

Projecting Techniques of Teaching and their Influence in Developing

Students Autonomous Learning

A Co- Research Paper Submitted

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ABSTRACT

Holec (1981) describes autonomy as, “the ability to take charge of one’s learning” (cited in Thanasoulas, 2000). In fact, autonomy in language learning is a desirable goal for certain pedagogical, and practical reasons. In the domain of language teaching, teachers scaffold students towards independence using different strategies in order to help them develop autonomy. As Thanasoulas (2000) declares it would be important to assert that learners come into the learning situation with the knowledge and skills to plan, monitor, and evaluate their learning, or to make decisions on content or objectives. The present research is an attempt to distinguish the concept of autonomy from philosophical and theoretical perspectives and also to provide some pedagogical implications in order to value the role of teacher, as the primary scaffolder in the educational classroom, in consolidating the autonomy of learners. The present study provides various definitions of PBL, characteristics of PBL, classification, importance of PBL and the relationship between PBL and related strategies. The researcher aims at first investigating the impact of PBL method of teaching on developing students’ language learning autonomy and finding out to what extent this approach boosts students Careful selection and exploitation of techniques of learning new concepts and encounter new perspectives? The second aim is evaluating the learners’ linguistic skills in terms of Kirkpatrick Model of learning projects evaluation. For the purpose of finding answers to the questions of the research the researcher will design a questionnaire to be administered to the students and teachers. Through using certain statistical analysis to analyze the collected data and based on the results discussion, a group of suggestions and recommendations will be introduced in the field of investigating the impact of PBL teaching on Autonomous Learners.

Keywords: PBL, EFL learners, language learning, learner autonomy, teachers’ roles.

Eintroduction

English language teachers have to work on the teaching methodology that may bring out the maximum for students to comprehend the teaching contents easily and make the teaching learning processes meaningful. In recent years, language teachers and researchers have focused in observing and developing approaches and strategies that create an effective learning process in acquiring English as a SL or FL. In order to make learning process smooth and effective, language teachers have to select the methods that match the students’ needs since they deal with a number of issues such as students’ age, gender, attitude, intelligence factor, confidence level and motivation and the desire for learning.. EL teacher is responsible to the best method that reinforces the teaching-learning process and makes it more comprehensible. This research aims at finding the impact of applying PBL approach on developing students’ language learning autonomy and evaluate the extent that PBL approach may boosts students self- selection and exploitation of this approach of learning , it also aims at finding to what extent students may Evaluating their linguistic skills(self-evaluation) in terms of Kirkpatrick Model of learning projects evaluation. Project Based Learning PBL is a big part of modern learning environments. It is considered an alternative to paper-based, rote memorization, or to teacher-led classrooms.

1. The Research Problem and Its Significance

Most of English language students have certain linguistic problems specifically in improving the main four English language skills (listening, speaking, reading, and writing) which make the students face difficulties in communicating. They won't be able to depend on themselves and being autonomous learners who have the ability to be more motivated and proactive in learning English language. Most English language instructors do not apply project-based teaching method so as to increase the learners' abilities to autonomous learners but the strategies that are applied in their classes are not effective to the degree to create such autonomous learners and integrate the four English main skills. The present study provides various definitions of PBL characteristics, classification, importance, and the relationship between PBL and related strategies. 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 realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). It provides an environment for the application of knowledge and skills but it is not appropriate as a method for teaching certain basic skills (Thomas, Michaelson, & Mergendoller 2002:45). The use of project-based learning in class is possible after providing the information that is needed for the project. The classroom activities should be student-centered, cooperative, and interactive. Group members are responsible for their own learning. The teacher plays the role of the collaborator, the facilitator and the learner (Moursund, 1999:81). According to Bell (2010:83), "PBL [Project-Based Learning] is a key strategy for creating independent thinkers and learners. It solves real-world problems by designing their own inquiries, planning their learning, organizing their research, and implementing a multitude of learning strategies." PBL is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes.

According to Holec (1981:71), learners should be given the responsibility to make decisions concerning all aspects of their own special learning styles, capacities and needs. Fener and Newby (2000:39), Benson (1997:133) argue that constructivist theories of learning constitute the major theoretical background for the psychological aspect of learner autonomy. The current study is important for both English language instructors and learners since it presents the effective strategies that are applied for teaching English language through PBL and integrate the students' linguistic skills so as they can be autonomous learners. It should be noted that these projects are applicable for all students with different levels in language not only to improve their linguistic skills, but also to generate a positive learning environment in foreign language teaching. There are various language teaching techniques that help students to grasp the language more clearly and participate in the learning process more actively. The current study deals with assessing the effectiveness of application of Project Based Learning in English classes. Also the study focuses on the possibilities of integration of the four main English language skills when the students apply certain project based strategies for inquires so as to be autonomous learners

1.2. Aims

The research aims at:

- 1- investigating the impact of PBL method of teaching on developing students' language learning autonomy and finding out to what extent this approach boosts students' careful selection and exploitation of techniques of learning new concepts and encounter new perspectives.
- 2- Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation.

1.3. Participants

The participants of the study will be teachers and students in department of English Language / College of Education / Salahaddin University. In order to reach an accurate data the selection of the samples will be in this way:

- The total number of the teachers will be 15 male and female teachers.
- The selection of the students will be randomly according to the whole population of the students which is 66 so the researcher will select the scientific percentage that is suitable for the aims of the study.

The sample of the teachers will be selected according to:-

- The certificate: he /she should carry a doctoral or master degree for TEL.
- Years of experiences: the instructors who will be involved in the sample should have at least five years experiences in teaching English language communication.
- The method that will be used for selection the samples will be randomization method.

1.4. Limits

The current research investigation is limited to:

- 1- Second stage students in Department of English, College of Education and College of Basic Education /Salahaddin University
- 2- The second stage teachers of communication courses during the academic year 2018-2019.

1.5. Definitions of Basic Terms

The research will define the basic terms that are used in this research as the following

1.5. 1. Learning Projects

1. Eyring (1997: 1) defines Learning projects, in language learning settings, as “assignments that incorporate student input, with content deriving from real second language use through extensive contact with native speakers or native texts, integrating language skills and extending over several weeks or more”.

2. Richards and Rodgers (2001) state that “project work is an educational idea which came to the fore in vocational education, moved into general education classrooms and is now being studied more intensively as a possible technique for supporting the particular goals of second language learning”.

1.5. 2. Learners' Autonomy

1. Little (1991: 4) described PBL “a capacity - for detachment, critical reflection, decision-making, and independent action. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts”

2. Lee (1998: 282) states “learner autonomy involves taking responsibility for the objectives of learning, self-monitoring, self-assessing and taking an active role in learning”

1.5.3. Teacher- Centered Learning

1. An instructional approach that is systematic in measuring for mastery of basic skills, facts, and information (Rosenshine &Stevens, 1986:376).

2. Conti (1990: 80-81) identified teaching styles as “the distinct qualities displayed by the teacher during instruction based on his/her beliefs and are persistent from situation to situation regardless of the content” .

3. Harden and Crosby (2000: 334-347) describe teacher-centered instruction as the focus of instruction on the teacher transmitting knowledge to the students.

2. Review of Literature

2.1. The Origin of Project Based Learning

The principle behind the PBL approach originates from a custom of pedagogy method that goes back to Piaget (1952:49), who declared that people learn through the development of complex consistent structures logically, instead of the transaction of information from instructor to student. The roots of PBL can be referred genuinely to the experiential education of the American instructive reformer John Dewey at the turn of nineteenth and twentieth century in the USA. Dewey (1938:65) added to constructivist theory as he thought learning starts with the interest of the student in a spiral way of request, each progression of which prompts the following: motivating new inquiries, examinations, and open doors for genuine “learning by doing”. Dewey was considered being an ideological father of PBL and the primary figure of dynamic instruction. Dewey considered a kid as a perplexing individual and pursued students felt the internal inclination for learning alongside their acknowledgment of reasons behind studying. As indicated by Guven (2014:183) that Dewey upheld the saying “learning by doing” and established the hypothetical frameworks of PBL, however, the founder of PBL approach was his fellow labourer American educator William Heard Kilpatrick who was highlighting the importance of student attentiveness and proposed focusing on the instructive substance into project works. His fundamental interest was to build up students’ identity all things considered and stressed on the responsibility of student toward their own learning (Kalabzová, 2015:5). So the common concept for the most of founders and contributors to the PBL approach was that the teachers are not in school to impose certain ideas or to form certain habits in the students, but there are as members of the community that help in identifying the paths that must affect the student and help him respond appropriately to these effects, so they trust in what it is called expressive and constructive activities as a centre for mutual relations. Eventually, the educational researchers have developed this idea for teaching and learning in a methodology known as project-based learning.

2.2. Characteristics of Project Based Learning

The fundamental features that authentic PBL concept ought to be obtained from the previous definitions and satisfy the primary principles representing the main idea of PBL are:

- 1- It originates from the interests and requirements of students.
- 2- Originates from a consistent and genuine circumstance.
- 3- The final PBL’s product brings a consistent item and the procedure and result ought to be recorded.
- 4- PBL is typically completed in groups
- 5- PBL connects school with its neighbourhood since it underpins school integration into more extensive society and real life. (Kalabzová, 2015:4)

The common basic characteristics of PBL could be summarized according (Beckett, 2002:55; Railsback, 2002:4; Rousova, 2008:22; Patton & Jeff, 2012:13; Guven, 2014:184; Ahya, 2015:7) as:

- 1) Student directed and student centred approach.
- 2) Meaningful and valuable content to students and directly related to their environment.
- 3) It focuses on open questions and challenging tasks.
- 4) It develops a need to know the basic content and skills.
- 5) PBL Requires verification of knowledge and / or creation of something new.
- 6) It requires critical thinking, problem-solving, cooperation, and various forms of communication, often known as 21st century skills.
- 7) It provides areas for student access and promotes choice.
- 8) It includes feedback, assessment, verification and replication.
- 9) Showing and publishing final products and results to audience is a prerequisite.
- 10) It provides opportunity for student self- assessment and reflective thinking.

The basic idea of project-based learning is to engage students with real-world problems, advocate for serious thinking and motivate them to acquire and apply new knowledge in the context of problem solving. The teacher plays the role of facilitator in this approach of learning, working with students focused on framing issues of interest and structuring meaningful tasks, and training in the development of social knowledge and skills (Markham, 2011:38).

2.3. Project-Based vs. Traditional Instruction

Both traditional and project-based instruction may have the same course goals, objectives, and outcomes. Both have the same problem of getting students to learn the “need to know material” in a restricted time frame. Yet, there are several ways to distinguish between Traditional Instruction and PBL as tabulated by Ziegenfuss (2006)

Table (2.1)

Differences between Traditional Instruction and PBL

PBL	Traditional Instruction
Student-centred, students help each other and teacher just facilitates the learning	Teacher-Centred and teacher responsible for the learning
Constructing individual's knowledge	Transmitting knowledge to a group
Focusing on understanding of content	Focusing on memorization of material
Deep Learning (through understanding of main concepts)	Surface learning (a little about a lot of concepts).
Authentic learning in context	Learning out of context
Group Learning	Individual learning
Performance -based assessment	Traditional Assessment

PBL is generally less organized than traditional, educator drove classroom activities; in a project based class, students regularly should compose their own work and deal with their own time. Inside the project based learning system students working as a team, cooperating to comprehend what is happening. Project based direction varies from inquiry-based activates by its emphasis on grouping learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

2.4. Project Based Language learning (PBLL) in Teaching English

English as a Second Language (ESL) and English as a Foreign Language (EFL) learning field moved far from customary teacher focused instructing methods to student-centred approaches; PBLL was brought into ESL/EFL field as an approach to reflect the standards of student centred instructing in 1970s. PBLL is student focused and it can enable students and give them the opportunity to make decisions for their learning and deal with their learning (Stoller, 2006:24). This method assisted students in filling the gap between classroom English language study and real life utilization of language (Liu, 2006:20) and enables students to transform from the worthless drilling, the repetition remembrance of grammar and vocabulary rules and individual work to new real- life-associated language learning. In this manner, it starts to draw in the consideration of some English instructors in basic English teaching all around the world and a lot of empirical studies have been carried out related to this field in order to validate the effects of PBLL on students' language learning and its effect on the autonomy of learners (Song, 2008:10; Wang, 2012:15; Wen, 2015:53; Lv, 2015:12)

3-Research Methodology

3.1. Population and Sample

The total population of the research consists of (15) senior & junior teachers of English in both ,College of Education and College of Basic education / Salahaddin University (SU) in Kurdistan Region/Iraq . Among the population of the research (15) teachers were randomly selected to form the sample of the research and to resemble the research participants in both colleges. In addition to the language teacher a group of 80 students in second stage of department of English participated to constitute the ample of the research. Two types of questionnaire forms were designed to be administered one for the teachers and the other for the students.

3.2. Research Instruments

To investigate the teachers' and students awareness and attitudes towards significance of PBL techniques of teaching and their effects on the developing the students learning autonomy different-items questionnaire was constructed by the researcher and distributed to the participants of the study to form the main instrument of the research The questionnaire form was divided into three sections. The questionnaire was developed to survey the learners' use of certain projects in their studying of communication, such as whether they actively chose to use a particular project and whether they believed it to be useful. One of the characteristics of good research instruments is validity. It was designed to include the linguistic and non-linguistic background knowledge of English language, and the projects used by students in studying it. The items used in the questionnaire were open format: they asked for unprompted opinions, i.e., the participants were free to answer the items in the way that the can be active with their preference and what was applied to his/her own case. It should be noted that items in this questionnaire were elicited from different sources, and as follows:

1. Reviewing the literature on LLSs,
2. The experience of the teachers who are specialized particularly in this field,
3. The researcher's experience, and
4. The classroom observations as the researcher presented, was attending communication classes at both colleges of Education and Basic Education.

To conduct this study, two questionnaires were designed, the first for the students and the second for the English teachers in college of Education and Basic Education.

A. The teacher questionnaire: Teacher's questionnaire survey (see appendix) were constructed and administered to all teacher participants who agreed to be involved in the study and they have experiences in teaching communication course. The aim was to help the lecturer participants from different disciplines to understand and complete the questionnaires. Also, the teacher questionnaire was designed to provide the teachers with opportunities as well as encourage them to freely state their perspectives on the implementation of a PBL approach. The teacher questionnaire consisted of 24 questions (see appendix). It included questions which aimed to explore some information related to teachers' individual teaching profession such as qualifications or years of teaching experience and open-ended questions which focused on how the teacher implemented a PBL approach in their university classes. It was designed with three sections which aimed to collect a range of rich information to answer the research questions.

The first seven items were intended to gather data about the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills. Items (8-15) shed light on the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills and autonomy.

Finally, third section started from (16-24) items focused on the Methods by which instructors can employ PBL in teaching language and facilities to autonomous learning employment.

When the semester of PBL implementation in a range of classes was about to finish, the researcher distributed the teacher questionnaires to lecturers participant who teach a communication course in College of Education and also Basic Education.

3.3. Validity and Reliability of the Questionnaire

One of the characteristics of good research instruments is validity. It can be seen from two different viewpoints; first, whether respondents who complete questions do so accurately, honestly and correctly, and second, whether those who fail to return their questionnaire would have given the same distribution of answers as did the returnees. To ensure validity, the initial form of the questionnaire (see appendix 1.) The test was introduced to a jury of specialists in English language and methodology. They were asked if the items were expressed accurately and clearly and whether they clearly represented the projects that were expected to be used by the students. The referees suggested some opinions and modification but they all agreed that items clearly and correctly represented the PBL. The referees suggested some modifications in the wording of some items and added two more items. In the light of referees' views, these items were modified with the suggestion, correction made, and helped, indeed, in the improvement of the final version of the questionnaire.

In addition to being valid, the questionnaire should also be reliable, i.e., it must provide the same results if it is re-administered to the same students after a certain period of time. Test reliability is defined by Brown (1988: 98) as "the extent to which the results can be considered consistent or stable". Hence reliability means the stability of the test scores. Although it is a necessary characteristic of any good test to be valid at all, it should first be reliable as a measuring instrument (Heaten, 1988: 162). According to Seliger and Shohamy (1989: 185), the criterion of reliability "provides information on whether the data collection procedure is consistent and accurate".

3.4. Administration of the Questionnaire

The questionnaire was first a number of second year students chosen randomly from college of Education/ English department in order to determine after hand its validity, reliability, intelligibility, feasibility, and suitability to their standard and level. It is important to note that all the items were explained to the students to avoid be wilderness or hesitation in answering the options provided. It was found that the items were clear easy to be understood and cover almost all the points concerning the analysis of a new poem. The questionnaire in its final version was then administered on the sample population on February, 2019 (see appendix 1). The total number of the participants was 66, representing the second year students of the Departments of English/ College of Education.

3.5. Data Analysis & Discussion

The following tables show the statistical analysis of teachers' responses to the questionnaire form, the three domains were calculated according to the percentages of the frequencies means and significance.

Table 1-The questionnaire 1st domain

No.	Items	Freq.	%	Mean	Sig.
1-	Project Based learning increases the interest of students towards learning English.	15	75	0.2	0.05
2-	Doing project works enhances students' integrated skills such as listening, speaking, reading and writing.	3	15	0.5	0.05
3-	The discussion between students and their teacher in English class through the project work procedure enhances students' speaking skill.	4	16	0.4	0.05
4-	Some PBL's projects oblige students to utilize grammar rules through their speech in class which enhance their verbal and grammatical skills in writing and speaking.	15	75	0.5	0.05
5-	Through the negotiations applied in project works, students' vocabulary and grammar knowledge increased, which contributes significantly in their oral and writing skills.	20	100	0.5	0.05

Table 2-The questionnaire 2nd domain

No.	Items	Freq	%	Mean	Sig.
1-	PBL enhances students' confidence in English language learning through the application of self-diagnosis in their learning strategy.	17	72	2.89	0.05
2-	Students' sense of responsibility would be increased through PBL technique as long it represents a student centered learning approach.	19	95	3.67	0.05
3-	PBL enhances students' creativity through their participation with the teacher in defining lesson objectives and through their engagement in various learning activities	19	95	3.67	0.05
4-	PBL process has a significant role in making students independent learner by allowing them to correct their mistakes by themselves.	14	56	2.25	0.05

Table 3-The questionnaire 3rd domain

No.	Items	Freq	%	Mean	Sig
-1	Allowing students to choose their study material, topics and ways of doing project is one of the main methods in PBL that ensure autonomous learning employment.	6	31	1.25	0.05
2-	Choosing tasks that adapt with students' skills is an effective method in PBL that enhance autonomy.	17	86	3.44	0.05
3-	Teachers enabling Self-assessment, group assessment and self-opinions during the evaluation process enhance the autonomy of learners by PBL.	19	95	3.67	0.05
4-	4. Teachers Preparation for PBL with students (finding out students goals and needs and helping them in setting their personal ones) is an influential method for autonomous employment.	0	0	0	0.05
5-	5. Teachers who discuss themes with students and determine together the final outcome of learning process affect the employment of autonomy in PBL.	9	47	1.89	0.05
-6	PBL enhances students' decision making ability, through its allowance for students to choose the desired learning activities and the evaluation	18	90	3.66	0.05

	methods.				
7-	6. Teachers' reasonable Evaluation rules and their reasonability in dividing works that suit all students' levels are effective methods to facilitate autonomous learning employment.	18	94	3.70	0.05
8-	Teachers supporting students and encouraging them to ask and help each other enhance learners' autonomy gained through PBL.	11	56	2.25	0.05
9-	Ensuring the Cooperation and communication between students is a focal method in project based language learning through which autonomous learning would be facilitated.	14	76	3.00	0.05
10-	9. Choosing flexible content and applying diverse activities are crucial methods for ensuring the employment of language project based learning that enhances autonomy.	13	52	2.66	0.05
11-	Learners' autonomy is promoted when students have some choice in the kinds of activities they do.	15	75	0.2	0.05
12-	Learners' autonomy is promoted through activities which give students the opportunity to learn from each other.	5	29	3.67	0.05
13-	Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests.	5	29	3.67	0.05
-14	PBL is promoted by activities that encourage learners to work together.	6	30	1.25	0.05
15-	Co-operative group work activities support the development of PBL.	11	56	2.25	0.05
16-	Out-of-class tasks which require learners to use the internet promote learner autonomy.	10	50	2.12	0.05
17-	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	3	13	0.50	0.05
18-	PBL has a positive effect on success as a language learner.	5	25	1.00	0.05
19-	Learner autonomy implies a rejection of	7	35	1.29	0.05

	traditional teacher-led ways of teaching.				
20-	Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests	15	75	2.90	0.05
21-	Learning English by PBL process helps students to transfer what they have learnt inside classroom to the outside of it more easily.	16	86	3.44	0.05
22-	PBL increases students' autonomy by developing self-assessment skills and evaluate their weaknesses and strength of their work.	11	56	2.25	0.05
23-	Independent study in the classroom is an activity which develops learner autonomy.	8	40		0.05
24-	Autonomy means that students can make choices about how they learn	10	50	2.12	0.05
25	Autonomy can develop most effectively through learning outside the classroom	15	75	3.00	0.05
26	Learners' autonomy means learning without a teacher.	16	76	4.00	0.05
27-	Confident language learners are more likely to develop autonomy than those who lack confidence.	10	50	2.00	0.05

To analyse the results of the questionnaire in connection to the aims of the research, the following was concluded:

1-investigating the impact of PBL method of teaching on developing students' language learning autonomy and finding out to what extent this approach boosts student's Careful selection and exploitation of techniques of learning new concepts and encounter new perspectives?

'T- Test' formula was applied in order to analyze teachers' attitudes toward the type of the language curricula in higher education and its effect on teaching language learning autonomy . Results indicated that there were statistically no significant differences at ≤ 0.05 between the two Colleges teachers' attitude toward the use of project-based learning for the purpose of developing the students learning g autonomy i.e. teachers of College of education and teachers of College of languages in Salahaddin University. The calculated T-value is (1.372), which is less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (3)

Table (4)

The Result of T- Test for the Teachers' Attitude towards the impact of PBL on Autonomous learning

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				calculated	Tabulated	
boosts student's selection and exploitation of techniques of learning new concepts and encounter new perspectives	20	17.733	42.94	1.372	2.110	Non-

Results Related to the second aim:

2- Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation.

'T- Test' formula was applied to analyze teachers' attitudes towards using Kirkpatrick Model of learning projects evaluation. Results indicated that there were statistically no significant differences at ≤ 0.05 between the two Colleges teachers' attitude toward using this standardized model of evaluation i.e. teachers of College of education and teachers of College of languages in SU. The calculated T-value is (1.56), which was less than the T-tabulated (2.110) at (0.05) level of significance and (5) degree of freedom, as shown in table (4)

Table (5)

The Result of T- Test for the Teachers' Attitude towards The changing profile of methods of teaching of SU after 2003

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				Calculate	Tabulated	
Using Kirkpatrick Model of learning projects evaluation.	20	18.743	42.94	1.56	2.110	Non-

After the researcher summarized the data analysis above, the following can be discussed about each aim of the research:

1-Concerning the first aim of the research, it was found that the participants of the research showed no significant statistical differences between teachers of English in both colleges as they both agreed that the update project-based methods of teaching needs more updated teaching curricula. Teachers All agreed that the teaching materials must be more adaptable to the students' autonomous interactional needs. They insisted that the teaching plans must not include blind curricula that do not put into consecration the learners needs. Using globalized texts is more powerful than the classical or traditional texts. Globalized materials encourage students' knowledge building. Traditional education does not require the learners to decide what they want to learn or do not want to learn. Some teachers teaching philosophies were against the idea of giving the learners the complete pathway to cooperate on their own full inside the class as they consider it time wasting in some literary courses.

2- When coming to the second aim of the research which is related to Evaluating the learners' linguistic skills in terms of Kirkpatrick Model of learning projects evaluation. Results showed that Students were so motivated to engage in a learning task is indexed to their appraisals of task valence, such as the value of group work. In addition to the intrinsic valence. Students were required to participate in small groups to complete some assigned learning tasks as it was discovered in the teachers' responses. The majority of students maintained that participating in the group assignment was overall a positive experience because of the insights; perceptions and skills afforded them by working within a diverse group. Positive feedback was also received about the in-class activities designed to promote interaction beyond the assignment groups. The majority view was that these activities were enjoyable and could be employed in other units. Some of the feedback indicated that students understood the value of interaction for learning. Collaboration [in the] groups in class is fantastic to meet students and discuss the course content. It helps the understanding of the content and gives you confidence that your opinions are valid and relevant. Students were asked to rate their willingness to participate again in a group assessment if the task were similarly structured and managed. Two students indicated 'never again' with 13 indicating absolute willingness. The results indicate that the students endorsed the manner in which the assessment tasks and other activities were constructed and contributed to engendering positive attitudes towards working with others. Research suggests that curriculum innovation which promotes team-work and team interaction increases learning opportunities for students (Volet & Mansfield, 2006; Kimmel & Volet, 2012; Shaw, 2004).

.3.6.Results, Conclusions & Recommendations

To sum up, teachers use different curricula based on a combination of their teaching experience and their real preferences and philosophies In fact, teachers showed an ideal interest in having very well administered courses of developing PBL methods of teaching. They also emphasized the idea that successful language class should use a combination of both authentic globalized teaching texts and methods especially in higher education as the learners are more advanced language learners so they need more autonomous learning styles. However, a t-test analysis didn't shows a statistically significant difference between teachers of both Colleges attitudes toward the covered areas in this study .they had strong positive attitudes towards the impact of PBL of language teaching is clearly presented in their teaching philosophies. The concept of PBL of the teaching material and the methods of teaching in classroom provides students with opportunities to get exposed to and practice a language that naturally and autonomously occurs outside the classroom. However, the impact of PBL methods of teaching on language performance at various levels had shown improvement in language performance as a result of exposure to authentic linguistic situations in the classroom. Based on the concluded results, the researcher introduces the following recommendations:

1- Language teachers must be and involved in continuous research taking program for the entire EFL teacher to develop autonomous connections with teachers from different parts of the world.

2. Teachers were also recommended to incorporate a variety of text types and different up-dated topics especially in the reading class, such as daily world news, psychological topics , health, fashion, sports, etc.,

3-The teachers were recommended to have students participate in the selection of authentic projected texts that might be beneficial to learners. Therefore, EFL teachers should consider giving language learners the chance to decide their learning needs and have a word the to choose some authentic texts to incorporate into their reading classes.

4- It was also recommended that teacher must involve in regulated and continuous global workshops for further teaching development of this approach of language learning which is more globalized in the modern classes.

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Appendix 1

Teachers' Questionnaire

Part (2): The Impact of the Integration of English Language Learning with PBL in Enhancing the Learners' Linguistic Skills and Autonomy

This section is intended to gather data about the impact of the integration of English Language Learning with PBL in enhancing the learners' linguistic skills and autonomy. Kindly read the questions carefully and tick (✓) the selected choice clearly.

Statement	Strongly dis agree	Dis agree	to some extent (not certain)	Agree	Strongly Agree
Impact on learners' linguistic skills					
1. Project Based learning increases the interest of students towards learning English.					
2. Doing project works enhances students' integrated skills such as listening, speaking, reading and writing.					
3. The discussion between students and their teacher in English class through the project work procedure enhances students' speaking skill.					
4. Some PBL's projects oblige students to utilize grammar rules through their speech in class which enhance their verbal and grammatical skills in writing and speaking.					
5. Through the negotiations applied in project works, students' vocabulary and grammar knowledge increased, which contributes significantly in their oral and writing skills.					
Statement	Strongly do not agree	Do not agree	to some extent (not certain)	Agree	Strongly Agree
Impact on learners' autonomy					
1. PBL enhances students' confidence in English language learning through the application of self-diagnosis in their learning strategy.					
2. Students' sense of responsibility would be increased through PBL technique as long it represents a student centered learning approach.					
3. PBL enhances students' creativity through their participation with the teacher in defining lesson objectives and through their engagement in various learning activities					
4. PBL process has a significant role in making students independent					

learner by allowing them to correct their mistakes by themselves.					
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Part (3): Methods by which Instructors can Employ PBL in Teaching Language and Facilities to Autonomous Learning Employment

This section is intended to gather data about Methods by which instructors can employ PBL in teaching language and facilities to autonomous learning employment. Kindly read the questions carefully and tick (✓) the selected choice clearly.

Statement	Strongly dis agree	Dis agree	to some extent (not certain)	Agree	Strongly Agree
1. Allowing students to choose their study material, topics and ways of doing project is one of the main methods in PBL that ensure autonomous learning employment.					
2. Choosing tasks that adapt with students' skills is an effective method in PBL that enhance autonomy.					
3. Teachers enabling Self-assessment, group assessment and self-opinions during the evaluation process enhance the autonomy of learners by PBL.					
4. Teachers Preparation for PBL with students (finding out students goals and needs and helping them in setting their personal ones) is an influential method for autonomous employment.					
5. Teachers who discuss themes with students and determine together the final outcome of learning process affect the employment of autonomy in PBL.					
	Strongly dis	Dis agree	to some extent	Agree	Strongly

Statement	agree		(not certain)		Agree
6. PBL enhances students' decision making ability, through its allowance for students to choose the desired learning activities and the evaluation methods.					
7. Teachers' reasonable Evaluation rules and their reasonability in dividing works that suit all students' levels are effective methods to facilitate autonomous learning employment.					
8. Teachers supporting students and encouraging them to ask and help each other enhance learners' autonomy gained through PBL.					
9. Ensuring the Cooperation and communication between students is a focal method in project based language learning through which autonomous learning would be facilitated.					
10. Choosing flexible content and applying diverse activities are crucial methods for ensuring the employment of language project based learning that enhances autonomy.					
11. Learners' autonomy is promoted when students have some choice in the kinds of activities they do.					
12. Learners' autonomy is promoted through activities which give students the opportunity to learn from each other.					
13. Projects increase students' motivation.					

towards English by enabling them to work in groups that have students with general shared interests.					
14. PBL is promoted by activities that encourage learners to work together.					
15. Co-operative group work activities support the development of PBL.					
16. Out-of-class tasks which require learners to use the internet promote learner autonomy.					
17. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.					
18. PBL has a positive effect on success as a language learner.					
19. Learner autonomy implies a rejection of traditional teacher-led ways of teaching.					
20. Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests.					
21. Learning English by PBL process helps students to transfer what they have learnt inside classroom to the outside of it more easily.					
22. PBL increases students' autonomy by developing self-assessment skills and evaluate their weaknesses and strength of their work.					

23. Independent study in the classroom is an activity which develops learner autonomy.					
24. Autonomy means that students can make choices about how they learn.					
25. Autonomy can develop most effectively through learning outside the classroom.					
26. Learners' autonomy means learning without a teacher.					
27. Confident language learners are more likely to develop autonomy than those who lack confidence.					

الملخص

طريقة التعلم القائمة على المشاريع التعليمية وتأثيرها في تطوير التعليم الذاتي للطلاب/الذي الطلاب

هوليك (1981) يفسر التعليم الذاتي (المستقل) ب "القدرة على تحمل مسؤولية تعلم الفرد" (مستل من شتاينبايبر 2000). في الحقيقة ان التعليم الذاتي في تعلم اللغة هدف مرحوب فيه لأسباب معينة وخصوصية وحلقة يحتر المعلمن مسألة الطالب نحو الإستقلال عن طريق استخدام استراتيجيات متنوعة من أجل مساعده الطالب على تطوير التعليم الذاتي ضمن مجال تدريس اللغة كما يدعي شتاينبايبر (2000) فانه سيكون من المهم التأكيد على ان المعلمين يمتنون التقسيم وسط الرضخ التعليمي وفي حينهم المعركة والمهارات للتخطيط والرصد وتقييم تعلمهم ، أو لاتخاذ قرارات بشأن المحتوى أو الأعداد والوقت الحالي هو محاولة لتعريف مفهوم الاستقلال الذاتي من المفهوم الفلسفي والنظري وأيضا لتوفير بعض التطبيقات التعليمية من أجل تلمين دور المعلم ، باعتباره المسئلة الرئيسي في التعليم الفصل التربوي ، في تعريف استقلاليته المعلمين ، يقدم هذه الدراسة تعريف مختلف لـ PBL ، وخصائصه ، وتسميته . وأهميته . والحلقة بين هذا التحليل والاستراتيجيات ذات الصلة وبينها البحوث التي الشقيق في تطوير طريقة PBL التدريسي على تطوير التعليم الذاتي للطلاب ومعرفة ما الذي تحفز هذا النهج لاختيار المعلم البليق واستغلالهم لتجارب تعلم المعلمين الجديدة و مواجهة وجهات نظر جديدة والهدف الثاني هو تقييم المهارات اللغوية للمتعلمين فيما يتعلق ب نموذج كيريترياق تقييم مشاريع التعلم ، وتعرض المترين على أهمية على أسئلة البحث ، سلوم البحوث بتعميم استبيان ليتم عرضه على الطلبة والمعلمين من خلال استخدام مسدلات استثنائية مبنية لتقييم البينات التي تم جمعها وينادا على مناقشة نتائج المناقشة ، سيتم تقييم مجموعة من الاتراصات والتوصيات في مجال التقيق في تطوير تدريس PBL على التعليم الذاتي . الكلمات الرئيسية PBL ، تعلمي EFL ، تعلم اللغة ، استقلالية التعلم ، المواد المعلمين

توخته

ريجانگانی قيربويون كه پشت دهيمستن به پروژة قيركارى يمكان و كارينگارى يان لىمىس بهر هو پيش برائى قيربويونى نواتقونومى قوتاييان

هوليك (1981) به جلويك پنداشدى لوقونومى نىكلت كه برهتي بين نه انراستى بهر بيرسيارمى .معلمگري بهر ايامى به يوقوسى قيربويونى نىكلت (كه سانشولان ۲۰۰۰ وهرگزاره) . نه رانيدا لوقونومى نه قيربويونى زماندا كمالجگى جواراوه لىمىس جلويك لىمىس كراوى و بهر يوقوسى و كراوى يمكان . هاشولان هلمصن به وانگواسى قولدى يمكان بهر يوقوسى بهر يوقوسى نه يوقوسى بهر يوقوسى بهر يوقوسى بهر هلمصن هلمصن كه پنداشدى بهر يوقوسى دالى قولدايان لوقوسى و بقاش برهتي لوقونومى نه جواراوه لىمىس و بهر يوقوسى و بهر يوقوسى هلمصن سانشولان (۲۰۰۰) و ايندهگرمى جگى يامى و گرنگى بين دانه جهمت بكر لىمىس لىمىس كراوى كه قيرخوازمكان خويان نهوزنومه لىمىس برابرى قيربويونى به جلويك كه خويان زانست و كرايمىس نوقوسيان و جواراوى و هلمصنكلمى قيربويونى يامىس نه پنداشدى برابريان سيارت به نوقوسى يان لىمىسكلمى . هم توتقونومىس جواراوه نه پنداشدى جياركلمىس جواراوى لىمىس نوقوسىس لىمىس و نوقوسى يمكان و هلمصن يوقوسى دابىن كراوى هلمصنكلمىس لىمىس