making advanced preparation.13.64 % of teachers, however, prefer debates, presentations, and problem solving.
Q14: Do you think that project based learning helps your learners improve their grammatical competence?

a. Yes  
   -Because

Table 14: Teachers ‘ Perceptions Towards the Effectiveness of PBL in Enhancing Learners’ Grammatical Competence

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>86.36%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 15: Teachers ‘ Perceptions Towards the Effectiveness of PBL in Enhancing Learners ‘Grammatical Competence

The table above reveals that the majority of teachers (86%) argue that project based learning might be useful in improving students’ grammatical competence. Only 3 teachers have answered negatively.

Their justifications differ. Some teachers provide explanations and others did not.

- PBL entails much reading and preparation. It gives students more exposure to academic genres that require some specific grammatical structures. Projects help in promoting spoken grammar, if presented.
- During the process of preparation, students will read from different references. So, they will acquire the accurate use of grammar and its rules.
- It reflects all skills that students have gained, as well as, knowledge.
- When students write the written form, they search about new words and how to combine them using different grammatical rules.
- Students will apply the various grammar rules in writing or presenting the projects.

Section Five: Further Suggestions

Q15: If you wish to add any other comments or suggestions, please note it down.

Teachers in this question (Q15) are asked to add any comments or to give their own suggestions. Few of them have stated that:

- PBL is very useful because it helps students in improving their cognitive and mental abilities.
- Since students work in groups, as a team and they are aware that the work will be presented, students will pay more attention and do their best in this work.
- Teachers are recommended to ask students to do project works, only when they make sure that EFL students reached an acceptable level in the target language.

2.3.5. Discussion of the Results

In the light of the obtained results from the teachers’ questionnaire, we note that:

- All the teachers (100%) stated that students have great grammatical problems, when writing or speaking the target language, in different areas of grammatical competence.
- Teachers assumed that they are using various types of arrangement. However, many of them stress the use of group work as it has great advantages.
- (55%) of teachers stated that they are using PBL in their class. Others claimed that this method is not applicable in their module. Some teachers, on the other hand, argued that they are facing certain problems that prevent them from using it as class size.
- Teachers, who are using PBL, stated that they are using different activities and switch between the different roles to help learners promote their grammatical competence.

2.4. Students’ Questionnaire

2.4.1. The Sample

The target population of this questionnaire is master one LMD students of English, at the English department, at the University of Larbi BEN MHIDI, Oum El Bouaghi. The number of population is difficult to handle and to study. Therefore, we have dealt with a sample, which consisted of 32 students from a total population of about 164 students studying in the specialty of language sciences (one fifth of the population was taken (1/5)). The participants, in this study, were chosen from two classes with a random selection. The reason behind choosing to work with master students is that they are supposed to have acquired a great deal of the English language and its basics including grammar. In addition, they are supposed to be more aware about the whole process of making projects since most of their lectures are presented in the form of projects throughout the whole year.
2.4.2. Description of Students’ Questionnaire:

The students’ questionnaire was composed of (15) questions divided into five sections. The items required answers with dichotomies (yes, no), or to tick the most suitable answer(s) from a series of options, or open questions where they are asked to give their opinions or to explain their choices.

Section One: Background Information: (Q1-Q4)

The first section consists of four independent questions. In Q1 and Q2 respectively, students are asked to give their sex and age. Q3 seeks to know whether English was their first choice at the university. In the following question (Q4), students are required to state their level in English.

Section Two: Grammatical Competence: (Q5-Q7)

The second section involves three (3) questions to elicit students’ attitudes towards their grammatical competence and abilities. In Q5, students are asked to provide their attitudes about how do they evaluate their ‘grammatical competence. In Q6, they are asked about if they face any grammatical problems, whether, when it comes to speaking or writing. Furthermore, Q7 is more related to Q6. That is to say, if their answer in Q6 was «yes», then they are asked to tick the suitable slots that indicate the extent to which they face the difficulty in certain areas of grammar.

Section Three: Project Based learning (Q8-Q12)

The third section involves five (5) questions. In Q8, students are asked about the way they prefer to work in class, and they are asked to justify their choice. Q9 seeks information about if their teachers use PBL in their classroom or not. Then, in Q10 they are required to say how much do they learn from PBL. Moreover, Q11 investigates how can PBL be useful for them as learners. Furthermore, Q12 seeks to view the way students prefer to be assessed in when making projects.

Section Four: The Effect of Project Based learning on Enhancing Grammatical Competence (Q13-Q14)

The fourth section involves two (2) questions. In Q13, students are required to tick the main activities that help them to enhance their ‘grammatical competence. In the following question (Q14), students are asked if PBL helps them in improving their’ grammatical competence or no, if yes, they should say how.

Section Five: Further Suggestions and Comments (Q15)

This final section provides teachers with the opportunity to add any comment or suggestion related to the research work.
2.4.3. Administration of Students’ Questionnaire

It is worth mentioning that the questionnaire took place in April 4, 2016, at the English department. The students’ questionnaire was administered to two groups, making up 32 students. All of the questionnaires handed back at the end of the session. The questionnaire was administered in a friendly and relaxed environment. The questions were clear enough in order to help the students understand and thus provide us with the appropriate answer, also, they have the freedom to ask about anything may be they did not understand in the questionnaire. The questionnaire took the students nearly 13 minutes of their time (which is largely enough for them to answer).

2.4.4. Analysis of Students’ Questionnaire

Section One: General Information

Q1: Gender:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number (N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>34.375</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>65.625</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 16: Students’ Gender

The table demonstrates that the majority of the students are females (66%), whereas only (34%) are males. This may be due to sociological reasons i.e. the number of women are more than men in the society, or this is due to the females’ preferences i.e.
generally speaking girls prefer to study literary subjects whereas boys prefer to study scientific subjects. So, the sample contains the two sexes to obtain various data.

Q2: Age:

a. Under 20
b. 20-25
c. Over 25

Table 16: Students’ Age

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>1</td>
<td>3.125</td>
</tr>
<tr>
<td>20-25</td>
<td>29</td>
<td>90.625</td>
</tr>
<tr>
<td>Over 25</td>
<td>2</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 17: Students’ Age

A quick glimpse at table N° 2 reveals that there are three (3) age categories in our selected sample. In the first category, only 1 subject (3.125 %), who is under 20 years of age; this may mean he started early his primary education. The second category 20-25 years represents a numerical majority of 90.625 % of the whole population. The third category of age, over 25 years old make 6.25 % of the population; they are believed to be older subjects who either have repeated years or not having started early their primary education, or due to other reasons.

Q3: Why did you choose to study English?

a. Personal choice     b. Parents choice     c. Administrative orientation
Table 17: Students’ Drives to Study English

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal choice</td>
<td>22</td>
<td>68.75</td>
</tr>
<tr>
<td>Parents choice</td>
<td>2</td>
<td>6.25</td>
</tr>
<tr>
<td>Administrative orientation</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 18: Students’ Drives to Study English

What is shown in the figure is that the majority of the students (69%) decided to study English out of their own free will, whereas some of the students (25%) did not choose to study English as an option of their choice, it is imposed on them by the ministry of higher education. For the rest of the sample (6%) which equals two students, studying English was the desire of their parents. Interestingly, we can say that the students who have chosen to study English by themselves have the opportunity to succeed more in EFL learning because they have an internal motivation to study English.

Q4: What is your level in English?
   a. Good  
   b. Average
   □ c. Poor
Table 18: Students’ Level in English

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>11</td>
<td>34.375</td>
</tr>
<tr>
<td>Average</td>
<td>21</td>
<td>65.625</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 19: Students’ Level in English

Table 03 and figure 03 represent the students’ level in English. The highest percentage of students 66% claims that their level in English is average. Others 34% show that they are good in English. Whereas, the percentage of 0% is obtained for ‘poor’ category of students. All in all, the majority have an acceptable level in English which would enable them to run out the current study.

Section Two: Grammatical Competence

Q5: How do you evaluate your grammatical competence /abilities in learning English?
   a. Very well    
   b. Average      
   c. Low

Table 19: Students’ Evaluation of their Grammatical Competence

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Average</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 05 and figure 05 represent the students’ evaluation of their grammatical competence. Eight students (25%) believe that they have a very well grammatical competence in learning English; the rest of students (75%) evaluate their grammatical competence by being average. It is obvious from the above results that the majority of students (75%) believe that their grammatical competence/abilities in learning English is average; which may be explained by having some problems in certain areas of grammatical competence. This could be due to the lack of practice or little attention is given to grammatical competence’ areas.

Q6: When it comes to speaking/writing, do you face any grammatical problems?

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>84.375</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 21: Students ‘Perceptions of Grammatical Problems

Students ‘Perceptions of Grammatical Problems

No 16 %
Yes 84%
Both figure 06 and table 06 show that twenty seven (84%) students among 32 (100%) face different grammatical problems when speaking or writing the language; however, only 5 (16%) students do not have any grammatical problems in both skills. The result obtained indicates that without any doubt; the majority of students have great grammar problems which affect their grammatical competence when writing or speaking English.

Q7: If yes, please, please tick √ the suitable slots that indicate the extent to which you face the difficulty in particular areas of grammar

<table>
<thead>
<tr>
<th>Grammatical item /question</th>
<th>No problem</th>
<th>A little problem</th>
<th>Considerable problem</th>
<th>Great problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of articles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tense</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Structure of compound and Complex sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reporting verb and reported speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Active and passive voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Prepositions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Others, please specify.
Table 21: Students ‘Difficulties in Different Areas of Grammar

<table>
<thead>
<tr>
<th>Option</th>
<th>Use of articles</th>
<th>Tense</th>
<th>Structure of sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>No problem</td>
<td>20</td>
<td>62,5</td>
<td>5</td>
</tr>
<tr>
<td>little problem</td>
<td>5</td>
<td>15,625</td>
<td>12</td>
</tr>
<tr>
<td>considerable problem</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Great problem</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>78,125</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reported speech</th>
<th>Active/passive voice</th>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Reported speech</td>
<td>13</td>
<td>40,625</td>
</tr>
<tr>
<td>Active/passive voice</td>
<td>7</td>
<td>21,875</td>
</tr>
<tr>
<td>Prepositions</td>
<td>2</td>
<td>6,25</td>
</tr>
<tr>
<td>Prepositions</td>
<td>1</td>
<td>3,125</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>71,875</td>
</tr>
</tbody>
</table>
Figure 22: Students’ Difficulties in Different Areas of Grammar
The table above shows that students do not agree about specific grammar problems. Concerning the use of articles, the majority of students (80%) claim that they have no problems. However, 41% of students state that they have some problems concerning the use of prepositions. 26% of students declare that they face considerable problems related to tenses. Moreover, 4% of students have great problems in different areas including the use of active / passive voice, and reported speech as well. 36% of students, on the other hand, still face some difficulties concerning the structure of compound and complex sentences. Only few students (2) have mentioned other areas that they have problems in including idioms and subject-verb agreement. All in all, the results indicate that master one LMD students still face all the previous problems in different areas of grammatical competence while learning L2 with some degree of differences from one type to another, in spite of having exposure to different grammatical areas in their previous years of study.

Section Three: Project Based learning

Q 8: In the learning process, do you prefer?

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual work</td>
<td>9</td>
<td>28.125</td>
</tr>
<tr>
<td>Pair work</td>
<td>10</td>
<td>31.25</td>
</tr>
<tr>
<td>Group work</td>
<td>13</td>
<td>40.625</td>
</tr>
</tbody>
</table>

Table 22: Students’ Preferences of Different Types of Arrangement

Figure 23: Students’ Preferences of Different Types of Arrangement
In this question, students are asked to state whether they prefer individual, pair, or group work. So, the main aim behind this question is to tick the most preferable type which helps us to see the enjoyable kind of instruction for students; and to see as well if group work preferred by students or not, since PBL is based on it. As it is visible in the table, there have no major difference between the three types mentioned before; however, the majority of respondents (41 %) indicate that they enjoy best group works rather than other types. This reveals that they are more sociable and have an extrovert personality. Then, 28 % prefer working individually which implies that those students are more introvert persons. However, pair work is seen to be more preferable for 10 students than other tasks which translated into 31 %. From this portion, we assume that they are not extremely extrovert or not confident. Whereas, some students choose more one choice, this result may attributed to the fact that students have the ability to work in all these methodologies, in other words, they can work alone in order to achieve good results in their tests, as well as, they can work in pairs and groups where they have the ability to express and exchange ideas with others.

That is to say, this portion implies that students have different perceptions towards different type of arrangement and many of them are comfortable when working in groups or as a team.

- Whatever your answer is, please justify

Those students option for group work are considered as sociable and have an extrovert personality, those students enjoy best exchanging ideas with others and strengthen their feeling to take risks in speaking. Their explanation concerning this point is as follow, group work teaches them how to respect others’ ideas and opinions, learn how to ask and respond to more question, in addition to that, they state that group work is important because of the opportunity that is given to them to open the floor for free discussion where they feel comfortable to interact with their classmates, sharing information in the learning process. However, respondents who like to work individually since they have higher level; they state that they do not like working with others who have lower level. Others argue that they feel free and comfortable to work individually to express their ideas without any intervention, it also enable them to evaluate their work and discover their level. The third portion, on the other hand, claims that working in pairs is the good way to exchange ideas with their partner.

Q 9: Does your teacher use PBL as a teaching methodology in the classroom?

a. Yes  b. No
- If yes, please specify the module

Table 23: Pupils’ Attitudes Towards their Teachers’ Use of PBL

<table>
<thead>
<tr>
<th>Option</th>
<th>Number (N)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 24: Pupils’ Attitudes Towards their Teachers’ Use of PBL

The results shown in Table 09 and Figure 09 indicate that the majority of the pupils (87%) are aware or have an idea about PBL and they claimed that their teachers are using it in some modules including discourse analysis, acquisition; however, 13% of them claimed that they had no exposure to PBL.

Q10: How much did you learn from Project Based Learning?
- Very much
- Much
- Little
- Nothing

Table 24: Students’ Benefit from PBL

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very much</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Much</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>Little</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Nothing</td>
<td>2</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
According to the results of Table 10, it is obvious that most pupils (62%) perceive PBL as a beneficial teaching method. This could be explained by the cooperative environment which is offered when working in groups and exchange ideas. However, 16% of students declare that such method is not really helpful and they do not enjoy it. This may be due to their desire to work individually or they may not like oral presentation of the work.

Q11 : How can PBL be useful for you as an EFL learner?

Table 25: Usefulness of PBL

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It raises your motivation</td>
<td>12</td>
<td>17.14</td>
</tr>
<tr>
<td>It sharpens your critical thinking</td>
<td>18</td>
<td>25.71</td>
</tr>
<tr>
<td>It improves your problem solving skill.</td>
<td>12</td>
<td>17.14</td>
</tr>
<tr>
<td>It develops your social skills for getting along with others</td>
<td>16</td>
<td>22.86</td>
</tr>
<tr>
<td>It improves your writing skill</td>
<td>12</td>
<td>17.14</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 11 displays that 23% of the participants find PBL very useful in improving their social skills for getting along with others. However, 17% of respondents argue that this method of teaching help them in promoting their problem solving skill. The same percentage of students (17%) claim that PBL increases their motivation, and develop their writing skill. 26% of participants find PBL as a good way to improve their critical thinking. All in all, we can say that the majority of students enjoy PBL as it has many advantages and help them in more than one way; therefore many students tick more than one option.

Q12: When you are asked to make projects, do you prefer to be evaluated on?

a. Oral production  
   b. Written production  
   c. Both

Table 26: Students’ Preferences of Different Ways of Evaluation When Making Projects

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral production</td>
<td>11</td>
<td>34.375</td>
</tr>
<tr>
<td>Written production</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Both</td>
<td>21</td>
<td>65.625</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
Evaluation is recognized to be an important aspect of foreign language teaching. Along the analysis of the results, we find that the majority of students (66%) declare that they prefer to be evaluated on both oral and written production. However, 34% of participants argue that they like to be evaluated on oral production basically. No student opts for evaluation of written production only.

- **Whatever your answer is, please justify**

A considerable number of students (21) express their preference for both types of evaluation, written and oral production. They believe that they spend much time and efforts whether when writing the project (searching for references, writing the different related elements and ideas using their own words and style, and discussing the whole work before submitting the written form), or when presenting it orally (making performances before presenting and working on their appropriate choice of words to be said). 11 respondents, on the other hand, claim that evaluation of the oral production is more important, because this proves who really worked and did efforts and who did not participate in the work.

Section Four: The Effect of Project Based Learning on Enhancing Grammatical Competence

Q 13: Which of the following activities helps you to enhance your Grammatical Competence?
Table 27: Students’ Preferences of PBL Activities that Might Help in Enhancing their Grammatical Competence

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates and discussions</td>
<td>14</td>
<td>23.73</td>
</tr>
<tr>
<td>Presentations</td>
<td>17</td>
<td>28.82</td>
</tr>
<tr>
<td>Problem solving</td>
<td>7</td>
<td>11.86</td>
</tr>
<tr>
<td>Group work</td>
<td>21</td>
<td>35.59</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 28: Students’ Preferences of PBL Activities that Might Help in Enhancing their Grammatical Competence

The table above summarizes the most frequent technique that teachers can use in PBL class. As can be noticed in figure 13, there are no major differences between the percentages of debates and discussions (24%) where students have the freedom to speak through which they learn how to ask and respond to different and more questions and how to respect others’ opinions, and presentations (29%) which are also one of the most used activities where students have the chance to build their confidence. In the first place comes group work with (35%) which is considered as a social activity where students exchange information and build social skills. (12%) answers opt for problem solving. So, the table states that teachers use different activities in order to get their goal. From these results, we
can say that their answers depend on the nature of the module as it is stated by some students (2), and also the way teachers are applying PBL.

Q14: Do you think that project based learning helps you improve your grammatical Competence?

a. Yes  b. No

-Because

Table 28: Students ’ Perceptions Towards the Effectiveness of PBL in Enhancing Their ’Grammatical Competence

<table>
<thead>
<tr>
<th>Option</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>84.375</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>15.625</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

The examination of this question reveals that 27 students (84%) believe that project based learning may improve students’ grammatical competence. Only 5 students have answered negatively; i.e.denying any benefits from PBL in making students’ grammatical competence enhanced

Their justifications differ. Some students provide explanations and others did not.

-Since there is preparation and discussion, grammatical competence will be improved indirectly.

-When making projects, students will pay more attention to tenses, prepositions, structure of sentences.

Figure 29: Students ’ Perceptions Towards the Effectiveness of PBL in Enhancing Their ’Grammatical Competence

Students ’ Perceptions Towards the Effectiveness of PBL in Enhancing their ’Grammatical Competence

No 16%

Yes 84%
- Along period of research demands self preparation for oral presentation which would help in improving grammatical competence, by focusing on appropriate choice of words well formed sentences, and paying more attention to both accuracy and fluency.
- Group work helps in exchanging ideas, and having a variety of writing styles will serve in promoting grammatical competence abilities.
- PBL offers an effective technique of communicative interaction which helps in focusing on both form and meaning, because interaction and negotiation between students are useful in increasing grammatical competence.
- PBL is a teaching process that involves the oral performance but many students tend to read from papers, so it is not effective.

**Section Five: Further Suggestions**

Q15: If you wish to add any other comments or suggestions, please note it down.

Students have not given any comments or valuable suggestions that may help us in the present research maybe due to the lack of time.

**2.4.5. Discussion**

On the light of the results obtained from the questionnaire assigned to students, we can affirm many facts about their perceptions and attitudes towards the effect of project based learning on promoting EFL learners’ grammatical competence. First, students recognize that PBL is a very important method of teaching since it is the bath through which learners can share and exchange new ideas, thoughts, and knowledge, when exposing to different topics and themes. Moreover, students find that the process of making projects is very important and motivating at the same time, because it offers them with more space to develop their grammatical abilities in a cooperative environment and to pay more attention to the different areas of grammatical competence. In addition, when assessing students’ projects, students argue that they prefer both types of evaluation; so they stress both accuracy and fluency since those components are interrelated. Thus, we cannot separate them from each other; moreover, if one aspect is missed the message will not be conveyed effectively. All in all, the different activities involved in PBL are very useful for EFL learners, since they help students to overcome their mistakes whether when presenting or writing the product. Moreover, these techniques create a better environment for learning.
Comparison between teachers’ and students’ questionnaires

Via the two given questionnaires along their analysis, we can come to the point that teachers and learners are conscious about the efficiency of project based learning. Both of them assert that EFL learners face great grammatical problems and promoting grammatical competence, in addition to other skills, can be enhanced via using such method of teaching, which raises students’ attention to different grammatical forms, structures, rules, and various grammatical areas. Moreover, both students and teachers find that the process of making projects is very important and motivating at the same time, because it offers learners with more space to develop their grammatical abilities in a cooperative environment and to pay more attention to the different areas of grammatical competence. Besides, students and teachers argue that they prefer both types of evaluation; so they stress the usefulness of assessing written form and the oral presentation as well. Furthermore, they affirm that the whole process of making project gives students the opportunity to receive comprehensible input and produce comprehensible output. So, we notice that there is kind of harmony between teachers’ and students’ answers.

Conclusion

Developing students’ grammatical competence has been the concern of many researchers in the field of EFL. It may, very likely, be considered as a very difficult task for EFL teachers across the world. Therefore, teachers should adapt various methods and strategies in order to give students the chance to speak and write both adequately and accurately. One such strategy to go about it, may be, is PBL since it allows an opportunity for students to practice and experience language learnability. Thus, for many EFL teachers, the process of making projects can adequately work out as a highly proficient pathway to yield desirable environment where students are offered with great space to share ideas and learn from one another. All in all, the obtained results from both theory and practice seem to a large extent go in the same line and confirm our hypotheses. So, the findings of the study reveal one outcome: project based learning is a good method or has a positive impact on students’ grammatical competence due to its efficiency in creating a supportive atmosphere for learners to discuss their ideas, views, interests and knowledge as well as, promote their grammatical competence.
Pedagogical implications

Project based learning is an important teaching method for enhancing students’ grammatical competence. In the light of the results obtained from the study, a set of recommendations may be introduced. We suggest putting them ordered in a point-organized form.

- The findings of the research at hand show that both EFL teachers and students view PBL as a very useful method to promote grammatical competence. In addition, they view it as a valuable teaching and learning tool via which a healthy atmosphere for learning can take place. Therefore, teachers should often rely on such kind of educational methods in order to develop the process of EFL learning.
- Out of the participants surveyed, some students seem to show negative attitudes towards presenting the project orally; this can be the result of various psychological problems such as anxiety, the lack of self-confidence, and the fear of making mistakes. Teachers should clarify for their students the significance of this important step in the process of making projects in developing their speaking abilities.
- The findings of this study suggest that paying more attention to learners' grammatical competence is essential and significantly beneficial in order to make them both write and speak the target language accurately and correctly. To attain this aim, PBL proved to be one of the effective methods that help EFL learners to improve their grammatical competence, while having insight into new themes and topics. However, if an experimental method was conducted, results that are more reliable would be gained. In addition, more accurate the results would be obtained, if the research was conducted with teachers from different universities, teaching different modules.
- Teachers should also consider the fact that, unlike other classes, PBL classes require from teachers to be actively engaged in the learning process relying on their personal and social experiences, hence, to enable the pupils to be achievers rather than just passive receivers.
- The conducted project shows that PBL has a positive impact on students’ grammatical competence. Thus, it gives students the chance to practice the English language via having insight into different themes and exchange ideas. Moreover,
PBL brings an enjoyable environment for students; thus, it would be viewed as a reinforcing drive for EFL learning.
General Conclusion

This work aims at examining teachers’ and students’ attitudes towards the effect of project based learning in developing students’ grammatical competence. After analyzing and interpreting all the results in this study concerning the investigated topic, the results we have reached make our hypotheses confirmed. The majority of teachers and students approve and confirm that PBL is a good educational method. It provides the students with space to investigate different topics and since this work demands preparation students will do much efforts and focus on the various skills including the different areas of grammatical competence. This shows that there is a positive connection between PBL and grammatical competence. In other words, PBL is significant method for the development of EFL learners’ grammatical competence.

Limitations of the Research

Actually, we have faced some difficulties and problems when conducting this work. These can be acknowledged and be summed up in the points that follow.
1. The Small number of participants is one limitation of the present research; that is to say, longer amount of time will help researchers to base their studies on larger sample of students and teachers and this consequently will give the results different dimensions.
2. In general, there was a lack of resources, especially in terms of books, that cover the theme of this research and in particular those related to the Algerian context.
3. If an experimental method was conducted, results that are more reliable would be gained.
References


APPENDICIES

APPENDICES

- Appendix I: Teachers’ Questionnaire
- Appendix II: Students’ Questionnaire
Appendix I

Teachers’ Questionnaire

Dear teacher;

We would like to invite you to participate in a research project entitled “The Effect of Project Based Learning on Promoting EFL Learners Grammatical Competence”. The main aim of this questionnaire is to investigate EFL teachers and learners attitudes towards the effect of project based learning on enhancing EFL learners’ grammatical competence.

We would be grateful if you could answer these questions to help us gain the relevant information to test our hypothesis. Please read the following questions carefully then tick (√) the box that indicates your chosen answer which you find most suitable (you may tick more than one box) and feel free to add any relevant information that help us.

Thank you in advance

Miss. Amel CHAIB RASSOU GHERBI
Larbi Ben M'Hidi University, Oum el Bouaghi
Faculty of Letters and Languages
Department of English

Definition of key terms:

Project Based Learning (PBL): is defined as an innovative teaching method that involves students working on projects in small or collaborative groups. It combines investigating a selected topic, presenting it orally, and then submitting the project in a written form.
**Grammatical Competence**: is one of the four areas of communicative competence theory. It stresses recognizing the rules of word and sentence formation, spelling, pronunciation, and meaning.

**Section One: General Information**

Q1: What is your qualification?

a- License  

b- Master  

c- PHD  

d- Magister  

Q2: How long have you been teaching English?

a- Less than 5 years  

b- Between 5 and 10 years  

c- Between 10 and 15 years  

d- More than 15 years  

**Section Two: Grammatical Competence**

Q3: How do you evaluate your students’ grammatical competence /abilities?

a. Very well  

b. Average  

c. Low  

Q4: When it comes to speaking/writing, do your students face any grammatical problems?

a. Yes  

b. No  

Q5: If yes, please, please tick √ the suitable slots that indicate the extent to which you face the difficulty in particular areas of grammar.
<table>
<thead>
<tr>
<th>Grammatical item/question</th>
<th>No problem</th>
<th>A little problem</th>
<th>Considerable problem</th>
<th>Great problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of articles (a, an, the)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tense (e.g. present, past, future, present simple, past continuous, past perfect…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Structure of compound and complex sentences (e.g. I know the women who is a doctor)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reporting verb and reported speech (e.g. He said to me, “You are a good teacher.” He said that I was a good teacher.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Active and passive voice (e.g. the mother prepared the cake. The cake was prepared by the mother.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section Three: Project Based Learning

Q6: In the teaching process, do you prefer to use?
   a. Individual work  □  b. Pair work  □  c. Group work  □
   - Whatever your answer is, please justify.

Q7: Do you use PBL as a teaching methodology in your classroom?
   a. Yes  □  b. No  □

Q8: If ‘No’, please tick any problems that prevent you from using it
   a) The students are not comfortable with PBL.  □
   b) The students’ English proficiency level is too low.  □
   c) Students do not take responsibility for their own learning.  □
d) Class size is too big.

e) I am not clear what PBL expects me to do.

Q 9: If yes, how much do your learners learn from Project Based Learning?

a. Very much  

b. Much  

c. Little  

d. Nothing  

Q 10: How can PBL be useful for your learners?

a. It raises their motivation  

b. It sharpens their critical thinking  

c. It improves their problem solving skill.

d. It develops their social skills for getting along with others  

e. It improves their writing skill  

- If there are others, please specify.

Q11: When asking students to make projects, do you assess?

a. Oral production.

b. Written production.

c. Both.

- Whatever your answer is, please justify.
Q12: In PBL class, which roles do you think a teacher should play?

a- Controller  

b- Director  

c- Manager  

d- Facilitator  

e- Resource  

Section Four: The Effect of Project Based Learning on Enhancing Grammatical Competence

Q 13: In PBL classroom, which of the following activities might help your learners to enhance their Grammatical Competence?

a. Debates and discussions  
b. Presentations  
c. Problem solving  
d. Group work  
e. All of them  
f. Others  

Q14: Do you think that project based learning helps your learners improve their grammatical competence?

a. Yes  
b. No  

-Because

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

Section Five: Further Suggestions

Q15: If you wish to add any other comments or suggestions, please note it down.

...........................................................................................................................................................................................
Thanks for your cooperation
Appendix II

Students’ Questionnaire

Dear student,

We would like to invite you to participate in a research project entitled “The Effect of Project Based learning on Promoting EFL Learners Grammatical Competence”. The main aim of this questionnaire is to investigate EFL teachers and learners' attitudes towards the effect of project based learning on enhancing EFL learners’ grammatical competence.

We would be grateful if you could answer these questions to help us gain the relevant information to test our hypothesis. Please read the following questions carefully then tick (√) the box that indicates your chosen answer which you find most suitable (you may tick more than one box) and feel free to add any relevant information that helps us.

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Grammatical Competence: is one of the four areas of communicative competence theory. It stresses recognizing the rules of word and sentence formation, spelling, pronunciation, and meaning.
Section One: General Information

Q1: Gender:
   a. Male  
   b. Female  

Q2: Age:
   a. Under 20  
   b. 20-25  
   c. Over 25  

Q3: Why did you choose to study English?
   a. Personal choice  
   b. Parents choice  
   c. Administrative orientation  

Q4: What is your level in English?
   a. Good  
   b. Average  
   c. Poor  

Section Two: Grammatical Competence

Q5: How do you evaluate your grammatical competence/abilities in learning English?
   a. Very well  
   b. Average  
   c. Low  

Q6: When it comes to speaking/writing, do you face any grammatical problems?
   a. Yes  
   b. No  

Q7: If yes, please, please tick √ the suitable slots that indicate the extent to which you face the difficulty in particular areas of grammar.
<table>
<thead>
<tr>
<th>Grammatical item/question</th>
<th>No problem</th>
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<th>Great problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use of articles (a, an, the)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Tense (e.g. present, past, future, present simple, past continuous, past perfect…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Structure of compound and Complex sentences (e.g. I know the women who is a doctor)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reporting verb and reported speech (e.g. He said to me, “You are a good teacher.” He said that I was a good teacher.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Active and passive voice (e.g. the mother prepared the cake. The cake was)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Prepositions (e.g. at, to, of, in ... etc.)

- Others, please specify.

Section Three: Project Based Learning

Q 8: In the learning process, do you prefer?

a. Individual work □
   b. Pair work □
   c. Group work □

- Whatever your answer is, please justify.

Q 9: Does your teacher use PBL as a teaching methodology in the classroom?

a. Yes □
   □ b. No □

- If yes, please specify the module

Q 10: How much did you learn from Project Based Learning?

a. Very much □
   b. Much □
   c. Little □
   d. Nothing □

Q 11: How can PBL be useful for you as an EFL learner?

a. It raises your motivation □

b. It sharpens your critical thinking □
c. It improves your problem solving skill.

d. It develops your social skills for getting along with others

e. It improves your writing skill

Q12: When you are asked to make projects, do you prefer to be evaluated on?

a. Oral production.

b. Written production.

c. Both.

- Whatever your answer is, please justify

Section Four: The Effect of Project Based Learning on Enhancing Grammatical Competence

Q13: Which of the following activities helps you to enhance your Grammatical Competence?

a. Debates and discussions

b. Presentations

c. Problem solving

d. Group work

e. Others

Q14: Do you think that project based learning helps you improve your grammatical competence?

a. Yes

b. No

-Because

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

........................................................................................................................................................................
Section Five: Further Suggestions

Q15: If you wish to add any other comments or suggestions, please note it down.

Thanks for your cooperation
RÉSUMÉ

Les apprenants de l’Anglais en tant que langue étrangère trouvent beaucoup de difficultés quand s’agit d’écrire ou de parler la langue étrangère. Par conséquent, les enseignants adaptent et adoptent différentes méthodes et techniques qui aident les étudiants à promouvoir les compétences grammaticales des apprenants de l’Anglais. La présente étude vise à décrire et à enquêter sur l’attitude des enseignants et des étudiants envers l’effet de l’apprentissage basé sur des projets relatif au développement des compétence grammaticales des étudiants. Afin de vérifier cette corrélation, nous avons émis l’hypothèse que les enseignants et les apprenants de langue Anglais perçevaient l’apprentissage basé sur un projet comme une méthode efficace pour améliorer la compétence grammaticale des apprenants. Pour réaliser l’objet de cette étude, une méthode descriptive a été établie. Les données ont été recueillies grâce à la complétion de deux questionnaires remis à trente-deux étudiants en master un LMD, spécialisés en science de la langue, et à vingt-deux professeurs qui ont été leurs enseignants au sein du département d’Anglais à l’université de Larbi Ben M’hidi d’Oum El Bouaghi, afin d’identifier leurs points de vue sur les leurs attitudes à l’égard de l’effet de l’apprentissage basé sur un projet, sur le développement de la compétence grammaticale. La discussion des résultats a validé les deux hypothèses, qui émissent que les enseignants et les étudiants perçevaient l’apprentissage basé sur un projet comme une méthode efficace pour développer la compétence grammaticale des apprenants.
الملخص

يفقد متعلمي اللغة الإنجليزية كلغة أجنبية صعوبات كثيرة عندما يتعلق الأمر بالكتابة أو التحدث بلغة أجنبية. لذلك حاول المدرسون التكيف والاعتماد على أساليب وتقنيات مختلفة لمساعد الطلاب على تعزيز المهارات النحوية لمتعلمي اللغة الإنجليزية. تهدف هذه الدراسة إلى وصف والبحث في مواقف المعلمين والطلاب تجاه التعلم القائم على المشاريع المتعلقة بتطوير المهارات النحوية للطلاب. لتتأكد من وجود هذه العلاقة افترضنا أن المعلمين والمتعلمين للغة الإنجليزية كلغة أجنبية سيركت أن التعلم القائم على تقديم المشاريع الدراسية على أنه وسيلة فعالة لتحسين الكفاءة النحوية الخاصة بالمتعلمين. لتحقيق الهدف من هذه الدراسة فقد تم الاعتماد على المنهج الوصفي. وتم جمع البيانات من خلال ملء استبيانين تم إعطاءهما لاثنين وثلاثين طالبا في سنة أولى ماستر متخصصين في علوم اللغة الإنجليزية واثنين وعشرين من المعلمين الذين يدرسون في قسم اللغة الإنجليزية في جامعة العربي بن مهدي أم البواقي لتحديد وجهات نظرهم بشأن مواقفهم تجاه التعلم القائم على تقديم المشروع وقدرات هذا الأخير على تطوير الكفاءة النحوية. وتأكد مناقشة نتائج استطلاع صحة كلا الفرضيتان التي تزعم أن المعلمين والطلاب لديهم مواقف إيجابية اتجاه التعلم القائم على تقديم مشاريع يطور الكفاءة النحوية للمتعلمين.