

نموذج رقم (1)

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The effectiveness of Project-based Learning Strategy on Ninth Graders'
Achievement level and their attitude towards English in Governmental
Schools-North Governorate

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**The Effectiveness of Project-based Learning Strategy on Ninth
Graders' Achievement Level and their Attitude towards English
in Governmental Schools -North Governorate**

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ سوسن موسى سليمان نصير لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

"The Effectiveness of Project-based Learning Strategy on Ninth Graders' Achievement level and their Attitude towards English in Governmental Schools- North Governorate"

وبعد المناقشة العلنية التي تمت اليوم الأحد 23 ربيع الآخر 1435هـ، الموافق 2014/02/23م الساعة الواحدة ظهراً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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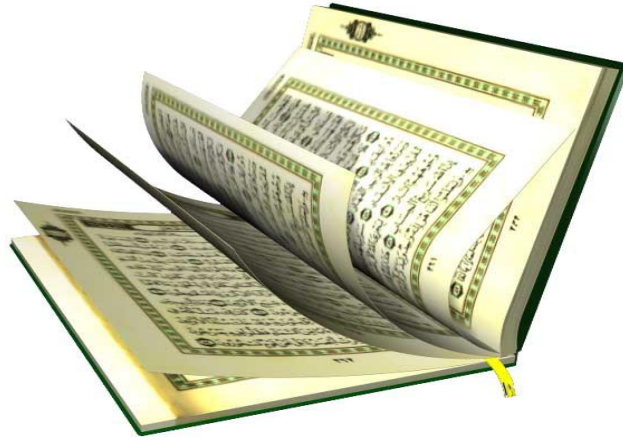
وبعد المداولة أوصت اللجنة بمنح الباحثة درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس. واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ﴾

(الزمر: ٩)

"Are those who know equal to those who know not?"

(Surah Az-Zumar: 9)

Dedication

**To all those who have lightened my way towards success,*

**To my dear husband, who has constantly encouraged and supported me to complete this journey with his extraordinary patience and understanding,*

**To the soul of my father, who was and is still my model of success,*

**To my mother, who has sacrificed her life for us,*

**To my daughter "Lana", whose love, continual support, and patience has encouraged me to reach my goal,*

**To my adorable brother and all my sisters, who supported me until the completion of this research,*

**To all my friends and colleagues,*

**To the great martyrs and prisoners, the symbol of sacrifice.*

I dedicate this work.

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The Effectiveness of Project-based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental Schools- North Governorate

Abstract

This study aimed to investigate the effectiveness of project-based learning strategy on developing ninth graders' achievement level in English. Furthermore, it measured the effect of the project-based learning strategy on the students' attitudes towards English.

To answer the study questions, the researcher adopted the experimental approach. The researcher purposively chose (76) ninth graders from Halima Assadia Girls' Prep School (A) in Annazla, Jabalia for the experiment and randomly chose two classes of ninth graders. The participants were distributed into two equivalent groups, each of which consisted of (38) students. Project-based learning strategy was used in teaching the experimental group, while the traditional method was used with the control one during the first term of the school year (2013-2014). The tools included a pre-post achievement test, an attitude scale (with pre & post applications) to determine the students' attitudes towards English Language and to investigate students' opinions of the project-based learning strategy as a new strategy in learning English skills and sub skills, and a speaking evaluation card (with pre & post applications). The gathered data were statistically analyzed by using the Statistical Package for Social Science (SPSS). The researcher used the t-test independent sample and the effect size technique to measure the effect size of project-based learning strategy on the experimental group in each scope of the test, the attitude scale and the speaking evaluation card.

The results of the study revealed that there were statistically significant differences in the mean scores of the pre-post test, speaking evaluation card and the attitude scale in the post application in favor of the experimental group. Such findings were attributed to the use of the project-based learning strategy in teaching the four skills of English language: listening, reading, writing and speaking, in addition to the language areas (i.e. grammar and vocabulary). Taking into account this large impact that the findings showed, the researcher recommends the use of project-based learning strategy to develop English language different skills and areas. Moreover, she recommends the use of the same strategy to develop other school subjects. She also suggests that further research should be conducted on the effect of other project-based learning strategies on other dimensions of learning other school subjects and different grades.

فاعلية استخدام استراتيجيات التعلم بطريقة المشروع على تحصيل طلبة الصف التاسع واتجاهاتهم نحو اللغة الانجليزية

في المدارس الحكومية بمحافظة الشمال

ملخص الدراسة

هدفت هذه الدراسة إلى التعرف على اثر استخدام استراتيجيات التعلم بالمشروع على تحصيل طالبات الصف التاسع في مادة اللغة الانجليزية في المهارات الأربعة "الاستماع و التحدث و القراءة و الكتابة" بالإضافة إلى المهارات الفرعية " المفردات والقواعد" في المدارس الحكومية في محافظة الشمال . بالإضافة إلى التعرف على مدى تأثيرها على اتجاهاتهم نحو تعلم اللغة الانجليزية . قامت الباحثة باختيار مدرسة حليلة السعدية الأساسية للبنات في جباليا النزلة بطريقة قصديه حيث بلغت عينة الدراسة (٧٦) طالبة، ثم تم اختيار صفيين من الصف التاسع بطريقة عشوائية ، حيث مثل الفصلين مجموعتين إحداها تجريبية تكونت من (٣٨) طالبة ، والأخرى ضابطة تكونت من ٣٨ طالبة . وتم التأكد من تكافؤ المجموعتين .وقد استخدمت الباحثة استراتيجيات التعلم بالمشروع في تدريس المجموعة التجريبية ،بينما استخدمت الطريقة التقليدية في تدريس المجموعة الضابطة وذلك في الفصل الدراسي الأول (٢٠١٣ - ٢٠١٤). وتضمنت أدوات الدراسة : (١) اختبار قبلي - بعدي (٢) مقياس الاتجاه نحو اللغة الانجليزية و الإستراتيجية (٣) بطاقة تقييم التحدث . وقد تم تحليل النتائج إحصائيا باستخدام برنامج الرزم الإحصائية للعلوم الاجتماعية. واستخدمت الباحثة اختبار (ت) للعينة المستقلة و معادلة حجم الأثر لقياس اثر توظيف استراتيجيات التعلم بالمشروع على تحصيل طالبات المجموعة التجريبية و اتجاهاتهم والقدرة على التحدث. و أظهرت النتائج إن هناك فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لاختبار التحصيل ،وأظهرت النتائج أيضا وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لبطاقة تقييم التحدث ،وأشارت النتائج كذلك لوجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في التطبيق البعدي لمقياس الاتجاه ، ويعزى ذلك لاستخدام استراتيجيات التعلم بالمشروع في تدريس مهارات اللغة الانجليزية . في ضوء هذه النتائج ، أوصت الباحثة على أهمية استخدام استراتيجيات التعلم بالمشروع للحصول على نتائج أفضل في تحصيل مهارات اللغة الأربعة و المهارات الفرعية .هذا وقد أوصت بضرورة إجراء دراسات أخرى للتعرف على مدى فاعلية استراتيجيات التعلم بالمشروع على تحصيل المواد الدراسية الأخرى و على مستويات دراسية مختلفة .

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List of Abbreviations

Abbreviations	Stands For
SPSS	Statistical Package for Social Science
ESL	English as a second language
EFL	English as a foreign language
PBL	Project -based learning

Chapter I

Study Background

1.1. Introduction

Language is an important device and a very beneficial tool for human beings to communicate with each other. So, by using language people can talk and understand each other. Brown (2000: 5) states that "language is a system of arbitrary conventionalized vocal, written or gestural symbols that enables members of a given community to communicate intelligibly with one another". Language is also used to express everyone's hopes, ambitions, and thoughts. Moreover, language can serve the human needs in their communication in all sectors such as industry, military, business, tourism, transportation, sports, international relations, and especially in education.

English is the first language of the six widely used languages around the world. In education, English has become the primary language of communication. It is spoken by billions of people all over the world. This important role of English has greatly contributed to the movement of teaching English as a foreign Language. Therefore learning a foreign language has become a means of keeping up with the pace of the rapidly changing world. Nowadays a foreign/second language forms a permanent part of all types of curriculum, from primary schools to universities.

Chio (1999:4) points out that "In second and foreign language education, developing students' communicative competence in the target language is one of the most significant goals of language professionals. So, the researcher assures to acquire the communicative competence, students have to develop their four skills, in addition to their linguistic competence e.g. grammar and vocabulary. Genc (2007: 6) asserts that "when we learn a language, there are four skills that we need for complete communication. Moreover, Harmer (2010: 69) says: "Communicative competence includes linguistic competence which students can achieve by having the abilities in grammar and vocabulary".

When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”. As any other language, English consists of those four skills.

Listening is one of the basic language skills. In fact, listening is the most frequently used language skill in everyday life. Actually, people in general listen twice as much as they speak, four times as much as they read, and five times as much as they write. Listening is a highly integrative skill. Listening is assuming greater and greater importance in foreign language classrooms. Millrood (2001:99) defines listening as an act of interpreting speech that one receives through ears. So, large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if s/he is taught all the skills simultaneously.

Speaking is the most important skill because it is one of the abilities to carry out conversations and communicate with others. Speaking is also one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. Speaking as a language skill used for communication is recommended in the Holy Qur'an (O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that ye may know each other (not that ye may despise (each other). Verily, the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted). (Hujurat, 13: 517).

According to Oxford Advance Learner's Dictionary (1995: 827) speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Mackey and Gass (2005:9) summarize oral expression as follows: "Oral expressions involve not only the use of the right sounds in the

right patterns of rhythm and intonation but also the choice of words and inflections in the right order to convey the right meaning."

The reading skill is an important factor in the development of the quality of human life. The reading skill plays an important role in teaching English as a second language. Undoubtedly, the reading skill plays a decisive role in shaping students' educational future and it is more important to academic achievement than any other skill. Learners who have good reading ability will progress in their careers and their further studies. In traditional English Language classrooms, reading is the most emphasized skill. This emphasis is necessary considering that reading is not a skill that can be automatically learned. Rather, it involves a complex process of making meaning from a text for a variety of purposes and in a wide range of contexts.

Reading is defined as an active constructive process that consists of associating incoming information with information already present in human mind (Anderson & Pearson, 1984; Bloom & Green, 1984; Graesser, 1881).

Writing is an important language activity and a major classroom procedure. Writing is a means that is used to express needs and feelings by using a variation of certain tools and sub - skills. So, writing is one of the four language skills that requires special attention as it is a productive language process. Writing is also defined as "anything written, such as composition that has meaning" (The American Heritage Dictionary of English Language, Fourth Edition). Writing trains ears and eyes and fixes vocabulary, spelling and patterns in our mind. It is the process of transforming thoughts and ideas into written communication.

Writing is important for providing evidence of our students' achievements. Archibald (2004:5) states that "although proficiency in writing is somewhat related to overall language proficiency, improvements in general language proficiency do not necessarily affect a student's proficiency in writing in their L2".

Language teaching involves the development of listening, speaking, reading and writing skills. The learning and teaching of these skills puts different demands on both the teacher and students. Learners who study FL for educational benefit or personal profit, in places where the FL has no place in society, accrue no advantage outside the classroom.

Unfortunately, the opportunities to use the FL in the classrooms are always limited because the target language is taught as a subject only, and is not commonly used as a medium of communication outside the classroom. This issue is assured by Lightbown and Spada (1999: 92) who state that the “ English teacher’s goal is to see that students learn the vocabulary and grammatical rules of the target language” and “the goal of learners in such courses is often to pass an examination rather than to use the language for daily communicative interaction”. To deal with this challenge, language teachers need to employ an appropriate English teaching and learning methods that may encourage students to use language with an emphasis on communicative purposes in real world settings, rather than solely focus in accuracy as in traditional teaching. In other words, the students should be encouraged to convey messages more than be concerned about grammatical accuracy when they use English for communicative purposes.

Project-based learning (PBL) seems to match this English teaching and learning need, especially the benefits of learning by practice; the roots of the idea go back to John Dewey (Blumenfeld, et al. 1991).

Students taught in traditional English education environments are preoccupied by exercises, grammar rules, and that need to be learned, but are of limited use in unfamiliar situations such as solving real-life problems. In contrast to conventional English classroom environments, a PBL environment provides students with opportunities to develop their abilities to adapt and change methods to fit new situations. Further, students participating in PBL environments have greater opportunity to learn real literacy associated with seeking

information from any resource such as Internet, international text book or journal, making a presentation in English, memorizing from working such as “software” used for making animation. Students have opportunities to use several skills (e.g., problem-solving, creativity, teamwork, as well as language) at different work stages, so the work and language skills are developed. (Brunetti, et al., 2003; Solomon, 2003).

Moreover, Kloppenborg and Baucus.(2004) add that " Since PBL is potentially motivating, empowering and challenging to language learners, it usually results in building learners' confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities, so learning becomes fruitful for learners because they exhibit their abilities to plan, manage, and accomplish projects through their content knowledge and language skills ". Project-based learning is an instructional method centered on the learner as assured by (Erdem, 2012; Harris & Katz, 2001) "Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic. "Project-based learning is a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of complex, authentic problems and carefully designed products and tasks (Blumenfeld, et al. 1991; Demirhan, 2002).

Projects embody characteristics that give a feeling of authenticity to students. These characteristics can include the topic, the tasks, the roles that students play, the context within which the work of the project is carried out, the collaborators who work with students on the project, the products that are produced, the audience for the project products, or the criteria by which the products or performances are judged. Teachers generally serve as facilitators, providing scaffolding, guidance and strategic instruction as the process unfolds.

Project-based learning (PBL) is still in the developmental stage. There is not sufficient research or empirical data to be able to state with certainty that project-based

learning is a proven alternative to other forms of learning, especially in the Arab countries. Based on evidence gathered over the past years, project-based learning appears to be an effective model for producing gains in academic achievement. However, only a few of them have focused on project-based learning in English language teaching (Çırak, 2006; Baş & Beyhan, 2010).

In fact, Palestinian students, like others, often find some difficulties in mastering the four English language skills. Al Ghussain (2001) shows that many complaints have been raised by teachers regarding students' low level in English.

In the researcher's short experience as a teacher, she noticed that many teachers teach student passively. They let the students only memorize vocabulary, ask the students to open the exercise book, read the task, and then do the exercise. Hence, some students do not know the function of this language exercise. As a result, the students are not interested in the English learning process. They become passive in English learning and they are not able to speak or write. However, in the EFL context, students are expected to use authentic language in order to meet this expectation. They must learn to gather information, select and connect, compare and contrast, analyze and synthesize, as well as present information orally, visually and in writing. Project work helps students to meet these standards. Therefore, previous and traditional English teaching / learning processes are not effective.

In the current study, the researcher has tried to propose a solution for the teachers to implement one of the teaching techniques and help students to develop their four communication skills in English. Accordingly, the researcher decided to examine the effectiveness of project-based learning to develop student's achievement in the four English skills and language areas among the ninth graders in governmental schools in the North Governorate.

1.2. Need for the study

The need for this study arises from three main things: the personal experience of the researcher in teaching field, the literature review on project-based approach and the roles of the teacher and real needs of teachers of English.

First, the researcher noticed that students' achievement level in English is decreasing as they practise learning English almost only inside the class or to study for the exams. As a result, the researcher tried to find a useful strategy to facilitate learning English language by reviewing some previous studies in this concern. Second, having reviewed the current literature, the researcher has figured out that the field of language teaching and learning is poor in studies concerning the roles of the teacher and learners in light of the project-based learning approach to teaching English in Arab countries. Third, the unexpected low rate of success in governmental schools all over the Gaza Strip is a problem which deserves to be studied. Moreover, the good characteristics of this strategy deserve to be exposed to English language teachers to the benefit from applying this strategy in their classes and assuming new roles in their classes.

1.3. Statement of the Problem

The problem of the study is stated in the following major question:

What is the effectiveness of project-based learning strategy on Ninth Graders' Achievement level and their Attitude towards English in Governmental Schools- North Governorate?

1.4. Research Questions

The following minor questions emanated from the above major one:

1. To what extent is project-based learning strategy effective in developing the four language skills and language elements in English for Palestine 9 learners?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre and post application of the achievement test of the experimental group due to the use of project-based learning strategy?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of student's achievement in the post test between the experimental group and the control group due to the use of project-based learning strategy?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the students in the experimental group and students in the control group towards the English lesson due to the use or no use of project-based learning strategy?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the speaking skills "accuracy & fluency" due to the use of project-based learning strategy?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the listening skills "predicting & guessing" due to the use of project-based learning strategy?
7. Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the reading comprehension skills "skimming & scanning" due to the use of project-based learning strategy?
8. Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the writing skills "composing & punctuation" due to the use of project-based learning strategy?
9. Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to Vocabulary & Grammar due to the use of project-based learning strategy?
10. Are there statistically significant differences at ($\alpha \leq 0.05$) between the total degree of the speaking evaluation card of the students in the experimental group and students in the control group due to the use of project-based learning strategy?

1.5 Research Hypotheses:

Based on the study questions, the researcher hypothesized the following:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre and post application of the achievement test of the experimental group due to the use of project-based learning strategy.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of students' achievement in the post test between the experimental group and the control group due to the use of project-based learning strategy.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the students in the experimental group and students in the control group towards the English lesson due to the use of project-based learning strategy.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the speaking skills "accuracy & fluency" due to the use of project-based learning strategy.
5. There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the listening skills "predicting & guessing" due to the use of project-based learning strategy.
6. There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the reading skills "skimming & scanning" due to the use of project-based learning strategy.
7. There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the writing skills "composing & punctuation" due to the use of project-based learning strategy.

8. There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to vocabulary & Grammar due to the use of project-based learning strategy.
9. There are no statistically significant differences at ($\alpha \leq 0.05$) between the total degree of the speaking evaluation card of the students in the experimental group and students in the control group due to the use of project-based learning strategy.

1.6. The purpose of the Study:

The study aimed to achieve the following objectives:

1. To examine the use of project-based learning to develop learners' English language skills and language areas.
2. To explore learners' perceptions of improvement in English language skills after learning through project-based learning.
3. To monitor the actual level of the students' achievement in the speaking performance.
4. To examine the effectiveness of project-based learning to encourage extensive reading.
5. To examine the effectiveness of project-based learning to raise students' motivation and interest to share and learn through achieving projects.

1.7. Significance of the study:

This study may provide evidence of the enhancement of English language skills through learning using project-based learning. The findings of this study might prove the effectiveness of the project-based approach in an English learning environment to the following stakeholders:

1- Teachers:

The results of this study are expected to be the guidance for teachers in constructing and using project-based learning to teach English skills in elementary schools in order to make teaching English lessons interesting and this raises the students' motivation and interest.

2-The supervisors:

This study may arouse the supervisors' attention and interest to hold periodic training courses for their teachers to enhance the use of project-based learning in their classes.

3-.Syllabus designers:

This study may give the syllabus designers a hint about the importance of providing English language curriculum with activities based on project-based learning, especially these days when there is an intention to change and develop English for Palestine curriculum.

1.8. Limitations of the study:

The study was conducting within the following limitations:

- The study identified the effectiveness of project-based learning on Ninth Graders' achievement level and their attitude towards English in governmental schools, North Governorate.
- The study was applied in the Governmental School "Halima Assadia Prep School for Girls.
- The study took place in the scholastic year 2013 / 2014.
- The study covered only five English units of grade nine textbook "*English for Palestine 9*", "First Semester".

1.9. Operational Definition of Terms:

This study involves a number of terms defined operationally as follows:

- 1. Project-based learning strategy:** According to Hedge (2002), projects are extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning; the gathering of information through reading, listening, interviewing, and observing; group discussion of the information; problem solving; oral and written reporting; and display.

The researcher defines (PBL) as that **Project-based learning strategy** is the project work which requires students to use the four skills of speaking, listening, reading and writing in the second language in carrying out their project assignments.

2. **The researcher defines: Effectiveness** is the degree of improvement in the students' achievement level in English language lesson as a result of engaging in project-based learning strategy. It is statistically measured. In addition, effectiveness is the ability to achieve stated goals. Consequently, a specific definition of effectiveness may depend upon the education outcome being examined e.g. speaking, listening, reading and writing skill.
3. **The researcher defines: Achievement"** is the information, experience and skills of English language which introduced in the curriculum, practiced by sharing in projects and acquired by the learners during a certain period. It is measured by the marks the learner gets in the examination and the observation card.
4. **Attitude:**

Eagly and Chaiken (1993) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor ".

The researcher defines it as "Attitude is related to English lesson include liking, enjoying and interest in English or the opposite."
5. **Ninth graders** are students in the ninth grade at school. Their age arranged between 14 -15 years old. They were studying English in the governmental schools for nine years.
6. **English lessons** refer to the lessons that are assigned by the Ministry of Education and presented in a complete curriculum with integrated four skills: listening, speaking, reading and writing and sub-skills: grammar, vocabulary and pronunciation.

Summary

This chapter covered introduction for the study, need for the study, statement of the problem, research questions, research hypotheses, the purpose of the study, significance of the study, limitations of the study and operational definition of terms.

CHAPTER II

Literature Review

Part (A): Theoretical Framework

Part (B): Previous Studies

Chapter II

This chapter is presented in two parts: the theoretical framework and the previous studies. The first part consists of three sections. The first section presents teaching English as a foreign language in Palestine, its objectives and goals. In addition, the definition of each of the four major skills: Listening, Speaking, Reading and Writing and their sub-skills will be presented.

The second section presents the definition of the project-based learning, types of projects, the defining characteristics of project work, theories underlying project-based learning: "Constructivism, the Deweyan Perspective, the Piagetian Perspective and the Vygotskian Perspective", the benefits of project-based learning strategy and evaluation in the project-based learning strategy.

The third section deals with the definition of attitude, the relationship between attitude and learning and students' attitudes towards English language.

The second part consists of two sections. The first section deals with the studies that examined the effectiveness of the project-based learning strategy in general. The second section deals with the effectiveness of using project-based learning in teaching English language skills such as listening, speaking, reading and writing.

Part (A): Theoretical Framework

Section 1

2.1.1 Teaching English as a foreign language in Palestine

English has become more dominant around the world as it is the main language in the field of education mainly in universities and other higher education institutes as it is used as a means of learning and scientific research. Moreover, it is the language of modern daily life

interaction. This important role of English has greatly contributed to the movement of teaching English as a Foreign Language.

The initial implementation of the Palestinian English curriculum was in 2000 and the complete implementation of the series in Gaza and the West Bank was in 2008. Therefore, the Ministry of Education is generously supporting the teaching and learning of English in Palestine. The ultimate aim of English is to develop students' overall ability in language use. So, in the present curriculum, the communicative competence (CC) is the goal. It consists of the knowledge that users of a language have internalized, which enables them to understand and produce messages in the language.

The Ministry of Education adopts equal emphasis on the development of the four basic language skills. So far the research has revealed that language skills nourish one another and ought to be developed side by side (Jacobs & Schumann, 1992; Rigg, 1989; Ausabel, 1968).

The EFL goals defined by the Palestinian Ministry of Education emphasize the necessity of " ... enabling students to use English: orally and in writing, communicating freely and effectively in different situations and settings" (Ministry of Education, 1999: 13). It is noticed that to achieve these goals, the EFL curriculum in Palestine consists of activities aiming to enable the students to listen, speak, read and write the language correctly, as it especially aims to" develop communicative skills in order to acquire, record and use information from aural and written text using traditional and non-traditional sources – and develop understanding and appreciation of culture where English is used" (Ministry of education, 1999:13).

The researcher confirms the importance of the classroom activities since they constitute a crucial role in foreign language learning and have a great effect on facilitating the

learning of the foreign language and fostering creative and authentic language behavior in the pupils. These classroom activities also stimulate pupils to talk to each other.

In order to ascertain that the EFL program is effectively implemented, the Ministry of Education has stipulated that "... EFL learners need learning environments that provide demonstrations of the interdependence of listening, speaking, reading and writing" (Ministry of Education, 1999:9-10). Therefore, Palestine has chosen to teach English as a foreign language (EFL), and has put it as one of its objectives to establish a successful nation-wide EFL program through its school system.

2.1.2 Components of "*English for Palestine*" Grade 9:

The 9th grade course book has a double strand of communicative activities and skill work. The skills of reading, writing, listening and speaking are integrated throughout the course. There is more emphasis on combining the skills in sequences of activities. New vocabulary and grammatical structures are carefully controlled and are introduced in the context of the language skills. Writing is presented in graded activities to encourage them to write independently. The writing element of the syllabus in grade 9 focuses on using notes to write clearly and accurately about a topic and on writing summaries.

2.1.2.1 "*English for Palestine*" Grade 9 curriculum consists of the following:

- Students' Book (SB) - which presents the new language and provides classroom activities for practice and recycling.
- Workbook (WB) - which provides exercises and activities that help students to practice and consolidate what they have learned from the students' book.
- Teacher's Book (TB) - which offers detailed, step-by step lesson notes and model tests.
- Teacher's audio cassette- which provides all the listening activities and useful pronunciation model.

2.1.2.2 Format of units in " *English for Palestine*" Grade 9:

There are 16 units in the SB, including 14 main teaching units which contain 6 lessons each. Lessons 1&2, lessons 3 & 4, and lessons 5&6 are on two pages in the SB.

Table (2.1)

The structure of each unit in " *English for Palestine*" Grade 9

Lesson	Main skill	Components of each lesson
Lesson 1	Vocabulary and Listening	A new vocabulary set with previously-seen and new vocabulary. A dialogue which practices some of this Vocabulary.
Lesson 2 a	Language and Speaking	Language Box with new/ expanded language points.
Lesson 2 b	Speaking Fluency	A role play activity based on the theme of the text in lesson 1.
Lesson 3 a	Reading and Vocabulary	Familiarization with the text and vocabulary expansion , plus an optional reading skills activity.
Lesson 3 b	Reading	Intensive reading of the text
Lesson 4 a	Reading	Further intensive reading of the text ; other reading and vocabulary activities in the workbook.
Lesson 4 b	Language and Speaking	Language Box with new/ expanded language points.
Lesson 5	Listening and speaking	Listening skills work - Pronunciation work
Lesson 6 a	Writing	A guided writing activity
Lesson 6 b	Writing	The Unit task: this is usually a second writing activity, but may be a speaking activity.

According to these goals, the Palestinian curriculum includes the four basic skills: listening, speaking, reading and writing, as well as the language components: pronunciation, grammar and vocabulary. However, these skills are introduced as integrative skills; the researcher will introduce each one separately in order to highlight their importance.

2.1.3 Listening skill

It is only in the early 1900s that listening was believed to have an important role in language teaching. Despite the general role that listening was believed to have (and still is believed to have) in language acquisition, it was not until the 1970s that listening started to be treated as a separate part of the language curriculum (Rost, 1990).

Although once labeled a passive skill, listening is an active and demanding process of selecting and interpreting information from auditory and visual clues. Listening is an essential part of our daily life. Every day we do “activities involving aural comprehension”.

Actually listening is an important process whose impact cannot be ignored; this skill is the basis of all the other language skills because if the learners cannot listen well, they cannot acquire any aspect of the language. According to Byrnes (1984: 317-329) listening plays an important role in building a student's understanding which is then crucial for developing other language skills. Rost (2002) also indicates that developing proficiency in listening is the key to achieving proficiency in speaking. However, listening is also considered the most difficult of the four language skills of reading, writing and speaking.

2.1.3.1 Definition of listening

Purdy (1997: 8) defines listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings .

Millrood (2001: 99) defines listening as an act of interpreting speech that one receives through the ears. He distinguishes between listening and hearing explaining that hearing is an

act of receiving the language through the ears without interpretation; on the contrary, listening is an act of interpreting speech that one receives through the ears.

2.1.3.2. Listening Comprehension

Listening comprehension, along with reading and visual comprehension, is a part of a language comprehension skill (Kutlu, et.al, 2013). It involves understanding of spoken language, i.e. of what is heard. Nevertheless, it does not require only hearing. The listening comprehension process is regarded theoretically as an active process in which individuals concentrate on selected aspects of oral input, form meaning from passages, and associate what they hear with existing knowledge.

Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual utterance (Rost, 2002).

That is, without proper knowledge of English grammar and syntax, the listener is not able to identify the speaker's message and thus cannot understand him\her. Therefore, listening comprehension is a complex process that requires the listener to obtain different skills to be successful in comprehending spoken English.

2.1.3.3 Components of the listening skills:

According to James (1982), there are six components of listening comprehension which are:

1. The sonic realization or actual physical hearing of language.
2. The segmental/supra segmental form (phoneme distinction).
3. The musical pitch and rhythm.
4. Lexical phrasing.

5. The purpose of the message intended by the speaker.
6. The actualization of the message in the listener.

Furthermore, according to (Rost, 1991), the necessary components can be listed as the follows:

- discriminating between sounds
- recognizing words and understanding their meaning
- identifying grammatical groupings of words
- identifying expressions and sets of utterances that act to create meaning
- connecting linguistic cues to non-linguistic and paralinguistic cues
- using background knowledge to predict and to confirm meaning
- recalling important words and ideas

2.1.3.4 Processes of Listening Comprehension

Duzer (1997: 2) cited in (Brown 1994; Dunkel, 1986) mentions several basic processes to achieve listening comprehension. These do not necessarily occur sequentially; they may occur simultaneously, in rapid succession, or backward and forward as needed. The listener is not usually conscious of performing these steps, nor of switching back and forth between them. The listener should:

- Determine a reason for listening;
- Take the raw speech and deposit an image of it in short-term memory;
- Attempt to organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (persuade, inform, request);
- Predict information expected to be included in the message;
- Recall background information (schemata) to help interpret the message;
- Assign a meaning to the message;

- Check that the message has been understood;
- Determine the information to be held in long-term memory;
- Delete the original form of the message that had been received into short-term memory.

2.1.3.5 Listening Comprehension Sub-skills

Use of effective listening sub-skills can help students capitalize on the language input they are receiving and help teachers facilitate the teaching process.

Nanda (1989: 138-149) states there are four essential skills involved in listening; these are as follows:

- 1- Perception of sounds.
- 2- Accuracy of sequencing.
- 3- Gaining of meaning and;
- 4- Utilizing the meaning.

The researcher, depending on her experience in the teaching field, believes that the sub-skills of the listening comprehension which help ninth grade students can be summarized as follows:

- Predicting what people are going to talk about
- Guessing unknown words or phrases
- Using prior knowledge
- Identifying relevant and irrelevant information.
- Retaining relevant points (note taking, summarizing)
- Recognizing discourse markers (well, oh, now, finally)
- Recognizing cohesive devices (such as, and, which)
- Understanding intonation patterns, stress, etc.
- Understanding implied information (speaker's stance or intentions)

In this study, the researcher focuses on these two sub-skills "Predicting & Guessing" as she considers them the two primary skills to develop students' listening.

2.1.3.5.1 Predicting

Ur (1998: 16) claims that if the listener can make a guess about what he/she is going to listen to, so he/she will be much more likely to understand it well. She considers prediction to be as a difficult skill for various reasons; the intonation and the stress patterns may make the expectation difference. Prediction is the listener's "ability to make predictions about likely developments of the topic to which he/she will have to respond" (Anderson & Lynch, 2003: 42). One may conclude that making good predictions is the first step to becoming a successful listener.

2.1.3.5.2 Guessing

Nation (1990: 122-141) states that just as learning vocabulary by guessing from context is important in reading so is it important in listening. An advantage that occurs in guessing from context in listening is that a skilled and sensitive speaker can easily provide extra information if necessary to help with guessing of an unknown word. So, one can say that students should have the ability to guess the unknown word while they are listening to the speaker by concentrating on the context, but they should not follow word by word; however, they should use their prior knowledge of the known words to guess the unknown word.

2.1.3.6 Strategies of Listening

Keatley & Kennedy (2004: 1-3) state that "Strategic listeners also use meta-cognitive strategies to plan, monitor and evaluate their listening; they plan by deciding which listening strategies will serve best in particular situation. They monitor their comprehension and the effectiveness of the selected strategies, and finally, to evaluate by determining whether they have achieved their goals and whether the combination of listening strategies selected was an effective one."

In a similar vein, Tyagi (2013) confirms that listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message. That is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

2.1.3.7 Problems involved in teaching listening

Listening is considered the most difficult of the four language skills. Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000).

Rixon (1986: 38) identifies the four main sources of listening difficulties:

- weak relationship between English sounds and the way they are spelled in the written language

- changes in sounds when they occur in rapid, connected speech
- rhythm pattern of English speech
- different ways of pronouncing the 'same' sound”

Byrne (1986: 14) states that some difficulties that learners face. Firstly, the learners' experience of the language is very limited. In other words, the learners master the basic phonological and grammatical patterns that may be understood easily, but they have to concentrate much more on selecting the key items. Secondly, learners are engaged in listening to the teacher more than interacting and reacting. Finally, in most listening classroom situations learners are deprived of contextual clues while they listen as they cannot see the speakers' setting.

To sum up, students encounter various kinds of listening problems in learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, variety of accents, lack of concentration and pronunciation. Consequently, there are many problems Palestinian FL listeners need to cope with while listening and many kinds of knowledge they need to acquire for successful comprehension.

2.1.3.8 Principles underpinning teaching listening

To help learners cope with the demands this processing poses, teachers have long been aware of the importance of providing ‘*adequate preparation, adequate support and the provision of appropriate tasks*’ (Sheerin 1987: 126) when designing listening tasks.

Rost (1990:7) draws up some general guidelines:

- Listening ability develops through face-to-face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning.

- Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reason for listening in English, learners can mobilizes both linguistic and non-linguistic abilities to understand.
- Listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision.
- Listening develops through attention to accuracy and an analysis of form. By learning to perceive sounds and words accurately as they work on meaning-oriented activities, our learners can make steady progress. By learning to hear sounds and words more accurately, learners gain confidence in listening for meaning.

2.1.3.9 Listening in the classroom

Teachers can facilitate the development of listening ability by creating listening lessons that guide the learner through three stages: pre-listening, the listening task (while listening stage), and post-listening (Duzer, 1997: 5-6).

According to Davies and Pearse (2000: 77-79), a course book or other listening practice can be made more realistic and interesting by following specific stages and using specific techniques. The stages generally recommended are as follows:

- *Pre-listening*: This stage is to prepare the learners for what they are going to hear, just as we are usually prepared in real life. You should not tell the learners to listen and then to start the cassette. Some teaching ideas for this stage are discussing a relevant picture or experiences, associating ideas or vocabulary with the topic, predicting information about the topic, and writing questions about the topic.

- *While-listening*: This stage is to help the learners understand the text. You should not expect them to try to understand every word. For example, you may ask them to listen for three pieces of information the first time they hear the recording, and to tell you about the attitude of the speakers after the second time they have heard it. In general, you should help your learners understand rather than testing their understanding of the whole time. Some teaching ideas for this stage are identifying the exact topic, or an aspect of it, noting two to four pieces of information, answering questions, completing sentences, tables, maps or pictures.
- *Post-listening*: This stage is to help the learners connect what they have heard with their own ideas and experiences, just as we often do in real life. It also allows them to move easily from listening to another language skill. For example, the learners may practice speaking by role-playing interviews similar to one they have heard. Some teaching ideas for this stage are giving opinions, relating similar experiences, role-playing, writing a brief report or a similar text, and discussing the topic.

To sum up, listening is the most important skill in communication. Therefore, teachers should pay more attention to this skill since it is the first step to acquire and learn English. It also helps EFL students in Gaza to improve their communication skill because it paves the way for other skills to tower over the others because of its significance in terms of speech and freedom of expression.

2.1.4 Speaking Skill

One of the general objectives in the foreign language teaching, and may be the most important one, is to teach the students to speak the target language accurately, fluently and intelligibly. Very few students are capable of achieving a native-like standard in all respects and fail in carrying out conversation with the right functions in normal communicative situations. Since the teacher dominates the class talk all the time, the learners have little

opportunity to make their contributions. Therefore, students need more opportunity to practice English and use it communicatively inside and outside the language classroom.

2.1.4.1 Definition of Speaking Skills

In learning English, speaking skill is defined in different ways. “Speaking is a productive skill in the oral mode. Andryani (2012: 2) delineates speaking skill as the ability to speak the target language to communicate with others and consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility.

The researcher considers speaking as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures and facial expressions. Thus, it is a social activity or a process of building and sharing meaning with other persons, one's knowledge, interests, attitudes, opinions or ideas through the use of a variety of contexts.

2.1.4.2 Importance of Speaking

The speaking skill has been found to be a fundamental skill necessary for a child's success in life. Nunan (2003: 39) sees “mastering the art of speaking” as the most important aspect of learning a language. Ur (2000: 12) also declares that “of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language, as if speaking included all other kinds of knowing.” Celce-Murcia (2001: 103) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

The researcher believes that the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help EFL students especially in Gaza to develop their vocabulary and grammar and then improve their writing skill. With speaking, learners can express their personal feelings, opinions or ideas; tell

stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language.

2.1.4.3 Characteristics of Speaking Performance

Speaking a language well requires both fluency and accuracy. Accuracy and fluency are both important goals to pursue in communicative language teaching. While fluency may be an initial goal in many communicative language courses, accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output.

2.1.4.3.1 Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristic of the speaker's performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

Moreover, Nunan (2003: 589) defines fluency as the ease and speed with which a student is able to formulate and generate speech in the target language. It comes mainly through contextual speaking practice, not drilling with isolated words. It includes:

- Producing connected speech occasionally disrupted by hesitations as students search for correct form of expression.
- Elimination of translation and omission of filler words (reduction).
- Speaking fluently and talking for an appropriate length of time.
- Responding and showing basic competencies which are needed for everyday life communication.

2.1.4.3.2 Accuracy

Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. Luoma (2004: 22) assures that it often includes speed, intonation, stress and rhythm.

Skehan (1996 b: 23) cited in Ellis and Barkhuizen (2005: 139) defines accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation. So, to assess accuracy, the following indicators should be taken into consideration:

- Using correct pronunciation for both familiar and some unfamiliar words
- Using a variety of sentences
- Making few grammatical errors which do not interfere with the message
- Making good use of cohesive devices to connect ideas

2.1.4.4 Suggestions of possible solutions to students’ problems

A question was addressed as to what can be done in order to help learners overcome some of their problems with speaking. There are some suggestions that were offered to teachers’ attention:

- a) Employ pair-work and group-work.
- b) Select the topic and task carefully.
- c) Adjust the level of language difficulty.
- d) Make learners speak the target language.
- e) Establish good relationships (Tsui, 1996:164).

2.1.4.5. Speaking Activities in the Classroom

In the mother country, FL students need to practice the language regularly inside the classroom through performing different activities. Practice activities may serve the learning/teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of language in a given model. So, learners should be given ample practice in the classroom at all levels to express themselves in situations where they can use spontaneous language.

If we assume that speaking the FL is an essential part of language learning, teachers must provide activities that involve interaction between learners. Scriverener (2005: 152) makes the important point that “the aim of the communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion.” Among these activities are the following:

- **Communication games:** teachers design such games to encourage and involve the students in a verbal interaction. O'Malley and Pierce (1996) call these activities “information gap activities”; they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”
- **Drama, simulations and role-plays:** These three types of oral activities are very important. O'Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, their motivation is increased and their language acquisition is enhanced.
- **Discussion activities:** these activities are often employed for advanced language learners;

they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others' opinions. They can speak freely without being told what to say or not by the teacher. The students should be only informed of what to talk about and given enough time to structure what they wish to say. However, Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arises discussion.

- Presentations and Talks: The best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act of standing up in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for informal spontaneous conversations; it is more writing-like.

2.1.4.6 Integration between Listening and Speaking

In discussing oral skills, speaking and listening are two basic skills and are essential in acquiring communicative competence in language learning. So, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. A speaker has necessity to a listener because speaking is rarely carried out in isolation, as put by Redmond and Vrchota (2007: 120): “*speakers are at the mercy of listeners.*” Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, retaining, recalling, and reaction to the speakers. Therefore, listening will not occur in isolation as well; there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process this output effectively.

2.1.5. Reading Skills

Reading is one of the most important skills, if not the most important, among the language skills. It is the barrier between one's being literate and illiterate. Unlike reading, a person who does not hear (not having the listening skill) is not called illiterate unless he does not read. Reading affects all aspects of people's lives: academically, socially, economically, and psychologically.

Reading is perceiving a written text in order to understand its contents. The understanding that results is called reading comprehension. Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. So, reading is not a passive skill- it requires as much of our activity and effort as the other skills and that a well prepared reading exercise can significantly support also our speaking, writing and listening proficiency. Therefore, the main focus of *"English for Palestine" Grade 9* is developing the reading skills and using reading to expand acquiring vocabulary.

2.1.5.1. Definition of Reading:

Farlex (2009: 3) defines reading as “a means of language acquisition, of communication, and of sharing information and ideas.”

Chamot & Kupper (2010:163) state that "reading is the ability for a reader to transfer written symbols to meaning and using them communicatively and effectively".

The researcher believes that reading is an active process. Reading entails both reconstructing an author's message and constructing one's own meaning using the print on a page. Thus, reading is an interactive process in which the reader interacts with the text and employs his/her experience and knowledge to get meaning.

2.1.5.2. Importance of Reading

Reading has importance not only in the foreign language teaching and learning, but also in the native language.

2.1.5.2.1. Importance of Reading in Islam:

Islam pays great attention to reading and education. In fact, the first verses of Qur'an that were revealed to Prophet Muhammad (Peace Be Upon Him) emphasized the real need for reading. "Read" is the first word resonated in Hira Cave when the Angel Jibreel descended from the Heavens to deliver the Islam message to Prophet Mohammed (Peace Be Upon Him). The word reading in Surah Al-'Alaq is as holy as to be related to Allah's name. "Read" in the name of the lord who createth." 'Read' in this verse is a call to literacy; "reading and writing," (verse 4) "who teaches by pen." It is a full image of the teaching/learning process. Moreover, it refers to seeking knowledge, (verse 5) "teach man that which he knew not." Therefore, the holy word "read" is a great tree which is branched into all means of seeking knowledge. This holly principle is observed in EFL students in Palestine who have this value, so we can bank on this in order to upgrade their reading.

2.1.5.2.2. Importance of Reading Skill

Reading is a very important skill for it provides students with knowledge, various skills, values and good manners and pleasure as well. For the students who are learning a foreign language in an academic context, foreign language reading is extremely important because most of the target language input is obtained through the channel of reading.

Rabel (2005: 1) affirms that reading allows students to create in their minds how a particular character looks like or imagine how a scene plays out.

Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects.

Al Mansour and Al Shorman (2010: 1) claim that the basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to their personal and group problems.

Additionally, Shoebottom (2007: 1) explains the importance of reading in the following points:

1. A student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.
2. Good readers can understand the individual sentences and the organizational structure of a piece of writing.
3. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already.
4. Good readers can also determine the meaning of many of the unfamiliar words from the context - or if they fail, they can use their dictionary effectively to do so.
5. Good readers can quickly extract what is important for the particular task they are employed in the writing

Generally speaking, reading is a means of getting different types of knowledge: religious, scientific, cultural and literary.

2.1.5.3. Reading Comprehension Skills

Comprehension may be defined as the ability to communicate a text leading an integrated process that involves decoding vocabulary and sentences, employing prior knowledge relevant to the text and using cognitive and metacognitive strategies in order to make sense and to get the target message the author wants to convey. Reading comprehension is defined as-Intentional thinking during which meaning is constructed through interactions between text and reader (Hodges, 1995: 207). Accordingly, in order to achieve comprehension, reading must employ and integrate certain sub-skills since a sub-skill does not stand alone. They are

exactly like a symphony. Therefore, many specialists prepared lists for these skills. The following is a variety of lists of reading skills given by different researchers and specialists.

Jordan, for example, (1997: 143-144) enumerates some of the main strategies, skills and sub-skills utilized in reading as follows:

1. Prediction
2. Skimming (reading quickly for the main idea or gist)
3. Scanning (reading quickly for a specific piece of information)
4. Distinguishing between: factual and non-factual information- important and less important items- relevant and irrelevant information- explicit and implicit information - ideas and examples and opinions
5. Drawing inferences and conclusions
6. Deducing unknown words
7. Understanding graphic presentation (data, diagrams, etc.)
8. Understanding text organization and linguistic/semantic aspects.

In the light of the previous points, the researcher finds that it is clear that with connection with the objectives in “*English for Palestine*” *Grade 9*, teachers should help students to acquire these skills in order to become purposeful and active readers.

2.1.5.3.1. Skimming:

Skimming is defined as locating the main idea of a selection quickly. Skimming is considered as a form of rapid reading by which the reader acquires specific kinds of information. There should be a purpose in using the skill of skimming. Talbot (2009: 167) defines skimming as “taking the most important information from the page without reading all the words”. Generally speaking, skimming is a most useful skill for locating specific information, for classification of material and or revision purposes. Skimming can be

undertaken simply to see what a text is about, to locate facts or comments on a certain subject or to obtain the main ideas expressed in the text.

Types of skimming:

Konstant (2003: 35) proposes three types of skimming. They are as follows:

1- “Skimming to overview”: The purpose is to identify what a reading passage is basically about.

2- “Skimming to preview”: It is a way of re-reading a passage in order to gain as much information as possible.

3- “Skimming to review”: This is used when a reader has already finished reading a text and now he/she needs to refresh and familiarize him/herself with its content.

2.1.5.3.2. Scanning:

In scanning, a reader rapidly examines the printed page by letting his/her eyes scan the page with the purpose of finding an answer to a specific question, a specific date, or to locate a name or quotation. Scanning is not accelerated reading, but a continual looking then reading, then looking again until the desired information is located.

According to Harmer (1991: 183), scanning is the ability of students to read a text for particular bits of information they are searching for. Therefore, it is not preferable for such students to read every single word for this will prevent them from achieving the ultimate goal of reading comprehension. Troschitz (2005: 6) states that “scanning is the ability to extract specific information out of a text. In this case the reader roughly knows what he/she is looking for. He/ She searches for details in a text and pays no attention to any kind of other information”.

2.1.5.3.3. Skimming and Scanning

Booth (2001: 46) states that skimming and scanning are reading strategies students can use when reading for information, when reading a text or when deciding whether to read a

text. When we skim, we form a general picture of the text, and have a sense of the main ideas. When we scan a text, we have a specific goal in mind. We skim through a text looking for key words, focusing on headings and opening and ending paragraphs. So, developing effective skimming and scanning techniques will help him/her to reduce the amount of time he/she will need to spend on intensive reading.

2.1.5.4. Reading problems facing EFL learners:

Being an EFL teacher who checks students' reading-related answers, the researcher believes that there are many problems facing and preventing students from achieving comprehension. According to Mourtaga (2008: 1), these problems can be categorized as follows:

- Problems related to the misunderstanding of the reading process.
- Problems related to insufficient linguistic competence in general and use of English.
- Problems related to the differences between Arabic and English.
- Problems related to the English spelling/sound system.

2.1.5.5. Solutions of those problems

Mourtaga (2008: 10-12) proposes some promising and productive solutions, such as:

- Increasing students' motivation and interests.
- Exposing students to English as much as possible.
- Giving students chances to use English as much as possible.
- Following the extensive approach to reading.
- Letting students practice much writing and reading. For example, students can be asked to summarize a certain paragraph after reading.
- Activating students' schemata.
- Lowering students' anxiety.
- Integrating reading with other language skills

- Creating a purpose for reading using task-based and problem-solving activities.
- Using minimal and sentence pairs. For instance, ‘pad’ and ‘bad’, and ‘I bought a new van because my car is small’ and ‘I bought a fan because it is hot’.

2.1.5.6. How to teach reading

In order to efficiently achieve and improve students’ reading comprehension, three stages of classroom teaching should be applied to EFL reading instruction. According to Li-juan, J. (2007, pp.20-21), these stages are as follows:

2.1.5.6.1. Pre-reading stage:

In this stage, teachers should provoke students’ interests and motivation through discussing pictures, titles and some key words. Students predict and talk about possible ideas of what the text might be about. Teachers are requested to establish a purpose for reading within students and activate their schemata as well.

2.1.5.6.2. While-reading stage:

As the name suggests, reading activities take place during the actual reading. It focuses on developing students’ reading skills through answering multi-level comprehension questions such as general understanding questions, detailed-answer questions and high-order thinking questions.

2.1.5.6.3. Post-reading stage:

The activities of this stage take place after the reading has been done. Here, teachers check students’ understanding of what they have read, relate the text to their personal experience and lives and relate and integrate reading to other language skills. For example, students can be asked to summarize in writing what they have read, discussed or debated over certain issues latent in the reading text.

2.1.6. Writing skill

Writing is a highly demanding productive skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task. Writing is of fundamental importance to learning, to development of each learner, and to success in the educational system. As teachers, we need to work continually to aid our students in their search for fulfillment as writers.

2.1.6.1. Definition of writing skill

Abu Shaaban, (2003) defines writing as "a complex process involving the construction of recorded messages on paper or on some other material and, more recently, on a computer screen". While Sokolik, (2003) describes writing as the mental work which involves inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to readers.

2.1.6.2. Teaching Writing

According to Rao (2007), EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summarize, analyze and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language. So, students can write because they know how to carry out the thinking process, writing process, and writing compositions. If they lack these aspects, their writings are failure. Therefore, teaching writing means guiding students toward achieving the highest ability in communicating in words. Harmer (2001: 79-84) explains four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

- **Reinforcement:** some students acquire languages in an oral /aural way; others get benefit from seeing the language written down. "The visual demonstration of language construction is

invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.

- **Language development:** the process of writing is different from the process of speaking; the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences".

- **Learning style:** some students are quick at acquiring language just by looking and listening. Others may take longer time to spend in producing language in a slower way, thus making writing appropriate for those learners.

- **Writing as a skill:** the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing conventions.

The researcher indicates that writing as a skill is not as simple as a physical movement of fingers or holding pencils or pens on sheets of papers. Consequently, students should improve the other language skills and sub skills in order to write more accurately and fluently.

2.1.6.3. Principles of Teaching Writing

Tang (2007: 52-53) proposes some principles for teaching and developing writing skills and how such principles can be applied in a Chinese ESL classroom. These principles include:

- **Raise students` awareness:** Students should be helped to see the role of writing in language learning.
- **Students have ideas:** A student is not only the exposition of ideas, but also the working out of ideas. It is teachers` responsibility to help students analyze their own ideas through teaching.

- **Read to write:** Writing does not exist alone. Before a learner starts to write, he/she needs to read so as to learn the language and get familiar with certain patterns or rhetorical structures.
- **Teach process writing:** This approach aims at enabling students to share information, make personal choices about reading and writing, take the responsibility of their own learning task, take writing as process, and develop cooperation.
- **Create a learner-centered classroom in active communication:** Basically, writing is a verbal communication. The view that writing is a verbal communication finds strongest support in Bakhtin's dialogic theory of language. It implies the interactive nature of writing.

The researcher assures that the main aims of teaching writing is to help student improve their academic achievement and their social relation, as they help each other while they work and write in groups because students differ in their abilities in writing and academic levels .

2.1.6.4. Why is Writing Difficult for EFL Learners?

According to Byrne (1997), writing is considered difficult even in the mother tongue because of three factors; psychological, linguistic and cognitive. From the psychological side, when students write, they write on their own because it is a solitary activity so students have to write without possible interaction or feedback.

On the other hand, regarding the linguistic problem, students have to compensate for the absence of the features of speaking. Also, they have to keep the channel of communication open through their own efforts and ensure both the choice of sentence structure as well as the way of how our sentences are linked together and sequenced. So, the produced text can be interpreted on its own. With regard to the cognitive problem, students learn to write through a process of instructions. To do so, students have to master the written form of the language and to learn the structures of writing which are not used in speaking.

Students also have to learn how to organize their ideas in a way by which a reader can absorb it without being present or knowing the writer.

The researcher sees that the main factor that making writing difficult is that EFL students in Gaza have little knowledge and practice in the mechanics and sub skills of writing. Therefore, teachers should pay more attention to the necessity of making students practice writing communicatively more than learn about language.

2.1.6.5. Writing skills

Hobelman and Wiriyachitra (1990) state that at the intermediate level in foreign language classrooms, the teaching of writing reflects the teaching of basic sentence- level writing skills, with organizational skills added.

El- Naggat, et al. (2002) and Al- Mutawa and Kailani (1989) mention sub- skills of writing to be developed in this stage:

- Knowledge of the English alphabet.
- An understanding of the orthographic system (the relationship between sounds and written symbols)
- Knowledge of mechanics of writing: i.e. spelling, capitalization, punctuation, paragraph indentation, leaving spaces between words, syllable division, etc.
- Knowledge of possible sentence structures.

In the light of the previous points, the researcher finds it crucial for teachers to teach the writing skill as an integrative skill with the other language skills "listening, speaking and reading" and sub – skills "grammar, and vocabulary".

2.1.6.6. Mechanics of Writing

Mechanics of writing are a writing sub-skill. Norman et al. (2005) define them as the sub-skill that includes such things as punctuation, spelling, abbreviations, acronyms,etc. ,

Smith (2003: 2) also states that "The term 'mechanics' refers to the processes involved in getting words into print-handwriting or typing, spelling, grammar and formatting.

In this study, the researcher focuses on punctuation as it is one of aims of teaching writing for ninth graders and it is considered as the basic skill which students should master before they start to write a complete composition.

2.1.6.6.1. Punctuation: Identity and Importance

They are little things, but they are as essential to good composition as nails are to a carpenter. Mainly by their aid do we make sense or nonsense of what we write. Without punctuation marks, many sentences are mere jumbles of words. The art of punctuation, as any other art, is acquired only by study and practice. There are certain well-defined rules observed by all; the mastery of these will make one capable of deciding where rules do not apply (Lukeman, 2006).

These marks are divided into internal marks – referring to the punctuation marks within the sentence – and end marks – which are used at the end of a sentence or a question. Another classification of punctuation marks divides them into marks within the word – like apostrophes and hyphens, marks between words and end marks.

Punctuation has three important functions

1. **Phonetic Function:** this is very important, since punctuation marks show clearly the rhythm, pauses, and tone inflexions in a written document; a written document has a tone. The tone is controlled by commas, semicolons, colons, points of ellipsis, etc. (Connelly, 2005).
2. **Grammatical Function:** punctuation is used in direct style: to form interrogations; to mark emphatic content; to highlight syntactic elements displaced from their natural positions; and to build the structure of the sentences, complex sentences, paragraphs, documents, etc.

3. **Semantic Function:** punctuation helps learners understand the meaning of particular words/phrases by marking/highlighting them differently from normal text, using italics, underlining, bolds, capitals, etc. In a short apposition, one could use commas to isolate it or not. Long appositions are always isolated by a pair of commas.

The researcher agrees that punctuation is the soul of any piece of writing, as it makes any composition readable and meaningful. So, teachers should provide students with numerous activities to practice punctuation.

2.1.6.7. The role of the teacher in writing lessons

To help students become better writers, teachers have a number of tasks to perform. Harmer (2010: 41-42) discusses five tasks a teacher can do before, during and after student writing. They are as follows:

- 1- **Demonstrating:** Students should be aware of writing conventions and genre constraints in specific kinds of writing, so teachers have to be able to put these features into their consideration.
- 2- **Motivating and provoking:** Teachers should motivate, help and provoke students to get ideas, acquire them with the value of the task and persuade them what fun it can be.
- 3- **Supporting:** Teachers need to be supportive in writing lessons and help students to overcome difficulties that students face in writing.
- 4- **Responding:** Teachers should react to the content and construction of a piece of writing supportively and make suggestions for its improvement.
- 5- **Evaluating:** When evaluating students' writing, teachers can indicate the positive points, the mistakes that students made and may award grades. The teacher should be organized, disciplined, authoritative, dedicated and insightful.

Therefore, teachers have an important role in providing creative and active learning environment as well as they should encourage students to practice after school learning by giving them more and more tasks.

Summary

In conclusion, this section presented teaching English as a foreign language in Palestine, its objectives and goals. Moreover, the four language skills are presented and discussed. The next section presents the definition of project-based learning, types of projects, the defining characteristics of project work, theories underlying project-based learning, the benefit of project-based learning and evaluation in the project-based learning.

Section II

This section is concerned with issues related to project-based learning such as definition, importance, types of projects, challenges, benefit of project-based learning and theories underlying project-based learning.

Project – based learning Strategy

"Tell me and I forget, show me and I remember, involve me and I learn". As this Chinese saying indicates, people learn when being actively involved in constructing meaning. In other terms, successful learning requires individuals' active participation and involvement. One of the approaches which reflects the principles of learner- centeredness is Project–Based Learning (PBL). Project work is a set of teaching strategies based on students' needs and interests that complements the teacher methodology, and can be part of the grade syllabus or the general curriculum. In project work, students participate all the time by choosing the main topic, developing and presenting it, sharing responsibility with the teacher and improving the teaching-learning process.

2.2.1. Theoretical Perspectives

The theoretical foundation of Project-based learning is strongly grounded in constructivism. In this regard, Railsback (2002: 6) maintains that "project-based instruction strategies have their roots in the constructivist approach". Moreover, PBL borrows its principles from pragmatic constructivism, cognitive constructivism and social constructivism, which constitute the main stands of the constructivist learning theory. In other terms, it commonly includes the ideas of Dewey's philosophy, Piaget's cognitive theory, and Vygotsky's social constructivist theory which the researcher will discuss in the following:

2.2.1.1. Constructivism Perspectives:

Over the last 25 years, the theoretical paradigm has shifted from viewing the learner as a

passive information processor to seeing the learner as an active constructor of knowledge.

This view of knowing is labeled as *constructivism*. According to Perkins (1991), constructivism is an engaging and collaborative concept to whose evolution many thinkers have contributed. Beers (n.d.) gives examples of these thinkers, including:

(1) Socrates- who encouraged students to think critically without being given an absolute answer, a method known as the *Socratic Method*.

(2) Jean Piaget- who found that the learner learns through construction of one logical structure after another by passing through stages of *equilibrium* and *disequilibrium*. The learner starts out in a state of equilibrium with his or her own worldview, and through interacting with others and the world, the learner is forced to deal with new perspectives and becomes decentered, a state of disequilibrium. Eventually, the learner either assimilates this new concept by fitting it into an existing mental model or accommodates this new concept by restructuring an existing mental model. Or, the learner may reject the new concept if no viable conception can be made to the existing mental model.

(3) Lev Vygotsky- who indicated that language, culture, and adult guidance and/or collaboration with more capable peers are an integrated part of the learning process. Within the community of social development, learners are able to move from their actual developmental level in which they can solve problems independently to the level of their full potential; between these two levels is what Lev Vygotsky called *Zone of Proximal Development* (ZPD). A ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 86). Ideally, learners will reach the full potential of their ZPDs with the help of tools and guidance from the teacher and/or more knowledgeable peers within a learning community.

(4) John Dewey- who believed in education as “a process of living, not a preparation of future living” (Dewey, 1974: 430).

(5) Jerome Bruner- who viewed education as a process of discovery; only the learners know where to categorize information in their heads; therefore they should be actively involved in the whole process (Bruner, 1996).

(6) Seymour Papert- who was a formal student of Piaget and further developed the theory constructionism.

2.2.1.2. Pragmatic pedagogy and John Dewey

Pragmatic philosophy was the most widespread in USA from the end of the 19th century till the 50's of the 20th century. The founder and the most prominent representative of the pragmatic pedagogy is John Dewey (1859-1952). Educational approaches already indicated in the 18th century by Franklin and Jefferson took shape thanks to Dewey. According to Dewey "Learning by doing" is the principle on which methods of teaching should be based.

Moreover, he provides many principles which should be considered as the based for teaching methods:

1. Principle of activity.
2. Principle of purposefulness of activity.
3. Connection between activity and life.

According to these principles, education should be imparted through activities and practical experience. So, from this concept the first roots of PBL method started. Dewey was followed by other educators, e.g. William Kilpatrick (1871-1965), who acknowledged the benefits of experimental, student-directed learning and planned various field trips, laboratory investigations and interdisciplinary activities. Kilpatrick defines project as a purposeful activity proceeding in a social environment.

2.2.2. Historical Background of the application of Project Work

The use of project work as an educational means to promote language learning started in the mid-1970s but became popular in the late 1980s and early 1990s (Eyring, 1997). The first outstanding educationalist to discuss the use of project work in education was Kilpatrick in 1918 (cited in Wrigley, 1998). Attracted by more than collaborative work in projects, he was interested in the cognitive development of students in project work. Unlike other advocates of project work, who believe that project work could also be applied to all levels of language learning for non-native speakers, Kilpatrick put forward the idea that this implementation was only appropriate for young native speakers of a language (Beyer, 1997, cited in Gökçen, 2005).

Kilpatrick regarded the classroom as a democratic place where students and teachers share decision-making. The democratic notion means that students should participate in decision-making about curriculum, which is a benchmark of project work (Eyring, 1997). It is this democratic notion that made project work possible to be used in language learning classrooms. Advocates of project work came to the realization that by means of this democratic notion, students - in their projects- develop responsibility and independence as well as social and cooperative behavior.

2.2.3. Project-Based Learning (PBL)

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”. Project-based learning is consistent with many approaches to language learning that are seen in the language learning literature today. After a revolution in theory-based learning on cognitive and behavioral models, educators put emphasis on the value of project-based learning for students. According to cognitive and behavioral learning

models, thinking, doing, knowledge, and the context are interconnected, and students should be required to explore, negotiate, interpret and use creativity (Dewey, 1938, cited in Keles 2007). Constructivist teaching typically involves more student-centered, active learning experiences, more student-student and student-teacher interactions, and more work with concrete materials and in solving realistic problems (Winitzky & Kauchak, 1997, cited in Allen 2004: 417). Constructivist pedagogy forces teachers to encourage the students to think and explore in a progressive atmosphere. Project-based learning is based on the principles of constructivist theory, with its characteristics of learner centeredness. Knowledge in constructivism is not regarded as something to be transferred from teacher to learner; rather, it is a construct that can be achieved through an active process of involvement and interaction with the environment.

In project-based learning (PBL) activities students work in a group to solve challenging problems which are authentic; students create an end product through intellectual inquiry and involving meaningful tasks. Moreover, because project work activities address the different learning styles of students, project-based learning takes individual differences into consideration by giving students a chance to select their own topics (Wrigley, 1998).

Therefore, PBL is not a new method and it has connection with many old approaches as their contributions to concepts such as action-based learning, learning by doing, group dynamics and interpersonal communication have been instrumental in shaping many theories of learning and teaching, and when combined together, reveal the bare bones of PBL.

2.2.3.1. What is ‘Project-Based Learning’?

According to Haines (1989: 1) projects are multi-skill activities focusing on topics or themes rather than on specific language targets. Specific language goals are not prescribed and students concentrate their efforts and attention on reaching an agreed goal, so project work provides students with opportunities to recycle known language and skills in a relatively

natural context. This complex definition means that in project work there is more than one skill involved, and rather than focusing on specific language, the primary concern is topics and themes. To reach a previously set goal, students use whatever language is necessary.

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

Hedge (1993: 276) defines a project as “an extended task, which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display”. Hedge extends this definition by saying that projects are authentic English language tasks, emphasizing student group-centered experience rather than teacher directed work, which gives students responsibility for planning, carrying out and presenting their project. In PBL students may investigate, negotiate, hypothesize, debate, experiment, and plan by asking questions and seeking answers to problems that come from their natural curiosity or interests.

The researcher sees that Project-based learning (PBL) as a dynamic approach to teaching in which students explore real-world problems, issues and challenges, are inspired to obtain a deeper knowledge of the subjects they are studying and more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, the students develop confidence and self-direction as they move through both team-based and independent work.

2.2.4. Key Features of Project Work

Project work, like Dewey's views on knowledge construction, is based on the conviction that learning by doing, discussing in groups, and revisiting ideas and experiences are superior ways of gaining a better understanding of one's environment (Gandini, 1997). Numerous authors have identified the features and the structure of project work. So, according to Fried-Booth, (1997), Haines, (1989) and Legutke and Thomas, (1991), there are a number of common features in terms of benefits that have taken into account in the ELT classroom. These include:

- **Integrated skills focus** – all four skills are used in a natural way.
- **Student-centeredness** – content and methodology can be decided by learners promoting autonomy
- **Increased motivation** – with content learning being the focus, learners become personally involved in the project
- **Cooperative and collaborative** – interpersonal relations are developed through the cooperative rather than competitive nature of project work.
- **Learning outcomes** – end product of presentation or publication provides authentic purpose for the project.
- **Balance of process and product** – provides focus on fluency and accuracy work throughout the project.
- **Opportunity for feedback and assessments from expert sources.**
- **Opportunity for reflective thinking and student self-assessment.**
- **Authentic assessments** (portfolios, journals, etc.).

The researcher finds that according to the definitions found in PBL handbooks for teachers (Buck Institute for Project-Based Learning, 2003), 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. Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, cooperative learning, reflection, and incorporation of adult skills.

2.2.5. Characteristics of project work

Stoller (1997: 4) identifies six characteristics of project work as follows:

- First, project work is not centered around specific language targets, but around real world subject matter and topics of interest for students.
- Second, the teacher offers support and guidance, but project work is student centered.
- Third, students can work individually, in a small group or as a class for the completion of a project, but this working together is cooperative rather than competitive, which means that students share resources and ideas throughout the project.
- Fourth, starting from the use of varied resources and real life tasks, students will gain an authentic combination of skills and ways of processing information.
- Fifth, the completion of project work finishes with an end-product, such as an oral presentation, a report, a poster session, a bulletin board display, and so forth, to be shared with others. Apart from the final product, the process of working towards the end product is also important. Thus, project work has a process and product orientation which enables students to focus on fluency and accuracy.
- Sixth, motivation, stimulation and challenge are potential characteristics of project work which help students gain confidence, self-esteem, autonomy and improvement in language skills and content learning, as well as cognitive abilities.

The researcher considers that the main characteristics of project-based learning (PBL) strategy are that they make students more independent when they themselves search for the

necessary knowledge and information to achieve their project. So, teachers should share students in selecting the theme or problem that is related to real life. These aims require that students should work collaboratively to achieve the project first at the classroom and then at home. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.

2.2.6. Criteria for a project to be considered as an instance of PBL "

For the aim of capturing the uniqueness of PBL, Thomas (2000: 3-4) offers five criteria to answer this question: centrality, driving question, constructive investigation, autonomy and realism.

1. Centrality: PBL projects are central, not peripheral to the curriculum. According to this feature, the project is the central teaching strategy; learners encounter and learn the main concept of a discipline through the project.
2. Driving Question: PBL focuses on questions or problems centered on a theme. That drives learners to learn the central concepts and principles of a discipline. When attempting to pursue the questions, activities, products and performances occupy learners' time.
3. Constructive Investigations: projects involve learners in a constructive investigation: an investigation is "a goal –directed process that involves inquiry, knowledge building and resolution." The central activities of the project should involve the transformation and construction of knowledge by students.
4. Autonomy: Projects are student driven to a significant degree. That PBL projects include more learners' autonomy, choice and responsibility than traditional instruction.

5. Realism: Projects are authentic, not school-like. Projects embody some characteristics that give the feature of authenticity to the learners. These characteristics may include the topic, the task, the roles played by the learners, or the final product.

2.2.7. Types of projects

Projects can be classified into different types or categories. They can differ in relation to the degree to which the instructor and learners decide on the nature and sequencing of project-related activities, as shown by the three types proposed by Henry (1994):

- **Structured projects:** they are determined and organized by the teacher in terms of the topic, materials, methodology and presentation. It has the following characteristics: The topic is prescribed by the teacher (with students having some choice of options), the methods for collecting and analyzing the information is specified, or it can also offer students several topics from which students choose.
- **Semi-structured:** project offers the project area and methodology, but requires the students to take on more responsibility; they are organized by both the teacher and the students.
- **Unstructured projects** are defined by the students themselves.

Projects can also differ in the way data is collected and sources of information as demonstrated by the following five types suggested by Stoller (1997: 5) such as:

- **Research projects** requiring library research;
- **Text projects** which use encounters with texts such as literature, reports, news, media, video and audio material, or computer-based information.
- **Correspondence projects** necessitate communication with individuals or businesses through the use of letters, faxes, phone calls or email.
- **Survey projects** require students to create the survey instrument and then go out and collect the information for analysis.

- ***Encounter projects*** require direct contact with native speakers or outside the classroom people.

Projects may also differ in the way information is reported. Stoller (1997) identifies three categories all of which yield different end-product as the following:

- ***Production projects*** which involve students creating bulletin boards, videos, poster sessions, radio programs, written reports, handbooks, travel itineraries, menus, letters, and brochures. This entails that the outcome of this type of projects is written production.
- ***Performance projects*** lead to things such as debates, oral presentations, theatre, food fairs or fashion shows.
- ***Organizational projects*** involve planning and forming a club or conversation table or partner program

2.2.8. Advantages of Project-Based Learning

According to Westwood (2008: 34-35), the project approach can be applied in almost all areas of the curriculum as it is useful because:

- Projects have a ‘real world’ orientation and promote meaningful learning by connecting new information to students’ past experiences and prior knowledge.
- Students learn valuable processes and skills for gathering and analyzing data.
- Students are responsible for their own learning, thus increasing self-direction and motivation.
- The learning process encourages various modes of communication and representation.
- The approach encourages use of higher-order thinking as well as acquisition of facts.
- The approach develops deeper knowledge of subject matter.
- The approach also increases team-working and cooperative learning skills.

According to GÖKÇEN (2005: 25), projects have considerable advantages both as an instructional approach and as an alternative assessment tool in education. Project work contributes to language growth in several ways. The advantages of projects can be grouped under two broad theses: projects in developing students' social skills and projects in developing students' linguistic competence.

Burke (1994) (as cited in GÖKÇEN, 2005: 29-30) identifies nine advantages of project work in L2 classes:

- (1) project work allows students to formulate their own questions and then try to find answers to them,
- (2) through projects students find opportunities to use their multiple intelligences to create a product,
- (3) projects can be assigned to students at different levels of proficiency and can be adjusted to learners' own individual learning styles and ability levels,
- (4) projects may increase students' motivation,
- (5) through projects students are provided an opportunity for positive interaction and collaboration among peers,
- (6) projects provide an alternative for students who have problems reading and writing,
- (7) projects, unlike tests or traditional writing assignments, help students to increase their self-esteem,
- (8) project work also provides an environment for students to share their learning and accomplishments with other students, classes, parents, or community members and
- (9) project work can achieve essential learning outcomes through application and transfer.

2.2.8.1. Benefits of project work in second and foreign language settings

Railsback (2002: 9) mentions particular benefits of project-based instruction include:

- Preparing children for the workplace. Children are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management (Blank, 1997; Dickinson et al., 1998).
- Increasing motivation. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework (Bottoms & Webb, 1998; Moursund, et al., 1997).
- Connecting learning at school with reality. Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world (Blank, 1997; Bottoms & Webb, 1998; Reyes, 1998).
- Providing collaborative opportunities to construct knowledge. Collaborative learning allows kids to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace (Bryson, 1994; Reyes, 1998).
- Increasing social and communication skills
- Increasing problem-solving skills (Moursund, et al., 1997)
- Enabling students to make and see connections between disciplines
- Providing opportunities to contribute to their school or community
- Increasing self-esteem. Children take pride in accomplishing something that has value outside the classroom (Jobs for the Future, n.d.).
- Allowing children to use their individual learning strengths and diverse approaches to learning (Thomas, 1998).
- Providing a practical, real-world way to learn to use technology (Kadel, 1999; Moursund, et al., 1997).

- Improving Language skills. Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use. (Levine, 2004, and Haines, 1989).

2.2.9. Essentials for structuring projects effectively

Railsback (2002: 11-12) mentions that there are some questions and things to consider when designing effective projects. It is very important for everyone involved to be clear about the goals so that the project is planned and completed effectively. The teacher and the student should develop an outline that explains the project essential elements and expectations for each project. Although the outline can take various forms, it should contain the following elements (Bottoms & Webb, 1998): outlining project goals:

- ***Situation or problem:*** A sentence or two describing the issue or problem that the project is trying to address. Example: Homes and businesses in a lake watershed affect the lake's phosphorus content, which reduces the lake's water quality. How can businesses and homeowners improve the quality of the lake water?
- ***Project description and purpose:*** A concise explanation of the project's ultimate purpose and how it addresses the situation or problem. Example: Students will research, conduct surveys, and make recommendations on how businesses and homeowners can reduce phosphorus content in lakes. Results will be presented in a newsletter, information brochure, community fair, or Website.
- ***Performance specifications:*** A list of criteria or quality standards the project must meet.
- ***Rules:*** Guidelines for carrying out the project. Include timeline and short-term goals, such as: Have interviews completed by a certain date, have research completed by a certain date.

- **List of project participants with roles assigned:** Include project teammates, community members, school staff members, and parents
- **Assessment:** How the student's performance will be evaluated. In project-based learning, the learning process is being evaluated as well as the final product.

The outline is crucial to the project's success—teachers and students should develop this together. The more involved the students are in the process, the more they will retain and take responsibility for their own learning (Bottoms & Webb, 1998).

2.2.10. Difficulties with project-based learning

Marx, et al., (1997) conclude that both students and teachers face a much more complex set of challenges in PBL experiences not associated with the application of more prescriptive lessons. The impediments faced by students were as follows:

- (a) generating meaningful questions,
- (b) managing complexity and time
- (c) transforming data, and
- (d) developing logical rationale to support decisions.

Marx et al. (1997) also describe the following difficulties encountered by teachers:

- 1) Time: PBL investigative projects as such require more planning time and classroom time than typical lessons on both long term and daily bases.
- 2) Classroom Management: Teachers must balance student autonomy with order.
- 3) Subject Depth: Teachers need to focus on a driving question and link concepts and diverse activities, helping the students to construct their own knowledge rather than didactically teach single subjects.
- 4) Assessment: PBL requires alternative forms of evaluating the student's knowledge.

Katz (1998) asserts one challenge in using project work occurs with choosing the project topic. The negotiation sessions might be troublesome in terms of choosing the appropriate

topics for the students' level, students' interests, instructional language targets and fitting all these to the curriculum.

According to Westwood (2008: 34-35), there are many difficulties which students may face:

- Some students lack adequate skills for researching and collecting information.
- Some students may give the impression of productive involvement in the work but may in fact be learning and contributing very little.
- Where projects involve the production of posters, models, charts, recordings, photographs and written reports on display, there is a danger that these are actually 'window dressing' that hides a fairly shallow investigation and a weak understanding of the topic.
- When different aspects of a topic are given to different group members to research, there is a danger that individual members never really gain an overall understanding of the whole topic.

2.2.11. Co-operative Learning and Project Work

The term "cooperative learning" is the subset of active learning in which learning takes place in a group of students while the group members are studying on a common task together. Collaboration is essential to successful project as well as performance-based products such as exhibits and oral presentations. Artz and Newman (1990) define cooperative learning as "small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal". According to Johnson (1986) and Johnson and Johnson (1989), cooperative learning and collaborative problem solving frequently engage teams of students as they work to complete a project. Cooperative learning has been shown to be effective in improving academic and social skills; however, successful cooperative learning requires teachers to organize carefully and, in some cases, to give students explicit

training in collaboration and communication. So, project-based learning provides an authentic environment in which students can become more skillful at learning and solving problems through collaboration.

Generally, when people are supposed to work in a group, they need to co-operate and help each other to succeed. There is a strong evidence that co-operation is also a frequent issue in education. Moreover, it is one of the key competences that should be developed according to a new educational framework (i.e. PBL). Project work can follow different interaction patterns, such as individual work, pair work, group or whole class work. However, the creation of an outstanding end-product is a demanding task and often requires responsible group work when all the members are highly interested in the task fulfillment. A great advantage is the fact that different groups can deal with different parts of the project. Co-operation is an inseparable part. Teachers should make pupils co-operate, and there should be groups where the brighter would help the weaker ones. Similarly, project work prepares students for solving real-life problems, tasks and situations. It also promotes learner autonomy, i.e. makes learners responsible for their own learning.

2.2.12. Teacher Role in Project-Based Learning

Regardless of time or social system, teachers come just after parents to help children to integrate into the society, to gain necessary knowledge, skills, abilities, attitudes, to arouse interests, and to establish the sense of moral and cultural values. Methodology books enumerate many roles of a teacher, including that of manager, organizer, controller, prompter, assessor, participant, resource and investigator.

Effective project-based learning requires the teacher to assume a different role (Levy, 1997). The teacher's role is not dominant, but he/she acts as a guide, advisor, coordinator (Papandreou, 1994), and facilitator. In implementing the project method, the focal point of the

learning process moves from the teacher to the learners, from working alone to working in groups.

Project-Based Learning Handbook (2006) defines teacher's role as follows: "At the heart of successful PBL is teacher's ability to support and direct students. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles."

Haines, (1989: 4), outlines the teacher's stage-by-stage role as the following:

- Initially, the teacher should arouse interest and elicit students' ideas for the thematic direction, methods of working, timetable, suitable end product and resource implications.
- During the project, the teacher should take on the role of facilitator, which involves becoming a source of ideas and advice, a referee helping to resolve arguments or disagreements, chairperson during groups' reports to the whole class.
- Finally, teacher's functions are related to efficient organization of displays and productions. His/her role is one of organizer and evaluator.

The researcher sees that in the PBL the main roles of teachers are: those of facilitators as they explain the objectives of the project and give the main useful ideas, organizers as they organize the groups and help them to organize their knowledge, monitors as they observe the groups while they are working, and evaluators as they evaluate and help learners to assess and evaluate each other's projects.

2.2.13. Project-Based vs. Traditional Instruction

Both traditional and project-based instruction may have the same course goals, objectives, and outcomes. Both have the same dilemma 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 (2.2)

Differences between Traditional Instruction and PBL

PBL	Traditional
Student-centered, students help each other and teacher just facilitates the learning	Teacher-Centered 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 structured than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Within the project based learning framework students collaborate, working together to make sense of what is going on. Project-based instruction differs from inquiry-based activity by its emphasis on collaborative learning. Additionally, project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned.

2.2.14. The Implementation Procedure of PBL

2.2.14.1. Process of PBL:

According to Wilhelm (1999), several basic principles should be applied in project-based classes:

- use of a task and theme-based syllabus
- encouragement of cooperative learning in the classroom atmosphere,
- personalized educational organization and feedback,
- the involvement of students while grading,
- the teacher serving as a facilitator and critic,
- authentic contexts for collaborative projects, and
- learner and teacher reflection for progressive change.

Schuler (2000) describes the project process in three broad phases: selection of the project topic, data collection and culmination of the project. In the first phase, the project topic is selected based on a discussion of the teachers' and students' ideas and knowledge about the related topics including personal stories and experiences about the topic.

A project, as Fried-Booth (1986) maintains, moves through three stages: beginning in the classroom, moving out into the world and coming back to the classroom.

These three stages correspond respectively to:

1. Classroom Planning: in collaboration with their teacher, learners discuss the content and the scope of the project.
2. Carrying out the project: learners move out of the classroom setting to complete the tasks they planned like conducting interviews and collecting data.
3. Reviewing and monitoring the work: it includes discussion and feedback session to evaluate the project.

4. In addition to these phases, Fried-Booth (2002) indicates that a follow-up program to meet the language needs of students observed during the implementation stage may be fruitful for students' linguistic competence.

Fried-Booth (1986: 9-10) offers multiple steps including eight stages of development.

These are as follows:

- i. ***Stimulus***: this is the initial discussion about the main topic and possible suggestions to work on it.
- ii. ***Definition of the Project Objective***: it includes the discussion and negotiation of the objective of the project work.
- iii. ***Practice of Language Skills***: this step includes the language that learners need for completing their project. It also introduces many functions like suggestions and asking for information.
- iv. ***Design of Written Materials***: it includes for instance writing questionnaires for the sake of authentic data. Reading and writing skills are prominent here.
- v. ***Group Activities***: this stage is designed to collect information. Students are to agree on the activities that they will conduct.
- vi. ***Collection of Information***: it puts emphasis on discussing the collected data.
- vii. ***Organization of Material***: it consists of developing the end-product of the project. The main language skill practiced in this phase is writing.
- viii. ***Final presentation***: the learners present the final product to the whole classroom.

2.2.15. Evaluation in Project-Based Learning Approach

Assessment is a complex field. In recent years, ideas such as authentic assessment, performance-based assessment, and portfolio assessment have received a lot of attention (Moursound, 1999). Assessment helps teachers develop more complex relationships with their students and students receive feedback. When receiving feedback, they can plan their next

step of project (Mehl, 2000). The teacher doing the assessment in a project-based learning lesson needs to think about the purpose of the assessment. This will shape the evaluative information that will need to be gathered and the way this evaluative information will be used in the assessment. Project-based learning lesson assessment tends to require more careful planning in advance of lesson implementation. Moursund (1999) states there are three common phases of the evaluation of project-based learning from teachers' point of view:

- Formative Evaluation is designed to provide feedback while the student is still working on the project. This allows both the student and teacher to make mid-project corrections. The teacher may use some of the formative evaluation information in a final assessment, but may choose not to do so.
- Summative Evaluation is carried out after the project is completed. A teacher might decide to base the project assessment purely on information gathered in the summative evaluation phase. However, a final assessment might also give considerable weight to the process carried out in the project, such as accomplishing a project's milestones on time and the quality of intermediate products.
- Portfolio Evaluation: A portfolio is a collection of work samples. Typically, the student and the teacher work together to decide which work samples will go into the student's portfolio. During the school year, a large number of items may be collected for use in the school year portfolio. Then some of them will be added to the student's long-term portfolio.
- Authentic assessment is one of the components of project-based learning. Assessment activities not only capture the students' understanding of concepts and subject matter, but they also document and promote the development of real world skills which students need outside the classroom and beyond the school environment. Assessments reflect student learning over time and not just student performance on a piece of work

or a final exam. Assessment activities also require students to articulate and explain subject matter, their decisions, their initiative, etc. to those doing the assessing (Mehl, 2000).

According to Railsback,(2002: 11), "assessing student performance on project work is quite different from assessing traditional class work. Because students are working on different projects with different timelines, the teacher's task of assessing student progress is more complex than for typical classroom instruction.

2.2.16. Project-based instruction and English Language teaching:

English has been taught as a foreign language in Palestine for a very long time. However, there has been little application of the Project-Based Learning in teaching. Legutke and Thomas (1991:7-10) characterize the traditional language classroom as follows: 1) dead bodies and talking heads; 2) deferred gratification and loss of adventure, 3) lack of creativity; 4) lack of opportunities; 5) lack of autonomy and 6) lack of cultural awareness, and they claim that project work breathes new life into classical language classrooms, largely due to its positive effects on students' motivation, self-confidence, autonomy, decision making abilities, and cooperative learning ability.

In language instruction, PBL is a flexible methodology allowing multiple skills to be developed in an integrated, meaningful, ongoing activity. Beckett (2002) states that projects are generally thought of as a long-term (several weeks) activity which are part of an instructional method which promotes the simultaneous acquisition of language, content, and skills. A major goal of project-based instruction is comprehensible output which generally occurs both during the project and as the final product of the project.

Many benefits of incorporating project work in second and foreign language settings have been suggested. First, the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002).

In addition, students demonstrate increased self-esteem, and positive attitudes toward learning (Stoller, 2006: 27). Students' autonomy is enhanced (Skehan, 1998), especially when they are actively engaged in project planning (e.g. choice of topic). A further frequently mentioned benefit relates to students' increased social, cooperative skills, and group cohesiveness.

Another reported benefit is improved language skills (Levine, 2004). Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Haines, 1989) and participate in meaningful activities which require authentic language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-school contexts, and to foster learning to learn (Brown et al., 1993).

According to Dornyei (2001: 100-101), among other potential benefits, project work encourages motivation, fosters group cohesiveness, increases expectancy of success in target language, achieves "a rare synthesis of academic and social goals", reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions.

PBL is an instructional approach that provides meaning to students' learning. According to Benjamin Bloom, cognitive theorist, when learning has meaning for students they retain it longer and are better able to apply the information. Students will move through the six cognitive levels of Bloom's Taxonomy as they gain new knowledge from simple to complex and concrete to abstract. Most teachers' classroom objectives are and should be at the higher cognitive level so that students move beyond simply memorizing information. PBL requires that students be involved in the design, problem-solving, decision making or investigative activities, culminating in a project or presentation.

PBL allows teachers to incorporate more than academic outcomes into classroom activities in the form of a specific skill and habits of mind which build students' capacity for skillful work.

According to the previous points, the researcher can summarize and ask, **“What can be seen in the student’s production when s/he is taking part in the development of the Project?”** Bearing in mind that the word “production” has a narrow meaning when talking about project work, many aspects that are involved in it are analyzed. Thus, it is considered that aspects like oral expression, writing process, artistic creations, etc. could show the teacher his/her students’ strengths and weaknesses in the whole process and conclusion of the project.

Oral production

As it is difficult for students to express themselves orally and to talk English clearly, in the development of the first part of the project, students have the opportunity to look for information in English about aliens and hold a discussion about their existence. The success of working by projects in English can be evidenced in the students’ oral production because they can evidence their learning.

Writing production

Taking into account the students’ previous learning process where they only learn isolated words and do not write whole sentences nor paragraphs, when the project is applied progress can be noted. This strategy allows students to make fewer errors or mistakes than in free writing of descriptive paragraphs. In addition, students can internalize simple structures to build a paragraph. Likewise, for the final presentation students can understand and value the importance of organizing their thoughts in writing to improve their expression, while they can become spontaneous in their communication. Also, students lose their fear of writing in English.

Artistic production

When kids are engaged in a production project (Haines, 1989), they have the possibility to show their artistic abilities. In that sense, students with low levels of

participation in class can increase their oral production, write better, and increase their knowledge throughout imaginative tasks. The importance of this kind of production is that students can evidence their knowledge in an artifact and acquire new vocabulary. In other words, the artistic production encourages them to learn more and better.

In conclusion, project-based learning offers a wide range of benefits to both students and teachers. A growing body of academic research supports the use of project-based learning in schools to engage students, cut absenteeism, boost cooperative learning skills, and improve academic performance (George Lucas Educational Foundation, 2001). For students accustomed to a more traditional school experience, this means a transformation from following orders to carrying out self-directed learning activities; from memorizing and repeating to discovering, integrating, and presenting; from listening and reacting to communicating and taking responsibility; from knowledge of facts, terms, and content to understanding processes; from theory to application of theory; from being teacher dependent to being empowered (Intel, 2003). Therefore, there were evidences that the students who were educated by project-based learning had more positive attitudes towards English lessons than those who were educated by the instruction based on student textbooks.

Summary

This section deals with project-based learning through giving definition of project-based learning, types of projects, the defining characteristics of projects, theories underlying project-based learning, benefits of project-based learning and evaluation of project-based learning. The next section presents the definition of attitude, the relationship between attitude and learning and students' attitudes towards English language.

Section III

Attitudes

Students should develop favorable attitudes towards school, classmates, and English. Positive attitudes fasten progress in learning English and negative attitudes result in achievement difficulties. Personal and social adjustment, home conditions, peer relationship, teacher-pupil relations, and the instructional programme all influence attitudes toward learning English.

2. 3.1 Nature of Attitudes

Attitudes are difficult to define. However, the word attitude was derived from the Latin word -aptitude- and the Italian -atto- (Latin= actus or English= act). The word -attitude- was considered an abstract mental concept less than a century ago. Previously, it was only considered as something physical and was used to describe the pose people took for a portrait (Baker, 1992).

As the history of attitude studies shows, early works were not sure how to separate attitudes from other latent constructs in psychology and there was a tendency to equate attitudes with feelings. One can say that the attitude is an idiom which controls the behaviors of mankind, where they lose the way in case of lacking it, it always has different understandings depending on how you are looking for it.

For example, Ellis (1985) encountered a problem in defining attitudes and motivations because these cannot be directly observed, but have to be inferred from what the person actually does. Thus, Thurstone (1929) (as cited on Shams, 2008) defines attitude early as how favorable or unfavorable an individual or group of people could be towards a given issue. Attitudes were not always separated clearly from behavior and Likert (1932) (as cited on Shah, 2008) defines attitudes in terms of a certain range within which responses move.

Allport (1935: 798-844) combines the ideas of both Thurstone and Likert saying that an

attitude was a “mental and neural state of readiness to respond to organized thought experience, exerting a directive and/or dynamic influence on behavior.” This definition was widely used and is still useful today. It emphasizes the latent construct nature of attitudes while showing how they can direct behavior.

Moreover, Eagly and Chaiken (1998: 1-2) define attitude by relating psychological factor with the concept evaluation, "Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Psychological tendency refers to a state which is internal to the person, and evaluating refers to all classes of evaluative responding, whether overt or covert, cognitive, affective or behavioral. This psychological tendency can be regarded as a type of bias that predisposes the individual towards evaluative responses that are positive or negative. An attitude develops on the basis of evaluative responding: An individual does not have an attitude until he or she does not respond evaluatively to an entity on an affective, cognitive or behavioral basis."

The above quotation can clarify our understanding of attitudes, as they:

- (a) Involve cognitive, affective and behavioral elements with an essential evaluative dimension;
- (b) Are learned and they can develop with new input of a cognitive, affective or behavioral nature, or any combination;
- (c) Can affect subsequent behavior;
- (d) May not be observed directly but must be inferred from observed behavior.

2. 3.2. Definition of Attitude

Attitude has different ways of definitions, in 'World English Dictionary' it refers to the way a person views something or tends to behave towards it, often in an evaluative way. 'New World Encyclopedia' refers to attitude as an evaluation of a particular person, belief, event, place, or thing. They are positive or negative views of an attitude object.

People may also have contradictory feelings toward a certain target, which means that they can simultaneously possess positive and negative attitudes toward the same object.

According to (Triandis, 1971: 6). There are three main components attached to attitudes:

- First, a cognitive component, that is the idea which is generally some category used by humans in thinking, whereby categories are inferred from consistencies in responses to discriminably different stimuli.
- Second, an affective component that is the emotion, which charges the ideas.
- Third, a behavioral component associated with a predisposition to action.

Moreover, Reid (2003: 22) offers a useful definition when he explains that 'attitudes express our evaluation of something or someone. They may be based on our knowledge, our feelings and our behavior and they may influence future behavior'.

The researcher concludes that attitude is students' views toward the used strategy where they are supposed to reject or accept the ideas of the strategy that is measured by the attitude measurement prepared for that.

2. 3.3.Characteristics of attitudes

Baker (1995) discusses five main characteristics of attitudes:

- Attitudes are cognitive (i.e. are capable of being thought about) and affective (i.e. have feelings and emotions attached to them).
- Attitudes are dimensional rather than bipolar—they vary in degree of favorability/unfavourability.
- Attitudes predispose a person to act in a certain way, but the relationship between attitudes is not a strong one.
- Attitudes are learnt, not inherited or genetically endowed.
- Attitudes tend to persist but they can be modified by experience.

2. 3.4.Types of Attitude

Many studies have mentioned that attitudes have different types depending on many points such as:

1. Strong or weak
2. Positive or negative
3. Public or secret
4. Individual or collective
5. Self or general (Eagly, 1993: 39).

The following points are the illustrations of the attitude types mentioned above:

- Strong Attitude: it refers to strong position of the person toward the target of the attitude which he\she adopts and will not leave.
- Weak Attitude: it refers to weak position of the person toward the target of the attitude which he\she claims and may leave under any circumstances.
- Positive Attitude: it refers to positive position toward the attitude target.
- Negative Attitude: it refers to the negative position toward the attitude target.
- Public Attitude: it refers to the direction in which the individual does not find anything wrong with showing and talking about it in front of others.
- Secret Attitude: it refers to the position in which a person tries to hide from others and keeps it in heart, but also denies it if he\she has been asked about it.
- Individual Attitude: it refers to the position in which the person is distinguished from another.
- Collective Attitude: it refers to the position where it is common among a large number of people toward the attitude objectives.
- Self-Attitude: it refers to the position where a person as an individual distinguishes from another.

- **General Attitude:** it refers to the position where a great number of people have such an attitude.

What is important at this stage is the attitude toward leaning English through project-based learning, which carries two types of the previous classification (positive or negative). This also depends on the students' view toward the strategy; in case they have seen it valuable for them and adds a good knowledge for them they have positive attitude, otherwise negative attitude. That is measured by an attitude measurement "scale ".

2. 3.5. Why should attitudes be studied?

A great part of our life concerns attitudes toward ourselves and others and how we feel as a result of those attitudes. Fulfillment in our attitudes can contribute to leading a satisfying and successful life. Thus, one important reason why attitudes are important is that they can influence behavior considerably. However, there is another broad reason. Arul (1997) speaks of attitudes thus serving: as a personal strategy or an informal and empirical theory, based on direct experiences and communications from others, to help reduce the anxiety in acquiring a working knowledge of the world (Arul 1997: 38). Without such evaluations, the world around is a matrix of information and experience. The evaluative dimension allows the person to make some sense of it all.

Attitudes will not change or develop unless the person, consciously or subconsciously, finds that that the new attitude position has some advantage. This is very important in an educational setting where students evaluate and form attitudes. Of course, students continuously develop their attitudes, from their very first day at school, about the teaching and learning activities. We cannot assume all the time that the students must learn what they are taught without considering the fact of how and what they are taught and how they feel about the whole teaching and learning experience.

Reid (2003: 33) summarizes the impact of attitudes on learning, "Attitudes are important to us because they cannot be neatly separated from study. It is a relatively quick series of steps for a student with difficulty in a topic to move from that to a belief that they cannot succeed in that topic, that it is beyond them totally and they, therefore, will no longer attempt to learn in that area."

Attitudes, therefore, hold a very important role in the learning process of students. They will affect the learning of English if students hold very strong opinions about learning it. Attitudes deriving from the cognitive, affective and behavioral domains based on past experiences of the students or expressed by peers, siblings, relatives or pressure groups may block or hinder the current process of learning.

Karahan (2007: 84) points out that "positive language attitudes let learners have positive orientation towards learning English". Thus, attitudes may play an important role in language learning as they would appear to influence students' success or failure in the learning process. Because of that students, at this study, were asked about their attitude toward English before and after its implementation in order to see how the given information during the strategy affected and developed their attitude toward it.

2. 3.6. Attitudes towards English

Attitudes towards English in general refer to the state of emotion and thought relating to the English language and the culture of English-speaking people. The attitude towards the English language implies the students' feelings, prejudices, or fears about the learning of English as a second language (Spolsky, 2000).

Brown (1980), as cited in Kanjira (2008) also says: The process of learning a second language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response is necessary to successfully send and receive linguistic messages. Without this (the willingness or interest or what is 'commonly thought of as an

inner drive, impulse, emotion or desire that moves one to a particular action,' in Brown's words (as cited in Kanjira ,2008) on the part of a learner learning a second language, it will be a futile exercise to teach a second language.

According to Ellis (1994), the learner's attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. Normally, learners manifest different attitudes towards the target language, target language speakers, the target language culture, the social value of learning the second language, particular uses of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. He continues to argue that learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success.

The researcher sees that there is a connection between attitude and learning a language, so teachers should help students to develop and build positive attitudes towards English language.

2. 3.7. Attitudes and Achievement

While it is very apparent that positive attitudes and success are correlated, it is much more difficult to establish which causes the other. Indeed, they might simply influence each other or happen to be present together in many individuals. Some argue (e.g. Schibeci, 1984) that students' feelings and emotions are more central and essential than their achievement. This is because much of what they learn will be forgotten whilst attitudes related to learning are more likely to be longer lasting.

The importance of attitude is due to the effect it may have on the student's achievement, as the results of many studies have shown Echavez-Solano (2003) emphasizes this by stating that a positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target

language. Moreover, Yashima, Zenuk and Shimizu (2004) investigated Japanese adolescent learners' willingness to communicate in English as an L2. Their results showed that those who had higher scores in willingness to communicate tended to communicate more in the classroom and to ask questions or talk to teachers more frequently outside class.

Oraif (2007) assures that high self-esteem students (those with more positive attitudes towards themselves) are able to limit the effect of any failure because they do not generalize the negative evaluation to all their abilities and life situations. Low self-esteem students cannot compensate for the failure in this way. Thus, it is likely that confidence might not affect future achievement directly, but it affects the way a person handles success and failure.

Kara (2009) states that attitudes towards learning, besides opinions and beliefs, have an obvious influence on students' behaviors and consequently on their performance.

In the light of the previous mentioned results, the researcher agrees that there is a strong correlation between the psychological factor "attitude" and academic achievement as the higher positive attitude students have, the higher academic achievement they will achieve.

2. 3.8. Attitudes and Motivation

There is no doubt that the degree of success in acquiring a second or foreign language (L2) is to a large extent determined by learners' individual differences such as aptitude, attitudes, and motivation. As far as second/foreign language learning is concerned, motivation is believed to be at least as important as language aptitude in predicting second language achievement. According to Dejnozka and Kapel "Motivation is a psychological concept in human behavior that describes a predisposition to reward a particular behavior to satisfy a specific need (ibid, 1991:61)". Gardner (2000: 10) defines L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". So, he considers that "Motivation is the most used concept for explaining the failure or success of a learner, i.e. it is an inner source,

desire, emotion, reason, need, impulse or purpose that moves a person to a particular action. Motivation has been regarded as one of the main factors that influence the speed and amount of success of foreign language learners.

Therefore, considerable research has been done in the areas of students' attitudes and motivations. For example, Gardner and Lambert's (1972) categorize learner's motivation into two types: "Instrumental" which stresses "the practical value and advantages of learning a new language", and "integrative", which stresses "a sincere and personal interest in the people and culture represented by the other group". In addition to Gardner and Lambert's integrative and instrumental classifications, Al-Abed-Al Haq and Smadi (1996) add a third type of motivation which they call "religious motivation" in which learners learn a foreign language for religious purposes. Such learning could be compulsory [fard ayn] or optional [fard kifaya].

However, Hauptmann (2004: 19) clarifies that there is intrinsic motivation which comes from within the learner and his perceived personal needs. There is also extrinsic motivation which influences the learner from 'outside', e.g. material awards such as gaining or retaining a job because of acquired new knowledge or using evening classes to improve one's performance in mainstream education to pass school exams. So, when a learner has no extrinsic or intrinsic goals for learning, motivation to language decreases. At this respect, Brown (1987: 127) says, "It seems intuitively clear... that second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood because of the decreased input and interaction, to unsuccessful attainment of proficiency.

Ellis (1997) emphasizes that individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience will attain a higher degree of L2 proficiency and more desirable attitudes. Researchers, teachers and learners agree that a high motivation and a positive attitude towards a second language and its community (De Bot,

Lowie and Verspoor, 2005:72) help second language learning.” In other words, all those who are concerned, agree that high motivation and positive attitudes towards a language, its culture and people help to achieve a certain progress on learning language.

Thus, the researcher summaries that there is a strong correlation between student's achievement and her/his aroused motivation. This was approved by applying project-based learning strategy which gave students opportunities to discover their abilities to learn especially when they did their best to collect information and organize it in a correct form in order to present the best project. From this respect, EFL students in Gaza could improve their attitude towards English lessons.

Summary

This section dealt with nature of attitudes, definition of attitude, characteristics of attitudes, types of attitude, why attitudes should be studied, attitudes towards English, attitudes and achievement and attitudes and motivation. The next part present studies that examine the effectiveness of project-based learning approach in general and in teaching English language skills (i.e. listening, speaking, reading and writing).

Part 2

Previous Studies

The purpose of Part 2 is to review literature relating to applying project-based learning strategy in teaching and learning English as a foreign language and its impacts on developing language learners' achievement. To the researcher's best knowledge, the current study is the first to reveal the impact of using project-based learning strategy on teaching and learning English in the Palestine schools. This part surveys twenty-four previous studies thoroughly in an attempt to benefit from their procedures, tools, results, and recommendations. The studies are divided into two sections. The first one deals with the studies that examine the effectiveness of the project –based learning approach in general. The second section outlines studies dealing with the effectiveness of using project-based learning in teaching English language skills (i.e. listening, speaking, reading and writing).

First Section: Studies Related to the Effectiveness of Project-based Learning

Doppelt (2003)

Doppelt's (2003) paper presents a field research that used qualitative and quantitative tools for exploring pupils' progress in the affective and the cognitive domains. The program goal was to augment self-image, increase motivation for learning, and promote all pupils towards success in matriculation examinations and towards further college-based education. This program was implemented in five schools in the northern peripheral region of historical Palestine. In each school, there were 15 pupils per class, 10th (fifteen years old) – 12th (eighteen years old) grades inclusive. The study sample was 54 pupils. The research tools were analysis of pupils' portfolios, observations of class activities, interviews with pupils, teachers and school management, achievements in the matriculation examinations, and assessment of pupils' projects. The findings indicated that scientific technological PBL elevated pupils' motivation and self-image at all levels and achieved significant affective

learning. Their activities over three years were summarized and showed an increase in the number of students achieving the college admittance requirements. Most of the low-achieving pupils succeeded with distinction in the same matriculation exams that the high-achievers did in the same school.

Chen (2006)

Chen's (2006) study documented adult learners' learning experience with online projects, their collaborative experience, and their learning experience with technological tools. Nineteen participants who registered in a graduate level course participated in this case study over a 16-week semester. They collaborated in small group of 2–5 members in order to communicate and construct projects at a distance. Qualitative and quantitative data were collected and interpreted based on a descriptive case study design. Multiple sources of data included course documentation, archival data from course management system, student-created projects, surveys, and interviews. A model for content analysis of CMC was applied to qualitative analysis of the electronic discourse. Findings of this study indicated that participants gained positive experience in this new way of learning. In particular, three themes related to online PBL approach emerged: (1) project relevancy and authenticity as the primary concerns in guiding driving question, researching information, and constructing artifact; (2) synchronicity is indispensable for online collaboration; and (3) repeated exposures with technology tools reduce the fear and reinforce the skills to be learned.

Kalayci (2008)

Kalayci's (2008) study aimed at determining how higher education level students were managing the steps followed in project-based learning application. During this process, explaining the steps with respect to student perspectives were important since these would

contribute to the professors and theoreticians willing to apply the project based learning approach. This descriptive study applied qualitative research data analysis techniques on the data gathered. In the study, the data gathered from observations, interviews and portfolio files, and evaluation rubrics were analyzed by three different researchers. During the analysis processes, content analysis technique was used. The main results were Project based learning was a kind of learning approach based on the improvement of designing, imagining, planning and constructing skills of students and teachers. It was also a kind of teaching method taking students to the center and helped them to establish an interdisciplinary connection by transferring the real life into class setting environment and gathering them around projects. PBL method applications should be applied in different disciplines of higher education, and comparative studies could be done about that subject.

Mapes (2009)

Mapes's (2009) paper describes the effect project-based learning had on student learning and provided recommendations of implementing this instructional approach. The researcher followed a review of the literature about studies done in this field. The researcher arrived to conclusions that project learning was filled with active and engaging learning, it inspired students to obtain a deeper knowledge of the subjects they were studying. Research also indicated that students were more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. PBL was an instructional approach that provided meaning to students' learning.

Kaldi (2010)

Kaldi's (2010) study focused upon the effectiveness of project-based learning on primary school pupils with learning difficulties regarding their academic performance and

attitudes towards self efficacy, task value, group work and teaching methods applied. The study was a part of a larger one that included six Greek fourth-grade primary school mainstream classrooms with ninety-four pupils of mixed learning abilities. The methodology applied in this study was a combination of a pre-experimental design (the one group pre- post-test design) and the case study research design. In the study data were used only for pupils with learning difficulties in those classes. The instruments chosen for the research included standardized learning difficulties screening tests, knowledge test, attitude scale, interviews (from typical, learning difficulties pupils and teachers) and classroom observations (field notes and observation scales). The findings of the study supported that pupils with learning difficulties could gain benefits through project-based learning in academic performance, motivation (self-efficacy and task value in terms of environmental studies) and group work (acceptance in the group and engagement in the learning process). The students also preferred experiential learning to traditional teaching.

Holm (2011)

Holm's (2011) study provides a review of research (2000-2011) regarding the effectiveness of project-based instruction in preschool, elementary and secondary school classroom settings, including academic, learner, and teacher response outcomes. The review was conducted by means of searches of electronic databases of education-related journals and publications. Seventeen articles were identified for inclusion. First, the review provided some historical context, and a definition of project-based learning. Next, the reviewer synthesized several themes emergent in the literature, including student and teacher attitudes, academic outcomes, and information about what recent research on project-based learning showed as it was used with specific student subgroups. Finally, the author provided a perspective on factors that could enhance or detract from instructional success with project based

methodology, and suggested directions for further research. Overall, current research offered a generally positive view of project-based methodology, with some practical and theoretical caveats voiced by practitioners and researchers.

Bagheri et al. (2013)

Bagheri et al.'s (2013) study sought to examine the effects of project-based learning (PBL) strategy on students' self-directed learning skills in a system-based education course offered in the educational technology department of Arak University in Iran. A true-experimental design (randomized pre-test, post-test with control group) was conducted. A sample of 78 students in the field of educational technology who enrolled in the system-based education course was selected. Subjects were randomly assigned to one of the two groups: the experimental group (PBL strategy) and control group (conventional teaching strategy). The self-directed learning readiness scale (SDLRS) was administered three times (i.e. pretest, post-test one, and post-test two). The experimental group received the PBL strategy and the control group was exposed to conventional teaching (CT) methods. Descriptive data analysis was conducted to determine means and standard deviations of self-directed learning scores in each condition of experiment. The results of two-way repeated measure ANOVA tests revealed that students who were taught using PBL strategy performed significantly better in terms of self-directed learning skills than did students who were taught using CT strategy.

Çiftçi and Baykan (2013)

Çiftçi and Baykan's (2013) study aimed to evaluate project based learning in multi-grade classes. This study, based on a student-centered learning approach, aimed to analyze students' and parents' interpretations. The study was done in a primary village school belonging to the Centre of Batman, already adapting multi-grade classes in their education system, in 2011 to

2012 academic years. The study was organized with the aid of qualitative research methods. Data were collected by interview technique. After the interviews, a descriptive analysis technique was used to resolve the data. 18 students of the 4th and 5th classes taking courses together and 8 parents participated in the study. They (students and parents) finally judged the applied project based learning activity favorably, signified their satisfaction at the end of the project and intended to further participate in a project based learning study. It was recommended that PBL must be included into educational activities and to share it with the school and its environments.

Second Section: Studies Related to the Effectiveness of Project-based Learning on English language skills

Beckett (1999)

Beckett's (1999) doctoral dissertation explored the implementation of project-based instruction in a Canadian secondary school class. The study examined ESL teacher goals for, and ESL teacher and student evaluations of, project-based instruction. Analysis of the observation and interview data of two teachers indicated that the teachers favored project-based instruction because it allowed them to take a multi-skill approach to language teaching. Positive feedback was given with regards to project work as providing contexts for their students to learn English functionally, and that the learners were able to find out their strengths and weaknesses. Beckett observed 73 students from Taiwan, Hong Kong and China who were interviewed upon completion of their project work. According to observations and analysis of students' written work, they learned a large amount of knowledge and skills through the use of projects.

Bulach (2003)

Bulach's (2003) study aim was to analyze students' reactions to learning communication in a project work setting. The specific language aims were to develop the skills necessary to begin, maintain and finish a conversation and to learn basic presentation skills. The study took place in two elective English communication courses. The participants in this study were sixty-eight female students majoring in English literature in their third year at a women's university in Tokyo. They ranged from low - intermediate to high - intermediate in English ability. The project involved students working together in groups of four or five with each group given the task of interviewing five foreign residents in Japan on the topic of culture shock. This study indicated that the students' reactions to their participation in project work were positive in several areas. An overwhelming number of students (93%) believed that they spoke more English while participating in their projects than they had usually done in their other English communication classes.

Petersen (2004)

Petersen's (2004) thesis examined research done to explore teachers' and student's perspectives and use of Project-based Learning (PBL). The research was conducted at two ESL schools with distinct student populations in Victoria, BC and had 118 total participants. There were 30 teachers from three schools and 88 students from two schools. In this study there were both quantitative and qualitative data. The quantitative data came from the Likert scale questions on the survey. Qualitative data was collected in three forms; 1) open-ended questions on the survey 2) one-on-one interviews and 3) the collection of artifacts (any available worksheets or handouts from the classes). The teachers and students completed parallel questionnaires asking about their opinions of the various aspects involved in a PBL approach, their use or teachers' use of it, their opinions about examples of projects, and also completed open-ended questions about their opinions and experience with projects. The questionnaires were analyzed using Statistical

Package for the Social Sciences (SPSS), non-parametric, 2 independent samples and is the primary quantitative data. The means and statistical significance between teachers and students were examined to find any main differences in opinion about PBL. Individual interviews were also conducted with teachers and students from two schools. Perspectives on PBL were found to be generally positive. Teachers and students were the most favorable to more common practices in ESL classes, but still exhibited positive perspectives towards aspects of PBL as well.

GÖKÇEN (2005)

GÖKÇEN's (2005) survey study investigated the attitudes of the instructors of English currently working at Karadeniz Technical University School of Foreign Languages Department of Basic English towards project work as an alternative assessment and as an instructional approach and their knowledge about project work. In this study, administrators' views on implementation of project work in the program were also investigated. There were 45 English instructors and three administrators. Data were collected through interviews and questionnaires. First, the instructors were given a questionnaire. Second, interviews were conducted both with administrators and volunteer instructors. The results of data analysis revealed that both instructors and administrators working for Karadeniz Technical University School of Foreign Languages Department of Basic English had positive attitudes towards project work as an alternative assessment and as an instructional tool. Most of the instructors found using project assessments more satisfying and acceptable than using traditional pencil-paper tests such as multiple-choice or short answer tests.

Keles (2007)

Keles's (2007) study aimed at investigating the effectiveness of an existing project work program through the perceptions of the teachers and the students in the preparatory classes at Mugla University School of Foreign Languages (MU SFL). There were three

groups of participants in this study. The first participant was the head of the materials unit. She was 35 years old, she had eleven years of English language teaching experience. She was interviewed to define the goals and the shortcomings of the project work program at MU SFL. The second group of participants was made up of 28 teachers who were responsible for carrying out project work implementation in their classes. The third group of participants was one hundred elementary-level students chosen to participate in the study. In this study, the actual implementation procedure was compared to the relevant literature in order to find out the mis-matches between the literature and the actual implementation at MU SFL. Then, the teachers and the students' perceptions of project work were investigated. Data used in this study were collected through classroom observations, questionnaires, and interviews. Data collected with the questionnaire was analyzed by the use of descriptive statistics. For this purpose, SPSS, (Statistical Programming for Social Sciences) was used to analyze the questionnaire. Data collected through observations and interviews were analyzed qualitatively. The results of the classroom observation revealed that there were mismatches in the implementation between the literature and the preparatory classes at MU SFL. These results revealed that the students felt that they were able to improve their vocabulary and grammar knowledge more than other language skills. Finally, it was suggested that both the teachers and the students should be given training about the rationale of the project work and its implementation procedures.

Poonpon (2008)

Poonpon's (2008) study investigated learners' opinions about (1) the implementation of project-based learning in a language classroom to encourage learners to apply their language skills and knowledge of their specific field of study to complete a task, and (2) how project-based learning might enhance their four skills of English (i.e. listening, speaking,

reading and writing). Forty-seven undergraduate students taking an English course on Information Science (36 females and 11 males) were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills.

Fragoulis (2009)

Fragoulis's (2009) article deals with implementing project work in the teaching of English as a foreign language in Greek state primary schools. A case study of project work: from theory to practice, so theoretical foundations for project-based learning were presented and applied in the classroom, difficulties encountered were discussed, and benefits resulting from student participation in project work were suggested. Participants were fifteen sixth grade primary school students, aged 11-12 years, in a village in the prefecture of Achaia in Greece. Two primary school teachers participated, a school teacher who had experience in the implementation of modern teaching methods and the teacher of English. The project lasted six months and students worked on it for two hours per week, in the framework of day long school. The study purported to provide practitioners with a tool for effectively implementing project-based learning in foreign language contexts.

Ke (2010)

Ke's (2010) paper reports a Project-based College English Course named "Urban Space in Urumqi", carried out with students from the Geography and Tourism Departments at Xinjiang Normal University. The course represents an attempt to apply constructivist theories

to the context of English language learning. It emphasized students' engagement in active, intentional, authentic, reflective and social-dialogical learning. In this course, the students had opportunities to learn and practice English while they were using English to fulfill authentic tasks, and such practice had changed the traditional way of teaching listening and speaking, aroused the students' enthusiasm for learning English and as a result achieved the objective of developing students' ability to use English in an all-round way.

The participants in the study were 183 second-year students, 80 males and 103 females, from the Geography Department and Tourism Management Department at Xinjiang Normal University. They were divided into two big groups, the project group and non-project group with 91 and 92 participants each, respectively. The results of the English placement test the two groups took before the project showed no significant difference in mean scores between the two groups. Two instruments used to evaluate the course included a short questionnaire with three open-ended questions about what the project group thought of the project and the CET-4 scores of the two groups. The data included the responses of the project group participants to the questionnaire items which were collected at the end of the project and summarized by the teachers. They also included the two groups' CET-4 scores which were analyzed with the help of the Social Scientific Statistics Package (SPSS).

Both the teachers' observation and students' assessment showed the beneficial effects of the project work in helping prepare students to cope with college-level work. The students' ability for translations and for writing summary reports in English was improved. The responses for the evaluation of the project by the participants were largely positive. Three themes stood out: improvement in the feel for the English language; combination of English with other skills; learning how to learn.

Basi and Beyhan (2010)

Basi and Beyhan's (2010) study aimed to investigate the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students' achievement and their attitude towards English lessons. An education programme was prepared in order to make students develop their achievement and attitude levels towards English lessons. In this study, an experimental method with a control group was used. The research was carried out in 2009 – 2010 in Karatli Sehit Sahin Yilmaz Elementary School, Nigde, Turkey. Fifty students in two different classes in the 5th grade of this school participated in the study. Instruments *used in the study were an* academic achievement test to collect the data related to academic achievement of the students and English lesson attitude scale test to measure students' attitudes towards English lesson. In this study, the statistical techniques such as *mean (X)*, *standard deviation (Std. Dev.)* and the *t-test* were used in the analysis of the data. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. It was also found out that the multiple intelligences approach activities were more effective in the positive development of the students' attitudes. At the end of the research, it was revealed that the students who were educated by multiple intelligences supported project-based learning method were more successful and had a higher motivation level than the students who were educated by the traditional instructional methods.

Simpson (2011)

Simpson's (2011) empirical study provided an in- depth examination of Thai University Student's English Language proficiency, their learning skills and their self – confidence during the application of project – based learning (PBL) in an EFL learning context. This is a mixed research study utilizing both quantitative and qualitative instruments

to collect data from participants. The study was conducted in an EFL classroom in a major regional Thai university. Data were collected from 26 third year students majoring in English enrolled in English for Tourism course. The data were derived from four quantitative instruments including TOEFL "R" PBT , a writing test, a speaking test and an observation schedule and the rich information was obtained from five qualitative instruments including student surveys, project diaries , open – ended questionnaires, field notes and work –in discussions. The results of the study showed that PBL had a statistically significant effect on the development of low and medium achievers' English language skills. The findings indicated that PBL enhanced their skills (teamwork, higher –order thinking and presentation skills) together with self–confidence in the use of English. The study concluded that PBL could be an effective means of teaching English as a foreign language.

Chu et al. (2011)

Chu et al.'s (201) study examined the effects of an inquiry approach to group projects on the reading abilities of primary school students. Using a case study design, an inquiry project-based learning (PBL) approach, with the collaboration between three types of teachers and the school librarian was implemented to support the development of reading abilities and interests of students in a primary school in Hong Kong. The participants included *Primary 4* students, teachers, and parents. Progress in International Reading Literacy Study (PIRLS) tests were used to evaluate the students' reading abilities; survey questionnaire and interviews were used to examine the participants' perceptions of the inquiry PBL; and the PIRLS survey was used to measure the students' attitudes and self-perceptions. Quantitative and qualitative data analyses showed positive effects on the reading abilities and attitudes of the participating students. Students' attitudes and self-perceived abilities appeared to influence the improvements in reading abilities. Finally, improvements in the students' reading

comprehension, reading speed, and vocabulary were perceived. These findings provided evidence and insights to support further implementation of inquiry PBL in primary schools.

Baş (2011)

Baş's (2011) study was to investigate the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9th grade students. The research was carried out in 2010–2011 scholastic year in a high school in Nigde, Turkey using experimental approach. Sixty students in two different classes in the 9th grade of this school participated in the study. The pre- and post-test control group research model was used in this study. The data obtained in the study were analyzed by the computer programme SPSS. The arithmetic means and standard deviations were calculated for each group. In order to test the significance between the groups, the independent samples t-test was used. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. On the other hand, it was also found out that project-based learning was more effective in the positive development of the students' academic achievement levels. At the end of the research, it was revealed that the students who were educated by project-based learning was more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks.

Aiedah and Audrey (2012)

Aiedah and Audrey's (2012) study was an exploratory study that looked at the application of project-based learning on student engagement in learning these particular subjects at Taylor's College, School of Hospitality and Tourism. The study was based on the implementation of a project assigned to students as part of their assessment in the mentioned subjects. The main objectives of this study were to determine the effect of project-based

learning on the students' engagement in the two subjects, and to improve the teaching and learning experience. The two pertinent research questions for this study were: (1) How does project-based learning affect the engagement of students in their learning process? (2) How can a teacher use projects to maximize a student's engagement in learning? This research is based on a qualitative method of research. Data were collected from 85 students via focus groups, interviews and classroom observations. The findings demonstrated that project-based learning could improve student engagement in subjects such as Malaysian Studies and English language but collaborative learning which was one of the aspects of student engagement was the most challenging part for instructors and students. Based on the findings from this study, suggestions for improvement in the application of project-based learning were also presented.

Imtiaz and Asif (2012)

Imtiaz and Asif's (2012) paper explored the impacts of Project Based Learning on English Access Classrooms, a project funded by the State Department of United States for the students studying in public sector schools in Multan, Pakistan. The project aimed at improving all four language skills of the students with special emphasis on the speaking skills. Furthermore, they were engaged in co-curricular activities such as debates, dramatics, poetry writing, role playing, singing, painting and community service. The research participants were 52 students of English Access Micro-scholarship Program studying at Access Center Suraj Miani. All of them were female and their age ranged between 15 to 18 years. All the students chosen for the study were from public sector schools and they knew little or no English when they joined the program. The data for this study was collected through questionnaire, interviews and focus group discussion. The results of the Project Based Learning were assessed by the analysis of data collected from the students through

questionnaires and interviews. The results indicated that the project-based learning played a prominent role in not only improving the language skills of the students, but it also made them autonomous learners. Based on the results of the study, Project-Based Learning as a teaching method was strongly recommended for other similar English Access classrooms.

Vicheanpant and Ruenglerpanyakul (2012)

Vicheanpant and Ruenglerpanyakul's (2012) study aimed to explore whether a teacher and students agreed that Project-Based Learning (PBL) helped the students to develop communication more effectively with a positive attitude. The research instruments used in this study were reflections on classroom project and semi-structured interviews. The subjects in this study were high school students from Darunsikkhalai School. The main result of this study indicated that the teacher and the students had the same point of view that using PBL to teach Communication could help the students understand the lesson easily and make them more interested in learning communication. Moreover, this method could help create a good atmosphere when teaching and learning Communication. In conclusion, the teacher and the students agreed that project-based learning of communication could help students learn communication more effectively with a positive attitude and the teachers were satisfied with using it for promoting their teaching of communication.

Ruenglerpanyakul et al. (2012)

Ruenglerpanyakul et al.'s (2012) study aimed to investigate the procedure of Project Based Learning (PBL) in 11 Nakhon Nayok schools and to compare achievement in English language between the PBL group and the traditional group. It also purported to investigate PBL system concerning diffusion of innovation process for transfer PBL in traditional schools, expectation from PBL apart from academic matter and procedure of PBL. The

research instruments used in this study were interview form for Education Supervisor and Diffusion list of innovation, reflections on English class and semi-structured interviews. The result of this study indicated that

1. Diffusion procedure was divided into 3 phases; beginning, trial, and on process.
2. Expectation from PBL apart of academic matter there were 4 things; thinking, cooperation, emotion, and health.
3. The procedure of PBL had 4 steps; plan, create, reflect, and share. This form of learning called "*PCSR learning model*".
4. The achievement in English language through the PBL group was better than that of the traditional group and better than before. PBL made students understand the lesson easily with positive attitude. In conclusion, the students changed in a good way. PBL was a new method of English teaching that made students more interested and more effective with a positive attitude towards English.

Summary of the findings of previous studies

Having reviewed the previous studies, the researcher enriched her background especially on revealing the effects of project-based learning strategy on developing students' educational achievement, English skills, moreover, and attitudes and motivation to learning in general.

The purposes of the studies and their findings:

All the previous studies agreed on the effectiveness of using project – based learning strategy on improving English skills as they were applied to all ages and for all levels. Concerning the first domain comprising the impact of project – based learning strategy on the teaching and learning process in general e.g. "motivation and interest ", all the studies clearly indicated that project-based learning strategy enhances student's motivation and interest for learning. In this concern, Doppelt (2003) asserts that" PBL elevated pupils' motivation and

self-image at all levels and achieved significant affective learning". Chen (2006) reveals that "repeated exposures to technology tools reduce the fear and reinforce the skill to be learned". Kalayci (2008) proves that Project based learning is a kind of learning approach which is based on the improvement of designing, imagining, planning and constructing skills of students and teachers. It is also a kind of teaching method which takes the students to the center and helps them to establish an interdisciplinary connection by transferring the real life into class setting environment and gathering them around projects". Mapes (2009) states that "students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. PBL is an instructional approach that provides meaning to students' learning." Kaldi (2010) points out that "pupils with learning difficulties can gain benefits through project-based learning in academic performance, motivation (self-efficacy and task value in terms of environmental studies) and group work (acceptance in the group and engagement in the learning process)." Bagheri et al. (2013) asserts that "students who were taught using PoBL strategy performed significantly better in terms of self-directed learning skills". Çiftçi and Baykan (2013) prove that "the students signified their satisfaction at the end of the project and their interest in learning".

As regards the second domain concerning the impact of project-based learning strategy on English language skills, the results of the studies of Bulach (2003) , Petersen (2004), Gokcen (2005), Keles (2007), Poonpon (2008), Fragoulis (2009), Ke (2010), Basi& Beyhan(2010) , Simpson (2011), Lam (2011), Chu et al (2011) , Baş (2011), Aiedah & Audrey (2012), Imtiaz and Asif (2012), Vicheanpant and Ruenglerpanyakul (2012) and Ruenglerpanyakul et al (2012) show that the use of project-based learning strategy enhances English skills achievement among all ages and for all students whether they are good or impaired students.

Population and Sample

Concerning the participants of the studies, the previous studies were applied to all ages. Some of them were in elementary schools such as those of Doppelt (2003), Kaldi (2003), Çiftçi and Baykan (2013), Pertersen (2004), Fragoulis (2009), Basi and Beyhan (2010) and Kalyoncu and Tepecik (2010). Other studies were conducted in Junior Secondary schools such as those of Bas (2011), Imtiaz and Asif (2012), Vicheanpant and Ruenglerpanyakul (2012), Ruenglerpanyakul et al (2012), Ozdemir (2006), Çibik(2009), Arafat (2011) and Summers and Dickinson (2012). Moreover, some other studies were applied on University students such as those of Chen (2006), Kalayci (2008), Bagheri et al. (2013), Bulach (2003), Poonpon (2008), Ke (2010), Simpson (2011), Aiedah and Audrey (2012), Yalcin, Turgut and Buyukkasap (2009), Baran and Maskan (2010) and Erdem (2012).

All the previous studies agreed on the effectiveness of using project-based learning strategy on improving students' achievement of English skills and other school subjects and they were applied to all ages and for all levels.

Place

All the previous studies were applied in different countries. Kele (2007), Basi and Beyhan (2010) and Bas (2011) studies were applied in Turkey, while those of Ke (2010) and Chu et al. (2011) were applied in China. Simpson (2011), Vicheanpant and Ruenglerpanyakul (2012) and Ruenglerpanyakul et al. (2012) studies were conducted in Thailand. Becktt (1999) study was in Canada, Bulach (2003) study was in Japan, Pertersen (2004) study was in Victoria, Britain, Fragoulis (2009) study was in Greece, Aiedah and Audrey (2012) study was in Malaysia and Imtiaz and Asif (2012) study was in Pakistan.

The researcher observed that there is no study of the effectiveness of project –based strategy on English language skills was conducted in the Arab countries. This current study was conducted in the North-governorate, the Gaza Strip, Palestine.

Methodology

Some of the previous studies used the experimental method as those of Bulach (2003), Vicheanpant and Ruenglerpanyakul (2012), Ruenglerpanyakul, et al. (2012), Fragoulis (2009), Ke (2010), Basi & Beyhan (2010), Chu et al (2011), Bas (2011) Aiedah and Audrey (2012), Imtiaz and Asif (2012), Vicheanpant and Ruenglerpanyakul (2012) and Ruenglerpanyakul et al (2012). Gokcen (2005), Kele (2007), Poonpon (2008) and Lam (2011) used a descriptive method. In the current, study the researcher used the experimental method.

Instruments

Different tools were used in these studies, which helped the researcher to choose the three tools used in conducting the current study. Some of the suitable tools used in the mentioned studies include achievement test such as those of Basi and Beyhan (2006), Simpson (2011), Bas (2011), Ozdemir (2006), Yalcin, Turgut and Buyukkasap (2009), Kalyoncu and Tepecik (2010) and Erdem (2012). Other studies used attitude scales such as Pertersen (2004), Gokcen (2005), Kele (2007), Arafat (2011), Ke (2010), Basi and Beyhan (2010), Simpson (2011), Chu et al (2011), Bas (2011), and Imtiaz and Asif (2012). In addition, a few studies used evaluation speaking cards such as those of Doppelt (2003), Bulach (2003), Keles (2007), Simpson (2011) and Aiedah and Audrey (2012). Therefore, the researcher was encouraged to conduct this research and was motivated to use an achievement test, attitude scale and speaking evaluation card as tools for her study.

Chapter III

Study Methodology

III

Study Methodology

The purpose of the current study is to examine the effectiveness of project-based learning strategy on ninth graders' achievement level and their attitude towards English in North Governorate governmental schools. This chapter outlines the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the community, the sample, the instrumentation, the pilot study, a description of project-based learning strategy used in the study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.1 Research design

The study used the experimental approach which acquires two groups of students; an experimental group and a control one. The project-based learning strategy was used in teaching the participants of the experimental group, while the traditional method was used with the control group subjects. The experiment lasted for six weeks, from 15/9/2013 to 30/10/2013. The researcher used three tools: pre-post achievement test, scale of attitudes towards English and project-based learning and speaking evaluation card.

3.2 Population of the study:

The population of the study consisted of all ninth female graders at the government schools in North Governorate for the school year (2013 – 2014). The population of the study was (6393) students.

3.3 .Sample of the study

The sample of the study was a purposive one consisting of (76) students from Halima Assadia Girls' School (A), where the researcher works as a teacher of English. The sample was distributed into two groups: control and experimental. Table (3.1) shows the distribution of the sample.

Table (3.1)

The distribution of the study sample according to the groups

Group	Experimental	Control
Count	38	38

The students in both groups were equivalent in the economic, cultural and social level. They were also equivalent in their general achievement and in their English language achievement in accordance with the statistical treatment of their results in the first exam of the school year (2013-2014). The age variable of the sample was also controlled before the application of the experiment. They were about 15 years old.

3.4 Variables of the study

The study included the following variables:

A- The independent variable:

Project–based learning strategy

B- The dependent variables:

- a. Students' achievement in English in the four skills (i.e. listening, reading, writing and speaking and two language areas (i.e. grammar and vocabulary)
- b. Students' attitudes towards project-based learning and English language
- c. Students' performance on project presentation.

3.5 Controlling the variables

To assure the accuracy of the results and avoid any extraneous interference, the researcher tried to control some variables prior to the study.

3.5.1 English and general achievement variables:

T-test was used to measure the statistical differences between the groups concerning their English and general achievement. The subjects' results in the second term test of the school year (2012-2013) were recorded and analyzed.

Table (3. 2)

T-test results of controlling English achievement variable

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
English achievement	experimental	38	67.000	13.224	0.345	0.731	not sig.
	Control	38	67.974	11.308			

Table (3.2) shows that there were no statistical differences at (0.05) between the experimental and the control group subjects concerning the English achievement variable.

3.5.2. General achievement in English language variable:

T-test was used to measure the statistical differences between the groups concerning their general achievement. The subjects' results in the second term test of the school year (2012-2013) were recorded and analyzed.

Table (3.3)

T-test results of controlling general achievement variable

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
General achievement	experimental	38	85.450	8.788	1.282	0.204	not sig.
	Control	38	87.903	7.866			

Table (3.3) shows that there were no statistical differences at (0.05) between the experimental and the control groups concerning the general achievement variable.

3.5.3 Previous learning variable

To make sure that the sample subjects were equivalent in their previous English language achievement, the researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using T-Test. Tables (3.2) and (3.3) show the mean and the standard deviation of each group in English previous learning. The analysis of the results indicates that there were no statistically significant differences between the experimental and the control groups at (0.05) level before the experiment.

3.5.4 Previous achievement in different language skills and areas

To ensure that the two groups were similar in their previous mastery of the different language skills and areas, the researchers examined two groups' performance on the pre-achievement test. Table (3.4) outlines the results of the test.

Table (3.4)**T.test results of controlling previous learning in English variable**

		GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Listening	Guessing	experimental	38	3.947	0.837	0.576	0.566	not sig.
		Control	38	3.842	0.754			
	Predicting	experimental	38	2.605	0.495	1.461	0.148	not sig.
		Control	38	2.421	0.599			
Speaking	Accuracy	experimental	38	3.500	1.133	1.305	0.196	not sig.
		Control	38	3.158	1.151			
	Fluency	experimental	38	2.158	0.718	1.444	0.153	not sig.
		Control	38	1.921	0.712			
Reading	Skimming	experimental	38	1.868	0.963	1.383	0.171	not sig.
		Control	38	1.579	0.858			
	Scanning	experimental	38	2.289	1.113	1.131	0.262	not sig.
		Control	38	2.053	0.655			
Writing	Composing	experimental	38	2.974	1.952	1.620	0.109	not sig.
		Control	38	3.632	1.567			
	Punctuation	experimental	38	1.947	1.524	1.444	0.153	not sig.
		Control	38	2.395	1.152			
Vocabulary		experimental	38	1.447	1.032	1.524	0.132	not sig.
		Control	38	1.079	1.075			
Grammar		experimental	38	1.947	1.207	1.163	0.248	not sig.
		Control	38	2.421	2.201			
TOTAL		experimental	38	24.684	8.114	0.101	0.920	not sig.
		Control	38	24.500	7.717			

Table (3.4) indicates that there were no statistically significant differences at (0.05) level among experimental and the control groups concerning English previous learning variable.

3.5.4. Previous attitudes towards English

To make sure that the sample students were equivalent in their previous attitudes towards English language, the pre-attitude scale was applied. The results were recorded and statistically analyzed using T.test. Table (3.5) below highlights those results.

Table (3.5)**T.test results of controlling previous attitudes towards English**

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Attitudes towards Learning English	experimental	38	85.368	12.244	0.287	0.775	not sig.
	Control	38	86.289	15.497			
Attitudes towards the effectiveness of Project-based Learning	experimental	38	127.658	19.102	1.145	0.256	not sig.
	Control	38	132.474	17.533			
Total	experimental	38	213.026	27.282	0.863	0.391	not sig.
	Control	38	218.763	30.553			

Table (3.5) indicates that there were no statistically significant differences at (0.05) level among experimental and the control groups concerning the pre attitude scale.

3.5.5. Previous English speaking skills

To make sure that the sample students were equivalent in their previous English speaking skill, the pre-speaking evaluation card was applied. The results were recorded and statistically analyzed using t.test. Table (3.6) below outlines the results.

Table (3.6)**T. test results of controlling previous learning in English speaking skills**

	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Communication Fluency & Accuracy	experimental	38	8.447	2.728	1.166	0.247	not sig.
	Control	38	7.711	2.779			
Functional Skills	experimental	38	10.395	2.150	1.622	0.109	not sig.
	Control	38	11.947	5.497			
Understanding & Evaluative Skills	experimental	38	9.211	2.752	1.385	0.170	not sig.
	Control	38	10.421	4.630			
Total	experimental	38	28.053	4.815	1.400	0.166	not sig.
	Control	38	30.079	7.514			

Table (3.6) indicates that there were no statistically significant differences at (0.05) level among the experimental and the control groups concerning speaking evaluation card variable.

3.6 Instrumentations

To achieve the aims of the study, the researcher used the following tools:

1. Pre-post achievement test
2. Attitude scale towards English and project-based learning strategy
3. Speaking evaluation card

3.6.1 Achievement test

A pre-post achievement test was prepared by the researcher to measure the subjects' achievement. It was used as a pretest applied before the experiment and as a post test applied after the experiment (See Appendix 1).

3.6.1.1. General aims of the test:

The test aimed at measuring the effect of the project –based learning strategy on the subjects' achievement in English language. It was built according to the criteria of the test specifications. Being used as a pre test, it aimed at proving that both groups were similar in terms of English four skills (i.e. listening, speaking, writing and reading) and language areas (i.e. vocabulary and grammar). Then being used as a posttest, it aimed at identifying any possible progress and differences in the achievement of both groups.

3.6.1.2. Table of specifications:

The test specifications, outlined in Table (3.7) below, were designed according to the general objectives of the content, the content analysis and the weight of each skill and the objectives of the test. The ninth grade syllabus consists of (16) units each consisting of (6) lessons; reading lesson, listening and speaking lesson, language (structures and vocabulary)

lesson and writing lesson. The test items for each skill accorded with the general objectives of the skill and its nature.

Table (3.7)

Table of specifications

skills	No. of items	marks	%
Listening	8	8	11.9%
Speaking	16	8	23.9%
Reading	12	7	17.9%
Writing	17	10	25.4%
Vocabulary	6	3	9%
Grammar	8	4	11.9%
Total	67	40	100%

3.6.1.3. The test items

The total number of the test items was (67), some of which were given a score of half a mark and others one mark, which made the total mark given to the test (40). The items of the test fell into six domains as follows:

A- Listening

This domain included eight items that measured students' skills to listen to some excerpt to get some specific details. Prior to listening, students had to look at some pictures to predict what they were going to listen to and what three pieces of advice the speaker would advise her friend about. Then the students had to listen and put ' True ' against these three pieces and 'False' against false choices given with these true pieces.

B- Speaking

This domain included sixteen items that measured students' skill to match two halves of language functions within six items. Then students had to complete a dialogue within six

items. In the other four items, students were to write what they could say in specific situations.

C- Reading

This domain included twelve items that measured students' knowledge, skimming and scanning skills. Ninth graders had to read a passage and answer the following:

1. Scanning questions: Students had to read the passage and complete the two sentences with suitable words, they had to choose the correct words that suited the two sentences and they had to get from the passage the meaning and the opposite of four items.
2. Skimming questions: Students had to read the passage and decide if the two sentences were true or false and then they had to answer two wh-questions to give the main idea of the passage.

D- Writing

This domain included (17) items that measured students' skills to complete a letter with correct words within twelve items, write sentences and questions with correct punctuation marks within four items and to write a short introducing paragraph.

E- Vocabulary

This domain included six items that measured students' skills to use the assigned unit vocabulary to complete the sentences.

F-Structure

This domain included eight items that measured the students' skills to choose the correct verb tenses to complete the sentences correctly.

3.6.1.4. Pilot study:

The test was applied on a random sample of (38) of tenth graders from Fassil Ben Fahed Secondary Girls' School (B), who have the same characteristics of the study sample, and who experienced and learned the same target skills through traditional method. The results were recorded and statistically analyzed to measure the test validity and reliability. The items of the test were modified in the light of the statistical results.

3.6.1.5. Time Estimation

The trial application helped in estimating the time needed for answering the questions according to the following equation:

Time of the first student to finish the test + time of the last student to finish the test

$$50 \quad + \quad 70 \quad = \quad 120$$

2

Accordingly, the time of test was (60) minutes.

3.6.1.6- The validity of the test:

Al Agha (1996: 118) states that valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities and experienced supervisors and teachers in UNRWA schools and Ministry of Education. The items of the test were modified according to their recommendations(See Appendix 4).

(B) The internal consistency validity

Al Agha (1996: 121) states that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test. It also indicates the correlation of the average of each domain with the test total average. This validity was calculated by using Pearson Formula.

Table (3.8), shows that the coefficient correlation of each item score with the total score of the achievement test was significant at levels (0.01) and (0.05). Accordingly, It can be concluded that the test was highly consistent and valid as a tool for the study

Table (3.8)

Correlation coefficients of each item score with the total score of the achievement test

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.649	sig. at 0.01	24	0.788	sig. at 0.01	47	0.652	sig. at 0.01
2	0.652	sig. at 0.01	25	0.448	sig. at 0.01	48	0.683	sig. at 0.01
3	0.673	sig. at 0.01	26	0.489	sig. at 0.01	49	0.478	sig. at 0.01
4	0.555	sig. at 0.01	27	0.570	sig. at 0.01	50	0.622	sig. at 0.01
5	0.581	sig. at 0.01	28	0.399	sig. at 0.05	51	0.544	sig. at 0.01
6	0.532	sig. at 0.01	29	0.367	sig. at 0.05	52	0.595	sig. at 0.01
7	0.388	sig. at 0.05	30	0.329	sig. at 0.05	53	0.577	sig. at 0.01
8	0.408	sig. at 0.05	31	0.623	sig. at 0.01	54	0.642	sig. at 0.01
9	0.465	sig. at 0.01	32	0.532	sig. at 0.01	55	0.857	sig. at 0.01
10	0.561	sig. at 0.01	33	0.475	sig. at 0.01	56	0.655	sig. at 0.01
11	0.401	sig. at 0.05	34	0.707	sig. at 0.01	57	0.849	sig. at 0.01
12	0.706	sig. at 0.01	35	0.747	sig. at 0.01	58	0.746	sig. at 0.01
13	0.717	sig. at 0.01	36	0.678	sig. at 0.01	59	0.807	sig. at 0.01
14	0.590	sig. at 0.01	37	0.708	sig. at 0.01	60	0.485	sig. at 0.01
15	0.342	sig. at 0.05	38	0.650	sig. at 0.01	61	0.838	sig. at 0.01
16	0.422	sig. at 0.01	39	0.674	sig. at 0.01	62	0.676	sig. at 0.01
17	0.718	sig. at 0.01	40	0.665	sig. at 0.01	63	0.622	sig. at 0.01
18	0.672	sig. at 0.01	41	0.746	sig. at 0.01	64	0.577	sig. at 0.01
19	0.638	sig. at 0.01	42	0.687	sig. at 0.01	65	0.649	sig. at 0.01
20	0.638	sig. at 0.01	43	0.555	sig. at 0.01	66	0.620	sig. at 0.01
21	0.660	sig. at 0.01	44	0.706	sig. at 0.01	67	0.410	sig. at 0.01
22	0.721	sig. at 0.01	45	0.723	sig. at 0.01			
23	0.799	sig. at 0.01	46	0.659	sig. at 0.01			

r table value at df (36) and sig. level (0.05) = 0.325

r table value at df (36) and sig. level (0.01) = 0.418

3.6.1.7 Reliability of the test:

Mackey and Gass (2005:128) define reliability as "the instrument consistency". That is, if a student gets a high mark in a certain subject test, it will be expected that he will also receive a high mark if he took the same test another time. The test is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Spilt-half techniques and Kud-Richardson.

2- Split half:

The reliability of the test was measured by calculating the correlation between the even and odd items of the test. The results of this correlation are outlined in Table (3.9) below.

Table (3.9)

Gutman coefficient for unequal halves

SPILT –HALF TECHNIQUE			
	TOTAL	BEFORE	AFTER
Listening	8	0.526	0.689
Speaking	16	0.704	0.826
Reading	12	0.640	0.780
Writing	*17	0.781	0.782
Vocabulary	6	0.739	0.850
Grammar	8	0.636	0.778
TOTAL	*67	0.924	0.926

As clearly shown in Table (3.9), the spilt-half coefficient was (0.926), which indicates that the achievement test was reliable to be applied in the study.

3- Kud-Richardson (K-21)

K-R21 test depends on calculating the percentages of correct answers to the test items and also on the variance of every item. Table (3.10) describes (K-R21) for the test domains.

Table (3.10)

(K_R21) Coefficients for the Test Domains

Domains	Number of Items per domains	(K_R21) coefficient
Listening	8	0.637
Speaking	16	0.723
Reading	12	0.416
Writing	17	0.800
Vocabulary	6	0.631
Grammar	8	0.425
TOTAL	67	0.911

3.6.1.8. Difficulty Coefficient:

Difficulty Coefficient means the percentage of the failing students to the total of students who took the test. It can be calculated by using the following equation:

$$\text{Difficulty Coefficient} = \frac{\text{No. of failing student}}{\text{Total no. of student who took the test}} \times 100$$

Table (3.11) shows the difficulty coefficient for each item of the test.

Table (3.11)

Difficulty coefficient for each item of the test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.59	35	0.59
2	0.64	36	0.27
3	0.68	37	0.41
4	0.73	38	0.64
5	0.64	39	0.55
6	0.59	40	0.45
7	0.64	41	0.59
8	0.68	42	0.50
9	0.77	43	0.41
10	0.68	44	0.45
11	0.73	45	0.41

No.	Difficulty coefficient	No.	Difficulty coefficient
12	0.64	46	0.50
13	0.68	47	0.55
14	0.64	48	0.64
15	0.68	49	0.43
16	0.77	50	0.50
17	0.55	51	0.59
18	0.55	52	0.55
19	0.32	53	0.68
20	0.36	54	0.55
21	0.55	55	0.50
22	0.64	56	0.55
23	0.55	57	0.77
24	0.68	58	0.73
25	0.77	59	0.59
26	0.73	60	0.73
27	0.68	61	0.77
28	0.73	62	0.68
29	0.68	63	0.50
30	0.77	64	0.45
31	0.59	65	0.41
32	0.77	66	0.68
33	0.73	67	0.64
34	0.45		
Total difficulty coefficient		0.60	

Table (3.11) shows that the difficulty coefficient wobbled between (0.27 – 0.77) with total average (0.60), which means that each item was acceptable or in the normal limit of difficulties according to the viewpoint of assessment and evaluation specialists.

3.6.1.9. Discrimination coefficient:

Discrimination coefficient: refers to the test ability to differentiate between the high achieving students and the low achieving counterparts.

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students whose answers were correct among high achievers}}{\text{No. of high achievers}} - \frac{\text{No. of the student whose answers were correct among low achievers}}{\text{No. of low achievers}}$$

Table (3.12) shows the discrimination coefficient for each items of the test:

Table (3.12)

Discrimination coefficient of each item of the test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.64	35	0.64
2	0.36	36	0.55
3	0.64	37	0.64
4	0.55	38	0.73
5	0.55	39	0.73
6	0.64	40	0.73
7	0.73	41	0.64
8	0.64	42	0.64
9	0.45	43	0.45
10	0.45	44	0.73
11	0.36	45	0.64
12	0.73	46	0.64
13	0.64	47	0.73
14	0.55	48	0.73
15	0.64	49	0.50
16	0.27	50	0.27
17	0.73	51	0.64
18	0.73	52	0.73
19	0.64	53	0.64
20	0.55	54	0.55
21	0.73	55	0.64
22	0.73	56	0.73
23	0.73	57	0.45
24	0.64	58	0.55
25	0.45	59	0.64
26	0.55	60	0.36
27	0.64	61	0.45
28	0.55	62	0.64
29	0.27	63	0.64
30	0.45	64	0.55
31	0.45	65	0.64
32	0.45	66	0.45
33	0.36	67	0.36
34	0.73		
Total Discrimination Coefficient		0.58	

Table (3.12) shows that the discrimination coefficient wobbled between (0.36 – 0.73) with a total average of (0.58). This means that each item was acceptable or in the normal range of discrimination according to the viewpoints of assessment and evaluation specialists.

3.6.2. Attitude Scale

An attitude scale was prepared by the researcher to measure the effect of project-based learning strategy on developing students' attitudes towards English language among the ninth graders. This scale was used before and after the experiment and applied on both the control and the experimental group (See Appendix 2)

3.6.2.1 The aim of the scale:

The attitude scale aimed to measure students' attitude towards English language and towards the project-based learning strategy before and after the experiment.

3.6.2.2 Steps of constructing the scale

1. The researcher constructed this scale depending on reviewing literature related to attitudes towards English and the attitude scales towards project –based learning strategies.
2. All the previous related studies helped in forming the domains and the statements of the scale.
3. Specialists of attitudes in general were consulted.
4. The scale included positive and negative sentences.
5. The scale was presented to the referee committee in order to measure(See Appendix 4):
 - The suitability of the number of the items for the ninth graders.
 - The clarity of the meaning of the statement to the respondents.
 - The language used in the scale
 - The extent to which each item of the scale represented the intended domain.

6. The scale was refereed by university professors, specialists and experts.

3.6.2.3. Description of the Scale:

The scale consisted of two domains (1) attitudes towards English language, and (2) attitudes towards the project-based learning strategy. The scale items were constructed to measure students' attitudes towards English language and project-based learning strategy. The researcher took into consideration the following points:

- The scale sentences included one idea in order to express specific attitude.
- The sentences related to the scale and attitude subject.
- The sentences were short as much as possible.
- The sentences were simple, easy and suited students' level.

The five-point Likert scale was used to measure students' responses. The levels of the scale responses varied from strongly disagree, disagree, not sure, agree and strongly agree. The students were asked to tick (√) her response. Scores from 1 to 5 were assigned for positive responses and from 1 to 5 for the negative responses. The final version of the scale consisted of (58) sentences distributed into two domains as follows.

Table (3.13)

Attitude Scale Domains

Domains	No. of items
Attitudes towards Learning English	24
Attitudes towards the Effectiveness of project-based Learning	34
Total	58

3.6.2.4 Scale Instructions for students

The instructions were written on the instructions page and read to the students by the researcher. To avoid ambiguity, the statements of the scale were translated into Arabic in order to get students understand the items easily and accurately.

3.6.2.5 Scale validity

That valid scale is the scale that measures what it is designed to measure. The study used the referee validity and the internal consistency validity.

(A) Referee validity

To test the validity of the scale, the researcher distributed this tool to a group of specialists including professors of teaching methodology, supervisors of English language and highly qualified and long experienced ninth grade teachers to be refereed and to take their valuable notes into consideration (See Appendix (4)).

(B) Internal consistency validity

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the average of each scope with the total average. This validity was calculated by using Pearson Formula. According to Table (3.14), the coefficient correlation of each item with total average of the scale is significant at levels (0.01) and (0.05).

Table (3.14)

**Pearson Correlation coefficient for every item of the domain with the total
degree of this scale attitude**

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.637	sig. at 0.01	21	0.718	sig. at 0.01	41	0.675	sig. at 0.01
2	0.660	sig. at 0.01	22	0.706	sig. at 0.01	42	0.704	sig. at 0.01
3	0.630	sig. at 0.01	23	0.681	sig. at 0.01	43	0.668	sig. at 0.01
4	0.773	sig. at 0.01	24	0.599	sig. at 0.01	44	0.846	sig. at 0.01
5	0.779	sig. at 0.01	25	0.667	sig. at 0.01	45	0.614	sig. at 0.01
6	0.821	sig. at 0.01	26	0.545	sig. at 0.01	46	0.664	sig. at 0.01
7	0.669	sig. at 0.01	27	0.602	sig. at 0.01	47	0.749	sig. at 0.01
8	0.666	sig. at 0.01	28	0.790	sig. at 0.01	48	0.683	sig. at 0.01
9	0.692	sig. at 0.01	29	0.851	sig. at 0.01	49	0.661	sig. at 0.01
10	0.519	sig. at 0.01	30	0.794	sig. at 0.01	50	0.756	sig. at 0.01
11	0.558	sig. at 0.01	31	0.658	sig. at 0.01	51	0.566	sig. at 0.01
12	0.668	sig. at 0.01	32	0.647	sig. at 0.01	52	0.721	sig. at 0.01
13	0.684	sig. at 0.01	33	0.591	sig. at 0.01	53	0.755	sig. at 0.01
14	0.395	sig. at 0.05	34	0.730	sig. at 0.01	54	0.591	sig. at 0.01
15	0.551	sig. at 0.01	35	0.548	sig. at 0.01	55	0.671	sig. at 0.01
16	0.665	sig. at 0.01	36	0.645	sig. at 0.01	56	0.638	sig. at 0.01
17	0.466	sig. at 0.01	37	0.705	sig. at 0.01	57	0.697	sig. at 0.01
18	0.750	sig. at 0.01	38	0.783	sig. at 0.01	58	0.629	sig. at 0.01
19	0.755	sig. at 0.01	39	0.750	sig. at 0.01			
20	0.791	sig. at 0.01	40	0.614	sig. at 0.01			

r table value at df (36) and sig. level (0.05) = 0.325

r table value at df (36) and sig. level (0.01) = 0.418

Table (3.14) shows the correlation coefficient of each item with the whole scale.

Accordingly, it can be concluded that the scale was highly consistent and valid as a tool for the study.

3.6.2.6 Scale Reliability

The scale is reliable when it gives the same results if it is reapplied in the same conditions. The reliability of the test was measured by Alpha Cronbach and the Spilt-half techniques. The results are outlined in Table (3.15) below.

Table (3.15)

Reliability coefficient

Alpha Cronbach Technique		
Domain	Total	Correlation
Attitudes towards Learning English	24	0.919
Attitudes towards the Effectiveness of Project-based Learning	34	0.965
Total	58	0.964

Table (3.15) clearly proves that the scale was reliable.

2-Using Split half:

To measure the reliability of the attitude scale, the researcher used the spilt-half technique "Spearman Brown formula". The results of this correlation are outlined in Table (3.16) below.

Table (3.16)

Spilt-half technique "Spearman Brown formula"

Spilt –half Technique			
DOMAIN	TOTAL	BEFORE	AFTER
Attitudes towards Learning English	24	0.839	0.913
Attitudes towards the Effectiveness of Project-based Learning	34	0.809	0.895
Total	58	0.711	0.831

The results outlined in Table (3.15) and (3.16) assert that the attitude scale had good reliability. Alpha Cronbach coefficient was (0.964) and the Split-half coefficient was (0.831), which indicates that the attitude scale was reliable to be applied in the study.

3.6.3 Speaking Evaluation Card

To measure the experimental group students' performance in the speaking skill after being involved in project-based learning, the researcher designed a speaking evaluation card. Following are more details concerning the card.

3.6.3.1 Aim of Speaking Evaluation Card

This speaking evaluation card was prepared by the researcher to investigate the effectiveness of project-based learning strategy on the ninth graders' achievement in the four language skills and two language areas (See Appendix 3). It was necessary to create criteria outlining the qualities of a competent speaker, speaking sub-skills and domains of assessment and indicators of speaking. With the help of many researches, websites and books, the researcher found examples of criteria lists and modified these to create her own list.

3.6.3.2- Sources of constructing the Speaking Evaluation Card:

To construct the observation card, the researcher depended on different sources such as the text book of English for Palestine – grade nine, teacher's guide and Ministry of Education documents, in addition to the researcher's experience, previous studies and experts' opinions. Data from three areas were examined: Academic Literature, Current Curriculum and Instructional Resources. This process resulted in the creation of the speaking evaluation card.

3.6.3.3 Description of the Speaking Evaluation Card:

- The observation card consists of three major domains: communication "fluency & accuracy", functional skills and understanding and evaluative skills.
- The performance indicators that describe the levels of achievement, how they relate to expectations and what student speaking performance looks like at each level were determined.
- The observation card was refereed and some modifications were made and the indicators were reduced into (22) items in its final draft.
- Each criterion was then rated into four scales of rating scores based on Anchored Rating Scales (BARS) and Performance Based Rating Scale (PBRS) rating scales: (1) not yet within expectations, (2) meets expectations (minimal level), (3) fully meets expectations and (4) exceeds expectations.
- A pilot study for the observation card was applied on a group of (6) students to assess its reliability.

3.6.3.4 Validity of the Speaking Evaluation Card

To ensure the speaking evaluation card validity, the researcher under took the following procedures:

Referee validity:

The speaking evaluation card was introduced to a group of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools (See appendix (4). The items of the speaking evaluation card were modified according to their recommendations. The indicators were reduced to (22).

A- Internal consistency validity

The internal consistency validity indicates the correlation of the degree of each item with the total average of the speaking evaluation card. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula.

Table (3.17) shows that the correlation coefficient of each item with the whole card is significant at levels (0.01) and (0.05). Accordingly, it can be concluded that the card was highly consistent and valid as a tool for the study.

Table (3.17)

Pearson Correlation coefficient for every item of the domain with the total degree of the speaking observation card

No.	Pearson Correlation	Sig. level	No.	Pearson Correlation	Sig. level
1	0.944	sig. at 0.01	12	0.945	sig. at 0.01
2	0.867	sig. at 0.01	13	0.925	sig. at 0.01
3	0.981	sig. at 0.01	14	0.945	sig. at 0.01
4	0.994	sig. at 0.01	15	0.847	sig. at 0.01
5	0.985	sig. at 0.01	16	0.951	sig. at 0.01
6	0.987	sig. at 0.01	17	0.974	sig. at 0.01
7	0.969	sig. at 0.01	18	0.927	sig. at 0.01
8	0.847	sig. at 0.01	19	0.936	sig. at 0.01
9	0.976	sig. at 0.01	20	0.990	sig. at 0.01
10	0.950	sig. at 0.01	21	0.980	sig. at 0.01
11	0.923	sig. at 0.01	22	0.872	sig. at 0.01

r table value at df (36) and sig. level (0.05) = 0.325

r table value at df (36) and sig. level (0.01) = 0.418

3.6.3.5. Reliability of the Speaking Evaluation Card:

The card is reliable when it gives the same results if it is reapplied in the same conditions. The researcher used the pilot study to calculate the reliability of the speaking

evaluation card which was also measured by Alpha Cronbach and the Spilt-half techniques "Spearman Brown formula". The results are outlined in Table (3.18).

Table (3.18)

Reliability coefficient

Alpha Cronbach Technique		
Scope	Total	Correlation
Communication Fluency & Accuracy	7	0.969
Functional Skills	8	0.893
Understanding & Evaluative Skills	7	0.956
Speaking evaluation card	22	0.785

Results shown in Table (3.18) prove that the speaking evaluation card was highly reliable.

1- Correlation by using Split half:

To measure the reliability of the speaking evaluation card, the researcher used the spilt-half techniques "Spearman brown formula". The results are outlined in Table (3.19) below.

Table (3.19)

Correlation between two even and odd items of the speaking evaluation card

Spilt-half Technique			
	TOTAL	BEFORE	AFTER
Communication Fluency & Accuracy	7	0.969	0.986
Functional Skills	8	0.893	0.944
Understanding & Evaluative Skills	7	0.956	0.981
Total	22	0.785	0.879

Results illustrated in Tables (3.18) and (3.19) show that the speaking evaluation card proved to be reliable. Alpha Cronbach coefficient was (0.785) and the Spilt-half coefficient was (0.879), which indicates the speaking evaluation card was reliable to be applied in the study.

3.6.3.6. Inter-observer reliability of speaking evaluation

To ensure the inter-observer reliability of speaking evaluation statistically, the researcher used the general agreement of the observers, the researcher and a colleague of hers. Each of the observers worked independently using the same speaking evaluation card items. At the end of the total period assigned for the observation, there was a high degree of consistency in their observation results. The ratio of the agreement was calculated statistically by using Cooper equation.

Cooper Formula:

$$\text{Coefficient of agreement} = \frac{\text{Number of agreement}}{\text{Numbers of agreement} + \text{Numbers of disagreement}} \times 100$$

The researcher and her colleague observed six groups, and after the application of the mentioned equation, the ratio of the agreement between the observers was as outlined in Table (3.20) below.

Table (3.20)

Percentage of agreement between the observers to calculate the consistency of the speaking evaluation card

Observation	performance	The researcher	The observer	Percentage %
First	88	57	62	91.94
Second	88	59	51	86.44
Third	88	54	66	81.82
Fourth	88	52	58	89.66
Fifth	88	62	56	90.32
Total consistency				88.03

Looking at the results outlined in Table (3.20), one can conclude that the highest percentage of the agreement between the two observers was (91.94) and the lowest percentage was (81.82). Consequently, the total percentage of the consistency of the (440) observations was (88.03) which indicates the high level of consistency of inter-observer evaluation of the speaking evaluation card.

3.7 Statistical Analysis Procedures

The researcher used a number of the statistical techniques that were in tandem with the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS) as follows:

1. Spearman Brown & Guttman to compute the reliability of the test (split-half), attitude scale and speaking evaluation card
2. Alpha Cronbach technique and Split-half technique: to measure the reliability of the observation card, checklist and self-assessment cards
3. Split-half technique and Kud-Richardson (K-R21): to test the reliability
4. T. Test independent samples: to measure the statistical difference in means between the extraneous variables (the means between the two groups concerning the study variables).
5. Effect size level by using T value, Eta square, and Cohen's d: to check the size effect volume (extent) of the evident significant differences which the independent variable, the intervention, had on the dependent variable; the experimental group's speaking skills and within the experimental group
6. T-test Paired Sample was used to measure the differences in developing students' speaking skills between the pre- oral test and post-oral test of the experimental group
7. Difficulty equation to identify the difficulty of the test items
8. Discrimination equation to identify the discrimination of the test items

To sum up, the researcher adopted the experimental approach. The sample was randomly selected and distributed. After controlling the variables and designing the study instruments and tools so as to collect the data, the strategy was implemented to achieve the aims of the study. Several statistical techniques were used to analyze the data collected.

Chapter IV

Results: Analysis of data

Chapter IV

Results: Analysis of Data

The study aimed at examining the effectiveness of the project-based learning strategy on the ninth graders' achievement level and their attitude towards English in governmental schools – North Governorate. This chapter presents the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS). In her attempt to analyse the data, the researcher employed different statistical formulae such as frequencies, means, Std. Deviations and t-test. Furthermore, the researcher used effect size through (η^2) and d value to measure the extent to which the independent variable, project-based learning strategy, had an effect on the dependent variable, the experimental group's achievement level in English and their attitude.

1 Answer to the First Question

To answer the study first question which was ‘To what extent is project-based learning strategy effective on developing the four language skills in English Palestinian nine graders?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre and post achievement test of the experimental group due to the use of project-based learning strategy.’ The computed means and standard deviations of the experimental group's result on the pre-post test and the result of the t.test paired sample revealed that there were statistically significant differences as pointed out in Table (4.1) below.

Table (4.1)

**T-Test Paired Sample Results of the Differences in the Total Average Score
between the Pre-Test and the Post Test of the Experimental Group**

Criteria	Applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
listening	pre	38	6.553	1.083	6.429	0.000	sig. at 0.01
	post	38	7.737	0.503			
speaking	pre	38	5.658	1.775	5.025	0.000	sig. at 0.01
	post	38	7.447	0.724			
reading	pre	38	4.158	1.911	6.963	0.000	sig. at 0.01
	post	38	6.316	0.702			
writing	pre	38	4.921	3.332	5.393	0.000	sig. at 0.01
	post	38	8.500	1.607			
Vocabulary	pre	38	1.447	1.032	8.435	0.000	sig. at 0.01
	post	38	2.895	0.311			
Grammar	pre	38	1.947	1.207	6.264	0.000	sig. at 0.01
	post	38	3.474	0.557			
TOTAL	pre	38	24.684	8.114	7.560	0.000	sig. at 0.01
	post	38	36.368	2.889			

“t” table value at (37) d f. at (0.05) sig. level equals 2.02

“t” table value at (37) d f. at (0.01) sig. level equals 2.70

Table (4.1) indicates that the (t) computed value, (7.560), was larger than the (t) table value, (2.66), in the post test. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total degree in favour of the experimental group. There were also significant differences between the means of both applications in favour of the post application. Whereas the mean of the pre application was (24.684), the mean of the post application was (36.368). There were also significant differences between the standard deviations of both applications in favour of the post application. Whereas the standard deviation of the pre application was (8.114), the standard deviation of the post application was (2.889).

To calculate the size effect of the project-based learning on students' achievement level, the researcher used Eta square " η^2 " employing the following equation (Affana, 2000, 42):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \sqrt{\frac{2t}{df}}$$

Table (4.2)

Level of size effect (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

Table (4.3)

"t" value, eta square " η^2 ", and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect size
Listening	6.429	0.358	1.495	large
Speaking	5.025	0.254	1.168	large
Reading	6.963	0.396	1.619	large
Writing	5.393	0.282	1.254	large
Vocabulary	8.435	0.490	1.961	large
Grammar	6.264	0.347	1.456	large
TOTAL	7.560	0.436	1.758	large

Table (4.3) shows that there was a large effect size for each criterion and the total degree of the test, which means the project-based strategy had a large effect and improved the English language skills of the experimental group. Consequently, the null hypothesis was rejected.

2. Answer to the second Question

To answer the second question which was as follows: ‘Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre and post achievement test of the experimental group due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre & post achievement test of the experimental group due to the use of project-based learning strategy.’ The computed mean and standard deviation of the experimental groups' results on the pre-post test, and the results of the t.test paired sample revealed that there were statistically significant differences as pointed out in Table (4.4) below.

Table (4.4)

T.Test Paired Sample Results of the Differences in the Total Average Score

between the Pre-Test and the Post Test of the Experimental Group

Criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Guessing	pre	38	3.947	0.837	5.207	0.000	sig. at 0.01
	post	38	4.737	0.503			
Predicting	pre	38	2.605	0.495	4.912	0.000	sig. at 0.01
	post	38	3.000	0.000			
Listening	pre	38	6.553	1.083	6.429	0.000	sig. at 0.01
	post	38	7.737	0.503			
Accuracy	pre	38	3.500	1.133	4.126	0.000	sig. at 0.01
	post	38	4.526	0.647			
Fluency	pre	38	2.158	0.718	5.738	0.000	sig. at 0.01
	post	38	2.921	0.273			
Speaking	pre	38	5.658	1.775	5.025	0.000	sig. at 0.01
	post	38	7.447	0.724			
Skimming	pre	38	1.868	0.963	6.431	0.000	sig. at 0.01
	post	38	2.868	0.343			
Scanning	pre	38	2.289	1.113	5.650	0.000	sig. at 0.01
	post	38	3.447	0.602			
reading	pre	38	4.158	1.911	6.963	0.000	sig. at 0.01
	post	38	6.316	0.702			
Composing	pre	38	2.974	1.952	5.126	0.000	sig. at 0.01
	post	38	4.974	0.972			
Punctuation	pre	38	1.947	1.524	5.248	0.000	sig. at 0.01
	post	38	3.526	0.762			
writing	pre	38	4.921	3.332	5.393	0.000	sig. at 0.01
	post	38	8.500	1.607			
Vocabulary	pre	38	1.447	1.032	8.435	0.000	sig. at 0.01
	post	38	2.895	0.311			
Grammar	pre	38	1.947	1.207	6.264	0.000	sig. at 0.01
	post	38	3.474	0.557			
TOTAL	pre	38	24.684	8.114	7.560	0.000	sig. at 0.01
	post	38	36.368	2.889			

“t” table value at (37) d f. at (0.05) sig. level equals 2.02

“t” table value at (37) d f. at (0.01) sig. level equal 2.70

Table (4.4) indicates that the (t) computed value, (7.560), was larger than the (t) table value, 2.66, in the post test. This means that there were significant differences at ($\alpha \leq 0.01$) between the –experimental group's achievement on the pre and post application of the achievement test in the total degree in favour of the post application. There were also significant differences between the means of the pre-post test achievement in favour of the post application. Whereas the mean of the experimental group's pretest achievement was (24.684), the mean of its posttest achievement was (36.368). This means that there were statistically significant differences between the pre and post application of the test on the experimental group in favor of the post application, which means that using the project–based learning strategy can be very effective in the ninth graders' achievement in English.

To calculate the effect size of project–based strategy on the pre-post test of the experimental group, the researcher used Eta square " η^2 " test. Table (4.5) outlines the results.

Table (4.5)

Effect size of project–based in the Pre- and the Post Test Application on the Experimental Group

Domain	t value	η^2	d	Effect size
Guessing	5.207	0.268	1.211	large
Predicting	4.912	0.246	1.142	large
Listening	6.429	0.358	1.495	large
Accuracy	4.126	0.187	0.959	large
Fluency	5.738	0.308	1.334	large
Speaking	5.025	0.254	1.168	large
Skimming	6.431	0.358	1.495	large
Scanning	5.650	0.301	1.314	large
Reading	6.963	0.396	1.619	large
Composing	5.126	0.262	1.192	large
Punctuation	5.248	0.271	1.220	large
Writing	5.393	0.282	1.254	large
Vocabulary	8.435	0.490	1.961	large
Grammar	6.264	0.347	1.456	large
TOTAL	7.560	0.436	1.758	large

Table (4.5) shows that there is a large effect size of each item and the total degree of test, which means the project-based strategy had a large effect and improved the English skills of the experimental group. Consequently, it can be assured that the project-based strategy had a significant effect on learning English among ninth graders. Consequently, the null hypothesis was rejected.

3. Answer to the third Question

To answer the third question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of students’ achievement in the post test between the experimental group and the control group due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of students’ achievement in the post test between the experimental group and the control group due to the use of project-based learning strategy’. The computed results of the mean and standard deviation of the experimental and the control groups on the pre-post test, and those of the t.test independent sample revealed that there were statistically significant differences as pointed out in Table (4.6) below.

Table (4.6)

T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Application of the Test

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
total	experimental	38	36.368	2.889	8.815	0.000	sig. at 0.01
	control	38	27.263	5.674			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.28) indicates that the (t) computed value, (8.815), was larger than the (t) table value, (2.66), in the post application of the test. This means that there were statistically significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in the total degree in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (27.263), the mean of the experimental group was (36.368). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (5.674), the standard deviation of the experimental group was (2.889). This result indicates that using project-based learning strategy can be more effective than the traditional method in developing students' English achievement level.

To calculate the effect size of project-based on the experimental and the control groups' achievement in the post-test, the researcher used Eta square " η^2 ". Table (4.7) describes the results.

Table (4.7)

Effect size of project-based on the Experimental and the Control Groups'

Achievement in the Post Application of the test

Test	t value	η^2	d	Effect size
Post test (total)	8.815	0.512	2.049	Large

Table (4.7) shows that the effect size of project-based strategy on students' achievement level was large. This means that the effect of project-based strategy was significant. Consequently, the null hypothesis was rejected.

4. Answer to the fourth Question

To answer the fourth question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the students in the experimental group and students in the control group towards the English due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the students in the experimental group and students in the control group towards the English lesson due the use of project-based learning strategy’. The computed results of the mean and standard deviation of the experimental and the control groups on the attitude scale, and those of the t.test independent sample showed that there were statistically significant differences as illustrated in Table (4.8) below.

Table (4.8)

Differences in the Total Average Score between the Experimental and the Control Group in the Post Application of the Attitude Scale

Scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Attitudes towards Learning English	experimental	38	100.184	8.671	3.730	0.000	sig. at 0.01
	control	38	90.421	13.608			
Attitudes towards the effectiveness of Project-based Learning	experimental	38	154.421	7.741	3.783	0.000	sig. at 0.01
	control	38	142.316	18.142			
Total degree of the scale	experimental	38	254.605	14.097	4.292	0.000	sig. at 0.01
	control	38	232.737	28.065			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.8) indicates that the (t) computed value, (4.292), was larger than the (t) table value, 2.66, in the post application of the attitude scale. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total degree of the attitude scale in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group was (254.605), the mean of the control group was (232.737). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (28.065), the standard deviation of the experimental group was (14.097). These results emphasize the effectiveness of the project-based on developing the students' positive attitudes towards learning English.

To calculate the effect size of each domain and the total score of the attitude scale, the researcher used Eta square " η^2 ". Table (4.9) describes the results.

Table (4.9)

Effect size of each Domain and the Total Score of the Attitude Scale

Domain	t value	η^2	d	Effect size
Attitudes towards Learning English	3.730	0.158	0.867	Large
Attitudes towards the effectiveness of Project-based Learning	3.783	0.162	0.880	Large
Total degree of the scale	4.292	0.199	0.998	Large

Table (4.9) shows the results of students' attitudes towards English, which were as follows: "t" value is (3.730), " η^2 " equals (0.158) and "d" equals (0.867). This means that the project-based strategy had a large effect on developing students' positive attitudes towards

English. The table also shows the results of students' attitudes towards the effectiveness of Project-based Learning, which were as follows: "t" value was (3.783), " η^2 " equaled (0.162) and "d" equaled (0.880). This means that project-based strategy had a large effect as students had positive attitudes towards it.

The total the attitude of the scale was as follows: "t" value was (4.292), " η^2 " equaled (0.199) and "d" equaled (0.998). This means that the project-based strategy had a large effect on developing students' attitudes towards English and the new teaching strategy. This indicates that using project-based strategy in teaching English skills had a large effect on the experimental group students as indicated by the total score of the attitude scale. Consequently, the null hypothesis was rejected.

5. Answer to the fifth Question

To answer the fifth question which was "Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the speaking skills "accuracy and fluency" due to the use of the project-based learning strategy?", the researcher tested the following null hypothesis: "There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the speaking skills "accuracy & fluency" due the use of project-based learning strategy'. The computed results of the mean and standard deviation of the experimental and the control groups and those of the T.test independent sample concerning the speaking skills showed that there were significant differences as indicated in Table (4.10) below.

Table (4.10)

Differences between experimental and control group in relation to the speaking skills“ accuracy and fluency” in the post Application of the test.

Domain	GROUP	N	Mean	Std. Deviation	T	Sig. value	sig. level
Accuracy	experimental	38	4.526	0.647	5.786	0.000	sig. at 0.01
	control	38	3.368	1.051			
Fluency	experimental	38	2.921	0.273	5.298	0.000	sig. at 0.01
	control	38	2.079	0.941			
Speaking	experimental	38	7.447	0.724	6.713	0.000	sig. at 0.01
	control	38	5.447	1.688			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.10) indicates that the (t) computed value, (5.786), was larger than the (t) table value, (2.66), in the post test of accuracy. This means that there were statistically significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to accuracy in favour of the experimental group. There were also significant differences between the means of accuracy in favour of the experimental group. Whereas the mean of the control group was (3.368), the mean of the experimental group was (4.526). There were also significant differences between the standard deviation of accuracy in favour of the experimental group. Whereas the standard deviation of the control group was (1.051), the standard deviation of the experimental group was (0.647). Also, the (t) computed value, (5.298), was larger than the (t) table value, (2.66), in the post test of fluency, which means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to fluency in favour of the experimental group. There were also significant differences between the means of fluency in favour of the experimental group, as while the mean of the control group was (2.079), the mean of the experimental group was (2.921). There were also significant differences between the standard deviation of fluency in

favour of the experimental group. Whereas the standard deviation of the control group was (0.941), the standard deviation of the experimental group was (0.273).

Furthermore, the (t) computed value, (6.713), was larger than the (t) table value, (2.66), in the post test in the total of speaking skills "accuracy and fluency ". This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the speaking skills in favour of the experimental group. There were also significant differences between the means of both skills in favour of the experimental group as while the mean of the control group was (5.477), the mean of the experimental group was (7.477). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (1.688), the standard deviation of the experimental group was (0.724).

To calculate the effect size of project -based strategy on the experimental and the control groups' speaking skills, "accuracy and fluency", in the post application of the test, the researcher used Eta square " η^2 ". Table (4.11) describes the results.

Table (4.11)

Effect size of project -based on the Experimental and the Control Groups Speaking skills "accuracy and fluency" in the Post Application of the test.

Domain	t value	η^2	d	Effect size
Accuracy	5.786	0.311	1.345	Large
Fluency	5.298	0.275	1.232	Large
Speaking	6.713	0.379	1.561	Large

Table (4.11) shows that there is a large effect size for each skill compared with the total score of the speaking skill. That means that the performance of the students improved greatly as they seemed to have mastered the speaking skills, "accuracy and fluency". They started to

use the correct structures and functions in proper social settings. Consequently, the null hypothesis was rejected.

6. Answer to the sixth Question

To answer the sixth question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the listening skills "predicting & guessing" due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the listening skills "predicting & guessing" due to the use of project-based learning strategy.’ The computed results of the mean and standard deviation of the experimental and the control groups as well as those of the t.test independent sample indicated that there were significant of differences as illustrated in Table (4.12) below.

Table (4.12)

Differences between experimental and control group in relation to the listening skills guessing and predicting” in the post Application of the test

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Guessing	experimental	38	4.737	0.503	3.914	0.000	sig. at 0.01
	control	38	4.026	1.000			
Predicting	experimental	38	3.000	0.000	4.969	0.000	sig. at 0.01
	control	38	2.553	0.555			
Listening	experimental	38	7.737	0.503	4.960	0.000	sig. at 0.01
	control	38	6.579	1.348			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.12) indicates that the (t) computed value, (3.914), was larger than the (t) table value, (2.66), in the post test of the skill of guessing. This means that there were significant

differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to guessing in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (4.026), that of the experimental group was (4.737). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (1.000), the standard deviation of the experimental group was (0.503). Table (4.12) also shows that the (t) computed value, (4.969), was larger than the (t) table value, (2.66), in the post test of predicting. This means that there were statistically significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to predicting in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (2.553), the mean of the experimental group was (3.000). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (0.555), the standard deviation of the experimental group was (0.000).

The (t) computed value, (4.960), as shown in Table (12), was larger than the (t) table value, (2.66), in the post application of the test concerning the main skill of listening. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total of the listening skill in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (6.579), the mean of the experimental group was (7.737). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation

of the control group was (1.348), the standard deviation of the experimental group was (0.503).

To calculate the effect size of project-based on the experimental and the control groups' listening skills "guessing and predicting" in the post application of the test, the researcher used Eta square " η^2 ". Table (4.13) illustrates the results.

Table (4.13)

**Effect size of project -based on the Experimental and the Control Groups
Listening skills "guessing and predicting" in the post application of the test**

Domain	t value	η^2	d	Effect size
Guessing	3.914	0.171	0.910	Large
Predicting	4.969	0.250	1.155	Large
Listening	4.960	0.249	1.153	Large

Table (4.13) shows that there was a large effect size for each skill compared with the total score of the skill of listening. That means that the students' listening skills improved greatly as they mastered the listening skills of "guessing and predicting ". They developed their skills while they were listening attentively to the project presentation of other groups in order to evaluate their work, in addition to their listening to their group's leader and members. Consequently, the null hypothesis was rejected.

7. Answer to the seventh Question

To answer the seventh question which was 'Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the reading comprehension skills "skimming & scanning" due to the use of project-based learning strategy?', the researcher tested the following null

hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the reading skills "skimming & scanning " due the use of project-based learning strategy.’ The computed results of the mean and standard deviation of the experimental and the control groups and those of the t.test independent sample indicated that there were statistically significant differences as illustrated in Table (4.14) below.

Table (4.14)

Differences between experimental and control groups in relation to the reading sub skills “skimming and scanning” in the post application of the test.

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Skimming	experimental	38	2.868	0.343	5.996	0.000	sig. at 0.01
	control	38	1.921	0.912			
Scanning	experimental	38	3.447	0.602	6.730	0.000	sig. at 0.01
	control	38	2.132	1.044			
Reading	experimental	38	6.316	0.702	7.557	0.000	sig. at 0.01
	control	38	4.053	1.708			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.14) indicates that the (t) computed value, (5.996), was larger than the (t) table value, (2.66), in the post application of the test of the skimming skill. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to skimming in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (1.912), the mean of the experimental group was (2.868). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (0.912), the standard deviation of the experimental group was (0.343). The (t) computed value, (6.730), was larger than the (t) table value, (2.66), in the post application of the test of the scanning skill . This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to scanning in favour of the

experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (2.132), the mean of the experimental group was (3.447). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (1.044), the standard deviation of the experimental group was (0.602).

Table (4.14) also shows that the (t) computed value, (7.557), was larger than the (t) table value, (2.66), in the post application of the test. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to reading in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (4.053), the mean of the experimental group was (6.316). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (1.708), the standard deviation of the experimental group was (0.702).

To calculate the effect size of project-based on the experimental and the control groups' reading skills "skimming and scanning" in the post application of the test, the researcher used Eta square " η^2 ". Table (4.15) describes the results.

Table (4.15)

Effect size of project-based on the Experimental and the Control Groups' Reading skills "skimming and scanning" in the post application of the Test

Domain	t value	η^2	d	Effect size
Skimming	5.996	0.327	1.394	Large
Scanning	6.730	0.380	1.565	Large
Reading	7.557	0.436	1.757	Large

Table (4.15) shows that there was a large effect size for each reading sub skill compared with the total score of the reading skill. This means that the students' reading skills improved greatly as they mastered the reading sub skills "skimming and scanning". They developed their reading skills while they were reading more articles in order to find useful information for their projects. Consequently, the null hypothesis was rejected.

8. Answer to the eighth Question

To answer the eighth question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the writing skills "composing & punctuation "due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the writing skills "composing & punctuation" due to the use of project-based learning strategy’. The computed results of the mean and standard deviation of the experimental and the control groups as well as those of the T.test independent sample indicated that there were statistically significant differences as shown in Table (4.16) below.

Table (4.16)

Differences between experimental and control group in relation to the writing skills “ composing and punctuation” in the post application of the test

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Composing	experimental	38	4.974	0.972	5.017	0.000	sig. at 0.01
	control	38	3.763	1.125			
Punctuation	experimental	38	3.526	0.762	5.462	0.000	sig. at 0.01
	control	38	2.447	0.950			
writing	experimental	38	8.500	1.607	5.688	0.000	sig. at 0.01
	control	38	6.211	1.891			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.16) indicates that the (t) computed value, (5.017), was larger than the (t) table value in, (2.66), the post test of composing. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to composing in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (3.763), the mean of the experimental group was (4.974). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (1.125), the standard deviation of the experimental group was (0.972).

Table (4.16) also shows the (t) computed value, (5.462), was larger than the (t) table value, (2.66), in the post test of the sub skill of writing, punctuation. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to punctuation in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (2.447), the mean of the experimental group was (3.527). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (0.950), the standard deviation of the experimental group was (0.762).

Moreover, Table (4.38) shows the (t) computed value, (5.688), was larger than the (t) table value, (2.66), in the post application of the test. This means that there are significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to skill of writing in English in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (6.211), the mean of the experimental group was (8.500). There were also significant differences between the standard deviation of both groups in

favour of the experimental group. Whereas the standard deviation of the control group was (1.891), the standard deviation of the experimental group was (1.607).

To calculate the effect size of project-based on the experimental and the control groups writing skills "composing and punctuation" in the post application of the test, the researcher used Eta square " η^2 ". Table (4.17) describes the results.

Table (4.17)

**Effect size of project-based on the Experimental and the Control Groups
Writing skills "composing and punctuation" in the post application of the test**

Domain	t value	η^2	d	Effect size
Composing	5.017	0.254	1.167	Large
Punctuation	5.462	0.287	1.270	Large
writing	5.688	0.304	1.322	Large

Table (4.17) shows that there is a large effect size for each skill compared with the total score of the writing skill. That means that the student's writing skills improved greatly as they mastered the writing skills "composing and punctuation ". They developed their writing skills while they were working in groups and write their drafts and finally their final project show. Consequently, the null hypothesis was rejected.

9. Answer to the ninth Question

To answer the ninth question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to vocabulary and grammar due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are no statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to vocabulary and grammar due to the use of project-based

learning strategy. In this pursuit, the researcher computed the mean and standard deviation of the experimental and the control groups' results. T.test independent sample was also used to measure the significance of differences. Table (4.18) outlines the results.

Table (4.18)

Differences between experimental and control group in relation to vocabulary and grammar in the post application of the test.

scope	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Vocabulary	experimental	38	2.895	0.311	4.331	0.000	sig. at 0.01
	control	38	2.237	0.883			
Grammar	experimental	38	3.474	0.557	4.221	0.000	sig. at 0.01
	control	38	2.737	0.921			

“t” table value at (74) d f. at (0.05) sig. level equals 1.99

“t” table value at (74) d f. at (0.01) sig. level equals 2.64

Table (4.18) indicates that the (t) computed value, (4.331), was larger than the (t) table value, (2.66), in the post application of the test in relation to vocabulary. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total degree of vocabulary in favour of the experimental group. There are also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (2.237), the mean of the experimental group was (2.895). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (0.883), the standard deviation of the experimental group was (0.311).

The (t) computed value, (4.221), was larger than the (t) table value, (2.66), in the post test in relation to grammar. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total degree of grammar in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control

group was (2.737), the mean of the experimental group was (3.474). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (0.921), the standard deviation of the experimental group was (0.557).

To calculate the effect size of project-based on the experimental and the control groups' achievement in vocabulary and grammar in the post-test, the researcher used Eta square “ η^2 ”. Table (4.19) describes the results.

Table (4.19)

**Effect size of project -based on the Experimental and the Control Groups’
Achievement in Vocabulary and Grammar in the Post-Test**

Domain	t value	η^2	d	Effect size
Vocabulary	4.331	0.202	1.007	Large
Grammar	4.221	0.194	0.981	Large

Table (4.19) shows that there is a large effect size for vocabulary and grammar. That means that the students' vocabulary and grammar knowledge and use improved greatly as they expanded their schemata by identifying the meaning and the use of words by putting them in complete contexts. At the same time their grammar knowledge expanded as they learned the rules through situations and contexts. As a result, the null hypothesis was rejected.

10. Answer to the tenth Question

To answer the tenth question which was ‘Are there statistically significant differences at ($\alpha \leq 0.05$) between the total degree of the speaking evaluation card of the students in the experimental group and students in the control group due to the use of project-based learning strategy?’, the researcher tested the following null hypothesis: ‘There are statistically

significant differences at ($\alpha \leq 0.05$) between the total degree of the speaking evaluation card of the students in the experimental group and students in the control group due to the use of project-based learning strategy.’ The computed result of the mean and standard deviation of the experimental and the control groups and those of the t.test independent sample indicated that there were statistically significant differences, as illustrated in Table (4.20) below.

Table (4.20)

T-test independent sample results of differences between experimental and control group in relation to speaking skills in the speaking evaluation card.

Domain	GROUP	N	Mean	Std. Deviation	t	Sig. value	sig. level
Communication	experimental	38	20.632	6.292	4.405	0.000	sig. at 0.01
	control	38	14.658	5.503			
Function	experimental	38	25.632	6.011	6.361	0.000	sig. at 0.01
	control	38	15.553	7.699			
Understanding	experimental	38	18.895	7.017	4.121	0.000	sig. at 0.01
	control	38	13.105	5.077			
Total	experimental	38	65.158	16.488	5.750	0.000	sig. at 0.01
	control	38	43.316	16.626			

“t” table value at (74) d f. at (0.05) sig. level equal 1.99

“t” table value at (74) d f. at (0.01) sig. level equal 2.64

Table (4.20) indicates that the (t) computed value, (5.750), was larger than the (t) table value, (2.66), in the post test. This means that there were significant differences at ($\alpha \leq 0.01$) between the experimental group and the control one in relation to the total degree of the speaking evaluation card in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group, as while the mean of the control group was (43.316), the mean of the experimental group was (65.158). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (16.626), the standard deviation of the experimental group was (16.488).

To calculate the effect size of each speaking sub-skill and the total degree of speaking, the researcher used Eta square “ η^2 ”. Table (4.21) describes the results.

Table (4.21)

"t" value, eta square " η^2 ", and "d" for each domain and the total degree

Domain	t value	η^2	d	Effect size
Communication	4.405	0.208	1.024	Large
Function Skills	6.361	0.353	1.479	Large
Understanding& Evaluative Skills	4.121	0.187	0.958	Large
Total	5.750	0.309	1.337	Large

Table (4.21) shows that there was a large effect size for each speaking sub skill compared with the total score of the speaking skill. This means that the performance of the students improved greatly as they mastered the speaking sub skills i.e. communication, function and understanding". This means that students gained suitable abilities to start and finish the speech act as they developed their interest and motivation to share in the presentation of the project. Moreover, they evaluated each other's project through speaking. Consequently, the null hypothesis was rejected.

Summary

This chapter has outlined the data analysis and its results. The results of each hypothesis were analyzed statistically using different statistical techniques. It is obvious that there were significant differences in developing student's achievement level and their attitudes towards English between students in the experimental group and their counterparts in the control one in favor of the experimental group. The results of the post-test and the speaking evaluation card indicated the significant role of project-based learning strategy in developing ninth graders' achievement level in English. The results also revealed that project-based

learning strategy had more effects than the traditional approach on the four language skills and sub-skills.

In the light of the findings of the study, it can be concluded that using project-based learning strategy had positive effects on developing students' achievement level and attitudes towards English language. The next chapter presents the discussion of the findings, conclusions and recommendations.

Chapter V

Discussion of Findings, Conclusions, Pedagogical Implications, and Recommendations

Chapter V

Discussion of findings, conclusions, Pedagogical Implications, and recommendations

This chapter tackles the results of the study. It summarizes the conclusions that were documented in the light of the study results. Some pedagogical implications are documented as well. The researcher also provides some recommendations which can be beneficial for curriculum designers, educators, supervisors, teachers and researchers because they can help improve teaching English.

5.1. Study Findings

As highlighted in the previous chapter the study findings were as follows. :

1. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the pre & post achievement test of the experimental group in favour of the post application due to the use of project-based learning strategy.
2. There were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of student's achievement in the post test between the experimental group and the control group in favour of the experimental group due to the use of project -based learning strategy.
3. There were statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the students in the experimental group and students in the control group towards the English lessons in favour of the experimental group due the use of project-based learning strategy.
4. There were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the speaking skills "accuracy & fluency" in favour of the experimental group due the use of project _based learning strategy.

5. There were statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the listening skills "predicting & guessing" in favour of the experimental group due the use of project-based learning strategy.
6. There were statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the reading skills "skimming & scanning" in favour of the experimental group due the use of project-based learning strategy.
7. There were statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to the writing skills "composing & punctuation" in favour of the experimental group due the use of project-based learning strategy.
8. There were statistically significant differences at ($\alpha \leq 0.05$) between the achievement of the control group and that of the experimental one in relation to Vocabulary & Grammar in favour of the experimental group due to the use of project-based learning strategy.
9. There were statistically significant differences at ($\alpha \leq 0.05$) between the total degree of the speaking evaluation card of the students in the experimental group and students in the control group in favour of the experimental group due to the use of project-based learning strategy.

The general findings of the study showed that the experimental group that was taught by using project-based learning strategy outperformed the control group that was solely taught by traditional methods.

5.2. Discussion of the Study Findings

The study aimed at investigating the effectiveness of using project-based learning strategy in developing ninth graders' achievement level and their attitude towards English

skills. To achieve this aim, the researcher adopted the experimental approach where there were two equivalent groups: the experimental group and the control one. Each group included (38) students, purposively chosen from Halima Assadia Girls' Prep School in the North Governorate. Both groups were proved to be equivalent in terms of age, English achievement and previous attitudes towards English language. The researcher used three tools in order to collect data: an achievement test (pre–post test), an attitude scale and a speaking evaluation card.

The researcher prepared lesson plans based on project–based learning strategy to develop students' English skills and sub-skills through achieving 5 projects. The researcher prepared an implementation plan for the experiment. The experiment started at the beginning of the first semester of the school year (2013-2014) and lasted for six weeks. The researcher used a variety of techniques and activities based on project–based learning strategy. The population of the study consisted of all ninth graders at the governmental schools in the North governorate (6393).

5.2.1 Interpretation of the findings of the first and the second questions:

Because of the close relationship between the first and second question the researcher is going to interpret their findings together.

The findings of the study first and second questions asking about the effectiveness of the project-based learning strategy on developing student's achievement showed that there were statistically significant differences between the results of the pre and post application of the achievement test in favour of the post application. This means that the Project-based learning was effective. Such effectiveness of the project–based learning strategy with all its advantages can be summarized as follows:

1. It helped students to develop self-learning strategies in an interesting way, to re-organize the information presented in various forms, and to give deductions from the available

information such as searching for additional information about the topics of the assigned projects from the searching drives on the internet.

2. It also enabled students to express themselves freely through writing and oral presentation of their projects as they could participate according to their competencies and learning styles because the strategy took into account the individual differences among students.
3. It gave students opportunities to share their individual information with their group's members in order to arrange their ideas and achieve their projects.
4. Students were fully aware of the criteria according to which they were going to be judged.
5. In terms of presentations, learners' performances contributed significantly to their learning. During this stage, learners were not only improving their spoken English but their knowledge of social topics and relevant vocabulary as well.
6. The analysis of researcher's diaries and learners' reflections revealed clearly that after using project-based learning strategy, learners had improved in four skills and language areas. The researcher attributed this improvement to the following:
 - a. In terms of good relationships, the barriers between researcher and learners diminished. During the experiments, the researcher acted as a facilitator rather than a teacher, so learners were more comfortable asking for help when they had problems or concerns about the project. In the planning stage, the researcher walked throughout the classroom to help make the learners familiar with and less threatened by the researcher. Moreover, the researcher phrased sentences as suggestions instead of orders, and encouraged learners to begin work and presentation with simpler words, in order to help the others understand the content. In addition, learners made an effort to understand others' ideas and build each others' confidence speaking and writing

English. Learners encouraged each other with compliments such as “Good”, “Well done”, or “Good job”. Developing relationships in the class helped the researcher and learners communicate more easily and effectively, so classes became more colorful and pleasing. Teaching and instruction became easier as the researcher came to be a partner or counselor from whom learners could ask advice. This led to familiarity between researcher and the learners. Many learners said they were more confident using English and felt better and happier learning it. The classroom environment became one of cooperative learning and interaction, which was promoted by asking questions and brainstorming ideas. Learners actively drew from media as a creative input. For example, learners surfed the Internet for academic information and entertainment.

- b. The class became more learning-centered, and learners were motivated by the many activities. Learners improved in terms of autonomous learning because in this class learners cooperated in groups, learned from each other, and helped each other. A learning-centered classroom was fostered by the various activities. For example, discussion, role play and project presentation were quite clearly suitable as working-together activities. Brainstorming and comparing answers could lead to very lively discussions. Furthermore, reading together in class could be enjoyable, with learners helping one another to understand and share reactions. Besides, the various activities which made the class more learning-centered, assessment methods were also learning-centered. In the assessment step, this experiment used peer, teacher, and learner self-assessments, including group work evaluated in each project to reach an agreement. Therefore, there were no problems like learners not paying attention in the presentation group.

- c. Learners developed in terms of cooperative learning, democracy, and organization. While doing group work projects, learners had to help their friends understand the project clearly because project-based learning cannot be performed alone. Sharing and discussion were very important components required to achieve the goal of the project. Learners also developed a democratic system when they wanted to reach an agreement in their group. Because of the supportive atmosphere of cooperative learning, democracy and organization, learners developed positive thinking while working in groups.
- d. Revisiting learners' reflections, they found weak points or problems while they were learning so they would not repeat them. Learners stated that they usually overheard their friends making all kinds of mistakes. Learners took notes and gave feedback later, when learners made or found the same mistakes.

Consequently, it can be assured that the project-based had a significant effect on learning English among ninth graders. So, this result agrees with those of many previous studies such those of Petersen (2004), Gokcen (2005), Keles (2007), Poonpon (2008), Fragoulis (2009), Ke (2010), Basi and Beyhan (2010), Simpson (2011), Lam (2011), Chu et al (2011), Bař (2011), Aiedah and Audrey (2012), Imtiaz and Asif (2012), and Ruenglerpanyakul et al (2012). All of those studies concluded that the use of project-based strategy in teaching develops students' achievement level.

5.2.2 Interpretation of the findings of the third question:

The findings of the study third question asking about the effectiveness of the project-based learning in improving students' English skills and sub-skills achievement showed that there were statistically significant differences between the results of the experimental group and the control group in the post test application in favour of the experimental group. Such high achievement could be attributed to the following reasons:

1. The activities, techniques, and the variety of teaching aids implemented in the experiment helped to enhance students' skills in the four skills: listening, reading, writing, and speaking, moreover, language areas "vocabulary and grammar".
2. Group work and self-learning motivated students to work while keeping themselves engaged and interested.
3. The project-based learning strategy also created a relaxed, fun filled and anxiety-free atmosphere that facilitated and enhanced learning.
4. Also, it was noted that projects provided a context in which language was used in a meaningful way and they helped students develop communicative and functional competences in the foreign language.
5. Furthermore, the researcher (also the teacher) found that projects increased students' motivation and they became more interested in English classes.
6. Using project-based learning strategy created a non-threatening learning environment that encouraged interactions between students and the teacher, enhanced communication, cooperation and teamwork and encouraged active participation.
7. Using project-based learning strategy proved to be a fertile teaching learning environment that enhanced both conscious and subconscious learning of language skills. Explicit learning was represented in the explicit planning and preparing for the project. Indirect acquisition of language skills resulted from practicing in the various steps of achieving the projects used to develop language skills achievement.

Furthermore, this positive impact was observed by the researcher through some statements and comments uttered by the learners. During informal talks and discussions with the experimental group, most of the students assured that they greatly benefited from the astonishing techniques carried out through the teaching sessions. Moreover, many students reported their contentment and satisfaction with joining such classes. Most students

promulgated the effectiveness of group work as it allowed them to construe their notions and ideas explicitly and without fear.

In addition, cooperation helped them greatly in improving their abilities in the language four skills. All students confirmed that their classmates helped them to read and write correctly. Moreover, they developed their ability to listen attentively in order to evaluate each other projects. Most importantly, the experimental group expressed their feeling that they felt more enjoyment, made higher motivational effort, felt more confident in language use and were more actively involved than the control group subjects. Consequently, it can be summed up that using project-based learning strategy is effective in developing English skills and –language areas.

This result agrees with those of many previous studies such as those of Petersen (2004), Gokcen (2005), Keles (2007), Poonpon (2008), Fragoulis (2009), Ke (2010), Basi and Beyhan (2010), Simpson (2011), Lam (2011), Chu et al (2011), Baş (2011), Aiedah and Audrey (2012), Imtiaz and Asif (2012), and Ruenglertrpanyakul et al (2012). All those studies concluded that the use of project-based strategy in teaching develops students' achievement level.

5.2.3 Interpretation of the findings of the fourth question:

The findings of the fourth question asking about the effectiveness of project-based learning strategy in improving the students' attitudes towards English showed that there were significant differences between the experimental group and the control one in relation to the total degree of the attitude scale in favour of the experimental group. It was also found that the project-based learning strategy had a large effect on developing students' positive attitudes towards English language and the strategy itself. Such high effect could be attributed to the following reasons:

1. Projects enabled students to be more motivated, active and co-operative in the English language class compared with the traditional English language class. This may account for their responses on the attitude scale.
2. The researcher and the students chose the projects that suited the students' thinking and language level. The projects were simple and made learning easy. This may reflect their responses on the attitude scale, especially in the second domain which was related to the project-based learning.
3. Projects enabled students to develop their self-confidence in using language appropriately without embarrassment or fear. This may reflect their responses on the attitude scale in the two domains.
4. Reinforcing student's answers by the researcher, the group leader or the other groups and their participation might have an effective role in enhancing their attitudes towards English language.

This result agrees with that of Özdemir (2006), which asserts that project-based learning increases students' achievement and attitudes. Moreover, it improves students' learning experience and interests. Baş (2011) approves that the students who were educated by project-based learning were more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks. Simpson (2011) declares that PBL enhanced students' skills (teamwork, high-order thinking and presentation skills) together with self-confidence in the use of English. Ruenglerpanyakul et al. (2012) confirm that PBL is a new method of English teaching that made students more interested and more effective with a positive attitude toward English. Vicheanpant and Ruenglerpanyakul (2012) assure that PBL helps students learn communication more effectively with a positive attitude and the teachers were satisfied with using it for promoting their teaching.

5.2.4 Interpretation of the findings of the fifth question:

The findings of the fifth question asking about the effectiveness of project-based learning strategy on developing the students' performance in relation to the speaking skills "accuracy and fluency" showed that there were significant differences between the results of the experimental group and the control one in the post application of the achievement test in favour of the experimental group. Consequently, it was found that project-based learning strategy had a significant effect on developing students' speaking skills "accuracy and fluency". Such high effect could be attributed to the following reasons:

1. All teaching steps of the projects facilitated different forms of interactions in different contexts, which assisted the students in acquiring different language skills. In role plays and project show, for instance, the students had opportunities to interact orally with peers in English in order to express and exchange opinions. Moreover, they were assigned to play character roles, and the interaction was in a form of conversational interaction between different characters in the play and the project presentation.
2. Learners' reports for each project revealed that the projects used in researcher's class created variety for learners and were helpful in their learning.
3. The findings of the learners' diaries revealed that projects encouraged learners' performance. Many learners said that projects could help them recognize new vocabularies easily. Every group prepared the project perfectly well, and all learners participated in the work with enjoyment.
4. Presentation of projects especially contributed significantly to learners' learning. During these presentations, they were not only improving their spoken English but their knowledge of social topics and relevant vocabulary as well.
5. Through project-based learning, students had a chance to practise their understanding of the learning material by interacting and communicating with their peers in the groups. In

other words, they had a chance to practise their understanding of the learning material with project-based learning. Students participated more in the discussions of their projects, as they appeared keen on sharing their information with their fellow group members.

6. The researcher also saw that project-based learning helped the learners develop many skills like intellectual, social, emotional and moral skills which are the skills the learners have to develop at school learning. Moreover, the students experienced little or no anxiety while learning.

In conclusion, this study indicated that the students' reactions to their participation in project work were positive as most of them revealed that the best point about participating in their projects was being able to work in groups and that the group arrangements had made them study harder, that they learned new things about English and that they had spoken more too.

Finally, this result agrees with the results of the following studies that of Bulach (2003), which assured that the students' reactions to their participation in project work were positive in several areas. They spoke more English while participating in their projects than they had usually done in their other English communication classes. Also, Vicheanpant and Ruenglerpanyakul (2012) confirm that project-based learning strategy helps to create a good atmosphere when teaching and learning communication. So, the teacher and the students agreed that project-based learning of Communication could help students learn communication more effectively with a positive attitude and the teachers were satisfied with using it for promoting their teaching of communication.

5.2.5 Interpretation of the findings of the sixth question:

The findings the sixth question asking about the effectiveness of project-based learning strategy on improving the students' listening skills "predicting & guessing" showed that there

were significant differences between the results of the experimental group and the control one in the post application of the achievement test in favour of the experimental group. It was found that the project-based learning strategy had a large effect on developing students' listening skills "predicting & guessing". Such high effect could be attributed to the following reasons:

1. The implementation of project-based learning strategy in the ESL classroom helped increase students' comfort level and self-confidence to listen to the target language.
2. It allowed students to practice anywhere and anytime, and hence learning the English listening content seemed to be easier and more interesting.
3. Listening comprehension in ESL students appeared to have improved, especially in the classroom setting, after they had been exposed to each other's project presentation in the classroom.
4. Class environment changed from a dry boring one to a warm environment full of students concentration, participation and production, so it provided the learners with a better learning environment which reflected on their scores of listening comprehension skills.
5. It is an excellent teaching technique because it evoked students' interest, helped students create vivid mental images and activated the thinking process.

In conclusion, the findings of this study presented that implementing project-based learning strategy in the ESL classroom helped increase students' level of comfort and self-confidence to listen and to expose themselves to the target language while they were listening to each other presentation.

5.2.6 Interpretation of the findings of the seventh question:

The results of the seventh question asking about the effectiveness of project-based learning strategy on developing students' reading comprehension skills "skimming & scanning" showed that there were significant differences between the results of the experimental group

and the control in the post application of the achievement test in favour of the experimental group. It was found that the project-based learning strategy had a large effect on developing reading skills "skimming & scanning". Such high effect could be attributed to the following reasons:

1. Using project-based learning strategy in the learning process encouraged students to be more cooperative and active when doing a reading activity.
2. Including related extensive reading passages improved comprehension and facilitated the reading manner.
3. The researcher observed that the students were motivated, especially the shy ones, when doing reading activity through project-based learning strategy.
4. Cooperative reading was one part of class strategy the researcher appealed to in order to support and enhance the students' progress.
5. Students' motivation was remarkably observed through their competitive work in class. Many students begged the teacher to give them a chance to participate.
6. More particularly, it was shown that interaction between peers in groups encouraged students to talk not only about what they were reading, but also about what they did when reading. In this way, students' knowledge about reading and reading strategies, as well as their ability to apply relevant strategies, increased when hearing others talk about their reading process.
7. The researcher observed that students developed their reading skills when students read loudly their posters which included the information gathered through their group discussions or searching on the internet.

In conclusion, the researcher observed that the students developed their reading skills "skimming and scanning" while they were working in groups to achieve the reading tasks and answer the worksheets. These findings agreed with the results of Chu et al.'s (2011) study,

which confirmed that students' attitudes and self-perceived abilities appeared to influence the improvements in reading abilities. So, these improvements in the students' reading comprehension, reading speed, and vocabulary were perceived.

5.2.7 Interpretation of the findings of the eighth question:

The findings of the eighth question asking about the effectiveness of project-based learning strategy on improving the students' writing skills "composing & punctuation" showed that there were significant differences between the results of the experimental group and the control one in the post application of the achievement test in favour of the experimental group. The researcher found that project-based learning strategy had a large effect on developing writing skills "composing & punctuation". Such high effect could be attributed to the following reasons:

1. The researcher observed that students' curiosity to write correct composition e.g. letter or short paragraph through using correct punctuation marks improved. Accordingly, she assigned competitions for the best writing. Moreover, she assigned that good and correct writing was the criteria and conditions for the best project. So, the learners became challenged to use their mental skills and writing skills during learning.
2. Most students promulgated the effectiveness of group work as it allowed them to construe their notions and ideas explicitly and without fear.
3. Project-based learning strategy developed collaborative writing among participants. This was clear when students exchanged ideas and corrected each other's mistakes on the achievement of projects.
4. Sharing in the projects meant sharing the ideas, working together, writing in groups and most importantly developing the mechanics of writing through this interaction.
5. Peer-evaluation of projects with immediate feedback gave students a chance for self-evaluation to support learning strategies.

In summary, project-based learning strategy helped the students in the experimental group to increase their abilities in fulfilling the task in the correct way and that raised self-confidence and encouraged the low achievers to improve themselves to overcome their weaknesses and to improve their writing skill in particular and their achievement in general.

So, the students showed greater ability to communicate more effectively through their writing at the end of the experiment. Moreover, the special treatment motivated and energized the students' desire to enhance themselves in learning what they thought was difficult, helped them overcome some of their learning problems and rebuilt information correctly. This strategy gave the experimental groups a good chance to be so close to the teacher who gave each one of them time, help and special care. These results agreed with the results of that of Beckett (1999), which assured that through the observations and analysis of students' written work, they learned a large amount of knowledge and skills through the use of projects. The results of the current study also agree with those of Ke's (2010) study, which revealed that the students' abilities for translations and for writing summary reports in English were improved.

5.2.8 Interpretation of the findings of the ninth question:

The findings of the ninth question asking about the effectiveness of project-based learning strategy on improving students' achievement on vocabulary & grammar showed that there were significant differences between the results of experimental group and the control one in the post application of the achievement test in favour of the experimental group. The researcher found that the project-based learning strategy had a large effect on developing English language areas "vocabulary & grammar". Such high effect could be attributed to the following reasons:

1. The learners' vocabulary was expanded as new words were acquired throughout the project-based learning strategy.

2. Using the project-based learning strategy proved to be a fertile teaching-learning environment that enhanced both conscious and subconscious learning of vocabulary. Explicit learning was represented in the explicit instruction of presenting and acquiring vocabulary. Indirect acquisition of vocabulary results from searching for supplementary information to achieve their projects. Consequently, it can be summed up that using the project-based learning strategy was effective in developing English vocabulary.
3. Project-based learning strategy changed the atmosphere of the class, added excitement to the learning environment, and created a naturalistic setting for language learning. Learners in the process of completing the projects had the opportunity to use language in order to convey meaning and used their knowledge to do something. So, through this cooperative environment they exchanged learning of new and unfamiliar vocabulary.
4. Project-based learning strategy could motivate students and create a positive atmosphere which made students relaxed and more interested in learning grammar despite the difficulties of present perfect, present perfect continuous and comparative and superlative of adjectives and adverbs for students. Concerning the traditional method which was used to teach the control group, it was boring and made students learn grammar as if it were mathematics.

Project-based learning strategy provided the students with a better learning environment which developed their learning for grammar as it increases the students' motivation to learn and raised the degree of competition among them. The researcher observed that students liked to learn grammar by themselves when they insisted on introducing the grammar rules when each group took part of the assigned rule. They prepared suitable examples by themselves, and then they summarized the main points of the rule. Moreover, each group prepared a play which included the present perfect continuous, and then they acted them in order to explain the rule. Therefore, they felt

relaxed, funny and comfortable which led to easier learning and developing their English grammar skills.

In conclusion, project-based learning strategy encouraged students to use the target language structures for performing particular functions. In addition, it provided students with opportunities in which they could practise the target language in a freer and more creative way. So, this clearly confirmed that teaching grammar through project-based learning strategy was effective and helped ninth graders to improve their performance to use the language in context since it used real, meaningful and attractive techniques to present, practise and produce the grammatical structures.

Finally, these findings agree with those of Keles' (2007) study, which confirms that the students felt that they were able to improve their vocabulary and grammar knowledge more than other language skills. The findings of the current study also agree with those of Chu et al.'s (2011) study, which approves that improvements in the students' reading comprehension, reading speed, and vocabulary were perceived.

5.2.9 Interpretation of the findings of the tenth question:

The findings of the tenth question asking about the effectiveness of project-based learning strategy on improving students' performance on speaking skills showed that there were significant differences between the results of the experimental group and the control one in relation to the total degree of the speaking evaluation card in favour of the experimental group. The researcher found that the project-based learning strategy had a large effect size on developing the speaking sub skills i.e. "communication, function and understanding". Such high effect could be attributed to the following reasons:

1. This study indicated that the students' reactions to their participation in project work were positive in several areas. Most of them revealed that the best point about participating in their projects was being able to work in groups and that the group

arrangements had made them study harder, that they learned new things about English and that they had spoken more often.

2. Project-based learning strategy represented an opportunity for students to orally interact and actively engage in all the project steps abundantly and hence enhanced their speaking skills.
3. Collective work inside the groups where high achievers gave a hand to the low ones to guarantee the success of the group. Moreover, the cooperative work in order to present the best project in front of the class encouraged students to work continuously inside and outside the class in order to collect new and useful information, and then they discussed this information orally within the group.
4. The researcher observed that experimental group students improved their speaking skills even when they brought new vocabulary and they asked her about the correct pronunciation before they presented their projects.
5. The great effect of the project-based learning strategy was when it provided the experimental group with an opportunity to be aware of the sub skills or behaviors in speaking. Ninth graders in the experimental group started to be responsible for showing body language, verbal and nonverbal cues by enacting different roles on achieving and presenting the projects.
6. Through the project discussions, the experimental group members got the chance to judge their behaviors when speaking and whether or not they used accurate grammar and pronunciation.

In conclusion, the students displayed an amazing capacity for implementing their own communication strategies. For example, the researcher observed that most students were engaged in paraphrasing their research so as to make the information more comprehensible to their listeners and also as a way to offer a concise synopsis because of

time constraints in the class. Paraphrasing was practically non-existent prior to their involvement in project work.

The students were also quite natural in how they used gestures to emphasize their discussion points. The researcher also noted an increased level in their verbal exchanges with her than in the past. Obviously, students felt less threatened to ask her questions as she circulated among the groups and talked to them individually, in pairs or in groups.

Moreover, during their in-class work on their projects, the researcher observed that the students' oral exchanges with each other were much longer, more spontaneous and more complex phrases, sentences and vocabulary were used than it was the case with traditional communication lessons. These results agreed with those of Bulach's (2003) study, which assured that the students' reactions to their participation in project work were positive in several areas. They spoke more English while participating in their projects than they have usually done in their other English communication classes. Vicheanpant and Ruenglerpanyakul (2012) confirmed that project-based learning strategy helped to create a good atmosphere when teaching and learning communication. So, the teacher and the students agreed that project-based learning of communication could help students learn communication more effectively with a positive attitude and the teachers were satisfied with using it for promoting their teaching of Communication.

5.3 Study Conclusions:

Based on the study findings and their interpretation the following conclusions were drawn:

1. The study provided important data on the use of project-based learning strategy in teaching English. The results of the study provided strong evidence that project-based learning strategy resulted in higher achievement in the four skills: "listening, reading, writing, and

speaking" and language areas: "vocabulary and grammar ", in addition to the enhancement of the students' positive attitudes towards learning English than the traditional method did.

2. In the light of the results of this study, it can be said that project-based learning method not only has more positive effects on students' academic achievement levels and attitudes towards the English skills, but also has more positive effects on students' academic risk taking, problem solving and creative thinking skills. As students in the project-based learning atmosphere were exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, critical thinking and time management. Collaborative learning allowed students to bounce ideas off each other, voice their own opinions, and negotiate solutions.
3. Project-based learning strategy provided students with the opportunity to learn in an authentic, challenging, multidisciplinary environment, to learn how to design, carry out, and evaluate a project that required sustained effort over a significant period of time, to learn to work with minimal external guidance, both individually and in groups, to gain in self-reliance and personal accountability.
4. Project-based learning strategy increased students' motivation to learning and raised the degree of competition among students. Students entered into a friendly competition with other groups during project work and exerted effort in order to be successful.
5. Through project-based learning strategy the students played several roles in the class as thinkers, problem solvers, and researchers. These roles helped them acquire and employ English language more easily in different situations.
6. Project-based learning strategy provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively. As students felt the pleasure of producing something and displaying something different, which, in turn, made them feel valuable, skilful and knowledgeable.

7. The researcher also saw that project-based learning strategy helped the learners developed many skills like intellectual, social, emotional and moral skills which were the skills the learners had to develop at school learning as well as the students experienced no anxiety while learning.
8. Project-based learning strategy had a positive effect on developing students' attitudes towards English language. The students seemed rather happy to learn English through project-based learning strategy because they were able to progress at their own pace and, at the same time, contributed to others' learning in such a supportive and encouraging learning context.

5.4 Pedagogical Implications

In the light of the study findings and conclusions, following are some pedagogical implications concerning the employment of project-based learning strategy in English language teaching and learning.

1. Project-based learning strategy is strongly recommended when teaching English.
2. Teachers should avoid teacher-centered classes and encourage student-centered classes. So, teachers should be aware of the importance of the project-based learning strategy in developing students' English skills and language areas.
3. Teachers should be aware of their students' needs and abilities and help them to choose the suitable projects for them.
4. Schools and classroom environment should be provided with motivating equipment to enhance students' enthusiasm and increase their interest.
5. Teachers should be aware of their students' individual differences. Consequently, they should introduce titles and use techniques which may foster positive attitudes towards learning English.

6. Using project-based learning strategy in the learning process encourages students to be more co-operative and active when doing an activity.
7. Project-based learning strategy stimulates creativity and helps students understand ideas at higher levels of thinking than teaching through rote memorization alone.
8. Using project-based learning strategy enables students with disabilities overcome their disability.
9. Project-based learning strategy provides students with immediate feedback and different types of reinforcement.

5.5 Study Recommendations

In the light of the current study findings, the researcher offers the following recommendations to the different parties concerned in the teaching of English, namely teachers, supervisors, course designers and researchers.

5.5.1 Teachers are recommended to:

1. Cope with the modern trends in teaching by keeping changing their methods and strategies.
2. Familiarize themselves with such a strategy and train their students to use it.
3. Consider students' individual differences and learning styles in selecting the projects.
4. Choose the technique and projects that are appropriate to the students' needs and experiences so that the class atmosphere becomes enjoyable and interesting.
5. Change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language.
6. Enrich the curriculum with projects that enhance students' use of English inside and outside school.
7. Expose students to real life situations when teaching English skills and language areas.

8. Attend the training courses that enable them to use modern and effective methods and strategies in teaching reading comprehension.

5.5.2 Supervisors are recommended to:

1. Prepare and distribute instructional materials that increase teachers' awareness of project – based learning strategy and highlight the importance of using this strategy in teaching English skills and –language areas,
2. Hold training courses to the teachers in order to enable them to utilize project–based learning strategy in their classes,
3. Include evaluation tools in the curriculum to assess students' abilities to achieve projects so as to encourage teachers and students to focus on this strategy, and
4. Concentrate on the fact that project–based learning strategy is not wasting-time activities. Instead, they are very important as they can be used in teaching different aspects of the language.

5.5.3 Course designers are recommended to:

1. Enrich the Palestinian curriculum with different educational projects that tackle the different skills of the English language, and
2. Produce guiding materials to equip teachers with the needed knowledge to use project– based learning strategy and other new strategies and techniques.

5.5.4 Recommendations for further studies:

In the light of the study findings, the researcher also suggests the following:

1. Evaluating the Content of Palestine Grade 9th Text books from Teachers` and Supervisors` Perspective to identify suitable projects.
2. Conducting other studies similar to this one in teaching English skills to another grade "tenth, eleventh, twelfth "to assess its effectiveness.

3. Conducting other studies to assess the effect of project-based learning strategy on the development of self-learning.
4. Conducting a study about the effect of project-based learning strategy on developing high and low achievers' reading comprehension skills.

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Appendices

Appendix (1)

The Islamic University of Gaza

Postgraduate Studies Deanship

Faculty of Education

English Curriculum & Methodology Department



Achievement Pre-post Test

"Ninth Grade"

Prepared by

Sawsan Mousa Nassir

Supervised by

Sadek Firwana

A: The Test Refereeing Checklist

Dear referee,

The researcher is conducting an Master thesis, entitled "**The Effectiveness of Project-based Learning Strategy on Nine Graders' Achievement level and their Attitude towards English in governmental schools-North Governorate**". The aim of this study is to examine the effect of project-based learning strategy on ninth graders' English four skills (i.e. listening, speaking, reading, and writing) and two language elements (i.e. vocabulary and grammar). One of the requirements of this study is to construct a pre-post achievement test in the light of the table of specifications.

Because of the importance of your opinion and experience, you are kindly requested to referee the test that follows and show the appropriateness of its different items by ticking (√) the appropriate box in checklist below.

Thanks for your kind help and cooperation

No.	Item	High	Average	Low
1	The test items reflect the objectives.			
2	There is coherence between the test items and the table of specification.			
3	The layout is acceptable.			
4	The rubrics are clear.			
5	The test items adequately cover the chosen unit			
6	The allocated time is suitable.			

Any further comments are highly appreciated.

Name of the referee / _____

The degree / _____

The Researcher / Sawsan Mousa Nasssir.

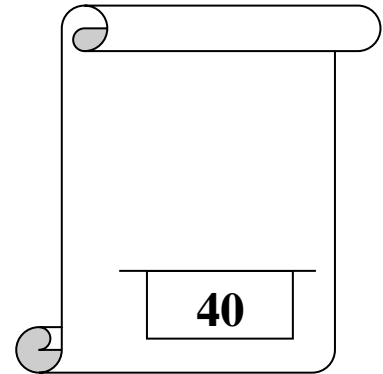
B-Pre-Post Achievement Test

Grade: Ninth grade

Name :

Class :

Time : 1 hour



School Year 2013 \ 2014

skills	Marks (Numbers)	Marks (Letters)	Revised by	Signature
Listening				
Speaking				
Reading				
Writing				
Vocabulary				
Grammar				
TOTAL				

1 -Listening



Before you listen to the dialogue, answer the following questions: "Guessing skill "(3 M)

1-.Where are the girls ?

2-.What are they talking about ?

3-.Where will Sally advise Heba to go ? "Predicting "

While listening :

1. Listen and put (T) or (F) : (3M)

a-.Heba looks tired. ()

b-.Heba and Sally are at the hospital. ()

c-.Sally will see a doctor after school. ()

2-.Listen and choose the correct answer :-(2 M)

a-.Heba has a bad ------(toothache - earache - headache)

b-.Sally advised Heba to go to the ----- (doctor – teacher – dentist)

2- Speaking

A-. Match "A " with "B" :- (3 M)

	A		B
1	Have you ever been to Istanbul?		You are welcome!
2	Your passport, please.		Yes , I have a bad stomach ache.
3	Are you all right ?You look tired.		You shouldn't eat a lot of sweet.
4	Excuse me, could you tell us the way to the bank?		Here you are.
5	You have been putting in weight!		Go along this street past a mosque on the right.
6	Thank you very much.		No , I haven't .

B. Complete the following dialogue: (3 M)

Sami: Hello, -----

Maher: Hi, Sami. How are you?

Sami: ----- . How's your backache? Is it getting better?

Maher: No, -----

Sami: That's bad news! I think you'd better see -----as soon as possible.

Maher: I ----- . It's the worst backache I've ever seen! Thanks for your advice!

Sami: ----- ! Goodbye !

C-.What would you say when:- (2 M)

1-.What would you say when you want to ask the way to the park?

2-.What would you say when you see a guest for the first time?

3-.What would you say when you offer help for others?

4-.What would you say when you ask about the price of a jacket?

3-Reading Comprehension

Read the following passage and then answer the questions below :

People always needed somewhere safe and comfortable to live in, a shelter from the world outside. Our ancient ancestors often used caves. Later they learned to build houses and to do this, they used local materials. They designed their houses to protect themselves from wild animals and bad weather. The Masai people in East Africa, for example, built their houses in circles. At night, they came inside with their cows and goats, safe from lions and other dangerous animals.

A-Complete the following sentences : "Scanning" (1M)

- 1-. People always needed somewhere safe and ----- to live in.
- 2-.Our ancient ancestors often used -----.

B-Choose the correct answer :-(1M)

- 1-.Our ancient ancestors built their houses to protect themselves from wild -----
(animals – birds – bees)
- 2-.The Masai people live in ----- (South Africa – East Africa – East Asia)

C-.Put (T) or (F) (1 M)

- 1- In the past, people used to use local material to build their houses. ()
- 2- The Masai lived inside and left their animals outside . ()

D-. Get from the passage :- " Inference "(2M)

- 1-.The meaning of old =-----
- 2-.The opposite of : good x----- safe x -----
- 3-.The underlined pronoun refers to -----

E –Answer these questions : "skimming " (2M)

- 1-. What is the main idea of the passage ?
-----.
- 4-.What did our ancient ancestor use to build their houses ? Why did they build them ?

4-Writing

A-.Complete Adnan's and Yasmeen's email from the choices: (6 M)

Gaza – 12 hours – Dear – Computer games - Yasmeen – landed
long -his family - love - read – breakfast – write soon.

-----, Mum and Dad

Hi! This is to say that we ----- safely at ----- this afternoon at 1.30 pm . It
was a very----- flight, and we were in the air for ----- . The stewardesses
looked after us very well on the plane, and we had dinner-, -----and lunch.
During the flight, I ----- my book for the most of time, and Adnan played----- .
He also helped a man who had a broken arm. It's lovely to be here in Palestine with Omar and
----- . Everybody is very kind to us.

Please -----

B-. Write a paragraph about " Selma" according to the information in the table: (2 M)

Name	Age	City	Job	Favourite food	Favourite Sport
Selma	14	Gaza	Student	Fish	Volleyball

C-. Do as shown in brackets :(2M)

1- my uncle lives in egypt (punctuate)

2-.used to – shop – in – He - the – work (Re-arrange)

3- cooker palace mosque church . (odd one out)

4-. I have been reading this story for 2 hours . (Make question)

5-Vocabulary & Grammar

A-Finish the sentences from the list : (3M)

hurry -pharmacy – prevent –prize – shade – complicated

1-.Doctors took many years to find ways to -----disease in the cities .

2-.I have to buy some medicine at the -----.

3-. It's hot ,so let's sit in the ----- under the trees .

4-.I can't remember the way to the mosque .I it's very -----.

5-.Come on , let's ----- ! We don't have much time .

6-.Samia has done really well at school ,and she has won the -----for "Best Student " .

B-.Choose the correct answer :- (4M)

1-1-In the past, people used to (**travelled- travel –travelling**) on camels.

2- The child (**drinks – drink – is drinking**) his milk now.

3- There is (**the – an – a**) umbrella in the corner of the room.

4- My mother has already (**make – made – makes**) a birthday cake.

5- She has been (**play – played –playing**) a computer game for an hour.

6- The sun (**don't – doesn't – isn't**) rise in the west.

7-Amal is the (**better - good – best**) girl in her class .She got a full mark .

8- Last night thieves a lot of money. (**steal – stole – stolen**)

Good luck

Appendix (2)

The Islamic University of Gaza

Deanery of Graduate Studies

Faculty of Education

English Curricula & English Teaching Methods Department



Attitude Scale Towards learning English via Project –based Strategy

"Ninth Grade"

Prepared by

Sawsan Mousa Nassir

Supervised by

Sadek Firwana

Attitude Scale Towards learning English via Project –based Strategy

Dear student,

This attitude scale has been designed to help the researcher investigate your attitudes towards learning English in general and towards project –based learning strategy in particular. Read each statement and then tick (✓) the box that best reflects your opinion. Note that (1) = strongly disagree, (2) = Disagree, (3) = Not Sure, (4) = Agree, and (5) = Strongly agree.

Please, give your answer honestly as the information will be used for the purpose of a research intended to improve the teaching and learning of English. Remember there is no right or wrong answers; just answer as accurately as possible.

Thank you in advance for your kind cooperation.

The researcher

Sawsan Mousa Nassir

The Supervisor

Dr. Sadek Faroana

Domain (A)	Attitudes towards Learning English					
No.	Items	Strongly Disagree ①	Disagree ②	Not sure ③	Agree ④	Strongly Agree ⑤
1.	I feel that studying English is important because it will make me more educated.					
2.	I prefer to focus on other subjects rather than English.					
3.	When I leave school, I will give up the study of English entirely because I am not interested in it.					
4.	I feel proud when studying English.					
5.	I think that studying English helps me to have good relationships with friends.					
6.	I find learning English boring.					
7.	I am good at comprehending English.					
8.	I put off my English homework as much as possible.					
9.	I practice English whenever there is a chance.					
10.	I learn English just to pass the exams.					
11.	I believe I can learn English very well.					
12.	I believe that studying English helps me to improve my personality					
13.	I learn a lot in the English class.					
14.	I feel embarrassed to speak English in front of other students.					
15.	I wish I could speak English fluently.					
16.	Studying English can be important for me because I may need it later (e.g. job, studies)					

17.	Studying enables me to search for information and materials in English on the internet.					
18.	Studying English helps me learn more about what is happening in the world					
19.	Studying often gives me a feeling of success.					
20.	Studying English provides me with an interesting intellectual activity					
21.	Studying English enables me to understand English-speaking films, videos, TV or radio					
22.	Studying English enables me to read English books.					
23.	Studying English makes me feel more confident.					
24.	Knowing English is an important goal in my life.					
Domain (B)	Attitudes towards the Effectiveness of Project-based Learning .					
No.	Items	Strongly Disagree ①	Disagree ②	Not sure ③	Agree ④	Strongly Agree ⑤
25.	I can select the topic in accordance with my interest.					
26.	I can select the topic in accordance with my age.					
27.	I can select the topic in accordance with my English language level.					
28.	I like it when my teacher has many different roles and I see him/her more than just a teacher.					
29.	The teacher helps me know how to prepare the projects.					
30.	The teacher helps me know how to present the projects.					

31.	The teacher gives me feedback during the process of project work.					
32.	Project work increases my interest in learning English.					
33.	It is easy to work collaboratively with other students to finish project work successfully.					
34.	Project work helps me to transfer what I learnt in the classroom to outside the classroom.					
35.	I can easily ask my peer about what I do not understand about project work.					
36.	I exchange ideas with my peers during the project work procedure.					
37.	I use the grammar rules I've learnt while doing project work.					
38.	I reinforce my grammar knowledge while doing project work.					
39.	I use integrated language skills such as reading, writing, listening, speaking, grammar and vocabulary while doing project work.					
40.	I like working on projects in a group.					
41.	Project work helps me improve my oral presentation skills					
42.	Project work helps me read and comprehend the text better than before.					
43.	Project work helps me learn more English words.					
44.	Project work helps me write better than before.					
45.	Project work helps me speak better than before.					
46.	Project work helps me improve my listening skills					
47.	Project work helps me experience success in English language learning.					
48.	Project work helps me enhance my self-confidence in English language learning.					
49.	Project work helps me enhance the sense of responsibility.					
50.	Project work helps me use my creativity.					

51.	Project work makes the classroom atmosphere a more enjoyable place for me.					
52.	Project work helps me become a more active learner in the classroom.					
53.	Project work helps me improve my decision making ability.					
54.	Working in group for project work is useful.					
55.	Projects help students become more independent learners.					
56.	Through projects students listen to each other's answers and opinions					
57.	Projects encourage students to develop self-assessment skills and evaluate the strengths and weaknesses of their own work.					
58.	I think learning via projects is time consuming					

مقياس الاتجاه نحو تعلم اللغة الانجليزية باستخدام إستراتيجية التعلم بالمشروع

عزيزي الطالبة ،

أن هذا المقياس قد صمم لمساعدة الباحثة في التعرف على اتجاهاتك نحو تعلم اللغة الانجليزية بشكل عام واتجاهاتك نحو التعلم باستخدام إستراتيجية التعلم بطريقة المشروع بشكل خاص. اقرأ كل عبارة بتمعن ثم ضع إشارة (✓) في الصندوق الذي يعكس رأيك بشكل دقيق مع ملاحظة التالي:

(١) = لا أوافق بشدة ، (٢) = لا أوافق ، (٣) = غير متأكد ، (٤) = أوافق ، (٥) = أوافق بشدة.

الرجاء الإجابة على الفقرات بصدق وأمانة لان هذه المعلومات ستستخدم لأغراض البحث العلمي والذي يهدف إلى تطوير آلية تدريس وتعلم اللغة الانجليزية.

ملاحظة : لا توجد إجابة صحيحة أو إجابة خاطئة، فقط اجب بشكل موضوعي و دقيق كلما أمكن.

شكرا لحسن تعاونكم

الباحثة

سوسن موسى نصير

المشرف

د . صادق فروانة

الاتجاهات نحو تعلم اللغة الانجليزية						المحور (أ)
أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	الفقرة	الرقم
					اعتقد أن دراسة اللغة الانجليزية مهمة لأنها تزيد تعلمي .	١
					أفضل التركيز على دراسة المواد الدراسية الأخرى أكثر من الانجليزية .	٢
					عند مغادرة المدرسة ، سأتوقف عن دراسة الانجليزية بشكل تام لأنني لا استمتع بدراستها .	٣
					اشعر بفخر عند دراسة الانجليزية .	٤
					اعتقد أن دراسة الانجليزية ستساعدني على بناء علاقات جيدة مع الأصدقاء.	٥
					أجد أن تعلم الانجليزية شيئاً مملأ.	٦
					أنا جيد في فهم الانجليزية.	٧
					أؤجل وانقر من عمل الواجب المنزلي قدر المستطاع.	٨
					أمارس الانجليزية كلما توفرت لي فرصة.	٩
					أتعلم الانجليزية لاجتاز الامتحان فقط.	١٠
					اعتقد بأنني أستطيع تعلم الانجليزية بشكل جيد جدا.	١١
					أنا مؤمن بان تعلم الانجليزية يساعد في تطوير شخصيتي.	١٢
					أتعلم الكثير في حصص اللغة الانجليزية .	١٣
					اشعر بارتباك عند التحدث بالانجليزية أمام التلاميذ الآخرين .	١٤
					أتمنى أن أتحدث الانجليزية بطلاقة .	١٥
					دراسة الانجليزية مهمة لي لأنني سأحتاج لها في المستقبل (في العمل، الدراسة) .	١٦

					١٧	دراسة الانجليزية تساعدني في البحث عن معلومات ومواضيع باللغة الانجليزية باستخدام الانترنت.
					١٨	دراسة الانجليزية تساعدني في تعلم المزيد عما يحدث في العالم حولنا .
					١٩	دراسة الانجليزية غالبا ما تزودني بالشعور بالنجاح.
					٢٠	دراسة الانجليزية تزودني بنشاطات فكرية ممتعة.
					٢١	دراسة الانجليزية تجعلني قادرا على فهم الأفلام، والفيديوهات، وبرامج التلفزيون والراديو الانجليزية.
					٢٢	دراسة الانجليزية تجعلني قادرا على قراءة الكتب الانجليزية.
					٢٣	دراسة الانجليزية تجعلني أكثر ثقة بنفسي.
					٢٤	معرفة الانجليزية هدف هام وسامي في حياتي .

الاتجاهات نحو فاعلية التعلم باستخدام إستراتيجية التعلم بالمشروع						المحور (ب)
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الرقم	الفقرة	لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة
٢٥	استطيع أنا اختار الموضوع الذي يتناسب مع اهتماماتي.					
٢٦	استطيع أنا اختار الموضوع الذي يتناسب مع عمري.					
٢٧	استطيع أنا اختار الموضوع الذي يتناسب مع مستوى معرفتي للغة الانجليزية.					
٢٨	أحببت اللغة الانجليزية لان المدرس يقوم خلالها بعدة ادوار وبالتالي فاني أراه أكثر من مجرد مدرس.					
٢٩	يساعدني المدرس على معرفة كيفية الإعداد للمشاريع.					
٣٠	يساعدني المدرس على معرفة كيفية تقديم وعرض المشاريع .					
٣١	يزودني المدرس بتغذية راجعة خلال عملية العمل بالمشروع .					

					العمل بالمشروع يزيد من اهتمامي لتعلم الانجليزية .	٣٢
					انه من السهل العمل بشكل تعاوني مع تلاميذ آخرين لإكمال العمل بالمشروع بنجاح .	٣٣
					العمل بالمشروع يساعدني في نقل ما تعلمته في الفصل إلى خارج الفصل .	٣٤
					استطيع بسهولة أن اسأل زميلي عما لم افهمه عن المشروع.	٣٥
					استطيع تبادل الأفكار مع زملائي خلال خطوات العمل بالمشروع .	٣٦
					استخدم القواعد النحوية التي تعلمتها خلال العمل بالمشروع.	٣٧
					اعزز و اقوي معلوماتي النحوية بينما أنا اعمل بالمشروع .	٣٨
					أنا استخدم مهارات اللغة المدمجة مثل القراءة و الكتابة و الاستماع و التحدث و القواعد و الكلمات خلال العمل بالمشروع .	٣٩
					أحب العمل بالمشروع ضمن مجموعة.	٤٠
					العمل بالمشروع يساعدني على تطوير مهارات التقديم الشفوي لدي .	٤١
					العمل بالمشروع يساعدني على قراءة وفهم النص بشكل أفضل من ذي قبل .	٤٢
					العمل بالمشروع يساعدني على تعلم المزيد من الكلمات الانجليزية .	٤٣
					العمل بالمشروع يساعدني على الكتابة بشكل أفضل من ذي قبل .	٤٤
					العمل بالمشروع يساعدني على التحدث بشكل أفضل من ذي قبل .	٤٥
					العمل بالمشروع يساعدني على تطوير مهارات الاستماع .	٤٦
					العمل بالمشروع يساعدني على اكتساب خبرة و الشعور بالنجاح خلال عملية تعلم اللغة الانجليزية .	٤٧
					العمل بالمشروع يساعدني على تعزيز ثقتي بنفسي خلال عملية تعلم اللغة الانجليزية .	٤٨
					العمل بالمشروع يساعدني على تعزيز الإحساس بالمسئولية .	٤٩
					العمل بالمشروع يساعدني على استخدام مهاراتي الإبداعية .	٥٠

					العمل بالمشروع يساعدني على تطوير مهارة القدرة على اتخاذ القرار.	٥١
					العمل بالمشروع يساعدني على أن أصبح متعلم نشط في الفصل.	٥٢
					العمل بالمشروع يجعل الجو العام للفصل ممتع وبالتالي يصبح الفصل المكان الأكثر متعة بالنسبة لي.	٥٣
					العمل ضمن مجموعة مهم جدا لتنفيذ المشروع.	٥٤
					المشروع يساعد الطلبة على أن يصبحوا أكثر استقلالية و اعتماداً على أنفسهم.	٥٥
					خلال المشروع يستمع الطلبة لإجابات وأراء بعضهم البعض.	٥٦
					المشروع يشجع الطلاب على تطوير مهارات تقييم الذات و تقويم نواحي القوة والضعف في مشاريعهم .	٥٧
					أنا اعتبر أن التعلم بالمشاريع مضيعة للوقت .	٥٨

Appendix (3)



The Islamic University of Gaza
Deanery of Graduate Studies
Faculty of Education
English Curricula & English Teaching Methods Department

Speaking Evaluation Card

Dear referee,

The researcher is conducting Master thesis entitled "**The Effectiveness of Project –based Learning Strategy on Ninth Graders' Achievement Level and their Attitude towards English in Governmental School –North Governorate**". The aim of this study is to examine the effect of project-based learning strategy on ninth graders' English four skills (i.e. listening , speaking ,reading and writing) and two language elements (i.e. vocabulary and grammar).

One of the requirements of this study is to conduct Speaking Evaluation Card after revising various previous studies and different English Speaking Rubrics.

Because of the importance of your opinion and experience , you are kindly requested to referee the **Speaking Evaluation Card** that follows and shows the relevance of its different items by ticking (✓) to the appropriate box in the checklist below.

Thanks for your kind help and cooperation

<i>No.</i>	<i>Items</i>	<i>High</i>	<i>Average</i>	<i>Low</i>
<i>1</i>	The card items reflect the objectives.			
<i>2</i>	There is coherence between the card items and the content of the syllabus.			
<i>3</i>	The layout is acceptable.			
<i>4</i>	The card items adequately cover the chosen units.			

Any further comments are highly appreciated :

.....

Name of the referee \.....

Qualification \.....

The researcher \Sawsan Mousa Nassir.

Speaking Evaluation Card

Student Name:----- Grade:----- Assessor's Name:-----

Domain	Indicators	1	2	3	4
Communication Fluency & Accuracy	1. S. uses all necessary conventions (e.g. words, pronunciation, understanding meaning , replying , etc .) of speaking without error.				
	2. S. uses appropriate and varied vocabulary to communicate appropriately.				
	3. S. uses nonverbal cues that emphasize meaning i.e. uses gestures correctly.				
	4. S's pronunciation is clear and correct.				
	5. S. can easily recognize different English sounds" e.g. consonants , vowels ."				
	6. S. consistently uses correct grammatical structure.				
	7. S. can make good use of cohesive devices to connect ideas.				
Subtotal					
Functional Skills	8. S. practices asking and giving directions.				
	9. S. practices asking and ordering things at the free market and shops.				
	10. S. uses spoken language to participate in realistic situations.				
	11. S. talks about preparing the home for a guest.				
	12. S. talks and describes pains and aches.				
	13. S. asks about and gives advice.				
	14. S. compares people, things and events.				
15. S. talks about past events and habits.					
Subtotal					
Understanding & Evaluative Skills	16. S. almost always responds appropriately to questions/statements.				
	17. S. can use attention-getting devices to initiate a conversation.				
	18. S. appears to understand everything without difficulty.				
	19. S. draws inferences, main idea and specific details.				
	20. S. can guess and predict the meaning of unknown words from the context.				
	21. S. recognizes and interprets nonverbal cues given by others.				
22. S. tries to correct himself/ herself while using language.					
Subtotal:					
Total:					

4- Exceeds expectations

3- Fully meets expectations

2- Meets expectations (minimal level)

1-Not yet within expectations

Appendix (4)

Referee Committee

1-Achievement test 2- Attitude Scale 3- Speaking Evaluation Card

No.	Name	Field	Institute	1	2	3
1	Dr. Awad keshta	Faculty of Education	Islamic university	✓	✓	✓
2	Professor Izzo Afana	Faculty of Education	Islamic university	✓	✓	✓
3	Dr .Mohammed El-haj Ahmed	English Department	Islamic university	✓	✓	✓
4	Dr .Kamal R. Mourtaga	English Department	Islamic university	✓	✓	✓
5	Dr. Mosheer Amer	English Department	Islamic university	✓	✓	✓
6	Dr. Hassan El-Nabeeh	English Department	Islamic university	✓	✓	✓
7	Mrs. Maha Barzaq (M.A)	Educational Researcher	AL-Qattan	✓	✓	✓
8	Mr.khaled Jaber (B.A)	English supervisor	Ministry of Education	✓	✓	✓
9	Mrs.Yosra Elkahloot (M.A)	English supervisor	Ministry of Education	✓	✓	✓
10	Mr.Maher Sharf (M.A)	English supervisor	UNRWA	✓	✓	✓
11	Mrs.Asma A. El-Tanani(M.A)	Teacher	UNRWA	✓	✓	✓
12	Mrs.Haleema Isleem (M.A)	Teacher	UNRWA	✓	✓	✓
13	Mrs. Najat I. Nabhan (B.A)	Teacher	Ministry of Education	✓	✓	✓

Appendix (5)

A Sample of Lesson Plan

Details of Lesson Plan

Before the implementation of the following lesson plans, students had already been involved in this course for six weeks. The following is a 6-week long lesson plan. Each week contains forty- five minute classes. It is based on the project-based learning strategy. The projects are based on four units. (2,3,4,5).

Unit 2: Where to go, what to see

First week: Five classes

Objectives: By the end of this week students should be able to:-

- 1-. choose the title and the content of the first project.
- 2-. identify the prepositions of place and movement.
- 3-. ask for and give directions.
- 4-. familiarize with a text about Istanbul.
- 5-. identify the use of "a" , "an" and "the " .
- 6-. order and write directions with correct punctuation marks.

Key words: prepositions of place " above –at - behind- below –beside – between – in – in front of – near –next – on – on top of – opposite – under – the back of – the front of – the side of "

Preposition of movement " across –along –down –into –out of –over – past –round –straight ahead – through – to – turn left |right – under –up "

New vocabulary: "got lost – entrance – hurry- recognize – excuse me – complicated –corridor – laboratory – playground – guidebook –empires- remains –site –eastern –church –Sultan –beyond – contain –collections"

New Function: Ask for and give direction .

New Structure: The use of "a", "an " and "the " .

Pronunciation Skills: practicing consonant clusters.

Writing skills :ordering direction with correct punctuation.

Content	Teacher	Students	Evaluation
<p>Project " 1"</p> <p>Unit -2 – "Where to go, what to see "</p> <p>Student's book and workbook</p> <p>Pre-project: Planning and selecting the project</p> <p>During – project</p> <p>Choosing the project subject from the unit lessons and collecting information</p>	<p>-Introduces the project by presenting the unit subjects "prepositions of place and movement, ask for and give directions, article about Istanbul and the using of articles "a, an and the " .</p> <p>- Presents vocabulary.</p> <p>- Divides students in group of 5 to read the given passage adapted from the student's book.</p> <p>-Helps student to choose the subject of their projects according to their interest and knowledge.</p> <p>- Provides students with useful resources of information and materials.</p> <p>-works with students to follow the eight steps of producing the project:</p> <p>1-. The first step includes choosing the topic of the project. The project topic is “Istanbul”, the details of which will be determined by both the teacher and the</p>	<p>Listen to the project choices and try to choose the title.</p> <p>Note down vocabulary on their notebook.</p> <p>- Read and discuss the given passage in group.</p> <p>- Share the idea in their group.</p> <p>Ss .share with the teacher on choosing the project title.</p> <p>Ss. give their opinion about the final project form.</p> <p>-Showing "a poster about famous places in Istanbul "and give an oral presentation and discussion.</p>	<p><u>Formative evaluation :-</u></p> <p>Teacher asks students about Istanbul and elicits as much information as possible about it.</p> <p><u>Summative evaluation:</u></p> <p>Student's book page 14 – 15</p> <p><u>Peer- evaluation :</u></p> <p>-Students evaluate each other’s project.</p> <p>Group- leader evaluate the group members’ participation on achieving the project.</p>

<p>Post –project Showing the project and evaluating the work</p>	<p>students, since it is a semi-structured project. To this end, the teacher designs a lesson in order to raise students’ awareness and to elicit students’ attitudes towards the topic.</p> <p>2-. The second step involves agreeing on the final outcomes. The results will be reported through an oral presentation about the main famous places on Istanbul.</p> <p>3-. The third step involves structuring the project. As far as data collection is concerned, it will be gathered through the World Wide Web and the school library. Roles will be assigned on the basis of student interests and abilities. In relation to group formation, each group and group member will be given specific responsibilities, and each group will have a specific goal and motivation to work toward it. As far as teacher role is concerned, she will monitor the progress of groups at regular intervals, providing help and feedback</p>	<p>-Ss start searching and collecting the data. They work in group ordering and organizing the article.</p> <p>-Ss revise the organized articles with the teacher to make the necessary corrections.</p> <p>- Ss present the final outcome through a bulletin board display and an open discussion.</p> <p>Ss evaluate each other work and choose the best three projects.</p>	
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	<p>if necessary.</p> <p>4-. During the fourth step the teacher prepares the students for the demands of the information gathering.</p> <p>5-. In the fifth step the students engage in the gathering of information, as designed in the previous steps. The teacher monitors the students and is ready to provide help and feedback if necessary.</p> <p>6-. During step six the students compile and analyze the information. After data has been collected, the students discuss the value of the information collected, discard inappropriate information, and organise that which is important.</p> <p>7- In step seven, the students present the final outcome through a bulletin board display and an open discussion.</p> <p>8-.The final stage involves evaluation of the project. Evaluation will be expressed positively and not negatively, since the aim is to reflect on language and content</p>		
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	mastered, effectiveness of steps and activities used.		
New structure: prepositions of place and movement	T. displays direction map and elicits the prepositions. T. shows video about the prepositions of place and movement.	-Ss. work in group and make two lists classifying the prepositions of place and movement. - Ss use the map to point the direction.	<u>Formative evaluation :</u> T . asks students to use their student's books and to do activities 1 , 2 , 3 on page 12. <u>Summative evaluation :</u> Ss. in groups of six do workbook's exercises on page 8.
New function: ask for and give directions	T. shows videos about people who lost their way so they ask others to give them the direction.	Ss. in group write a conversation about people who got lost. Ss. act a role play using different structures to ask and give directions.	<u>Formative evaluation :</u> T. shows Ss. video about people who got lost and how they ask for directions. Ss. open their books page 12- 13 and read the dialogue silently and underline the structures for asking and giving directions. <u>Summative evaluation:</u> Ss. in groups of six do workbook exercises "2 - 3 - 4" pages 8-9. Each group display their work while teacher observes them how they correct each other.
New Structure: The	T. asks Ss. to read the	Ss. in groups write	<u>Formative evaluation :</u>

<p>use of "a", "an" and "the ".</p>	<p>dialogue page 12 and to underline the definite and indefinite articles "a – an – the - some".</p> <p>T. gives Ss. some information about articles.</p>	<p>sentences from the text including articles</p> <p>Each group displays its poster and elicits apart of the rule e.g. the use, when and how to use them.</p> <p>Ss. practice using articles in context of their own making.</p>	<p>Ss open their books page 15 and read the rule.</p> <p>T. makes a competition by asking Ss. to summarize the rule on the paper, so the team which finish first is the winner.</p> <p><u>Summative evaluation:</u></p> <p>Student open their books page 11 and do exercises 4 – 5.</p> <p>T. elicits the answers and Ss. evaluate and comment on each other’s answers.</p>
<p>Pronunciation Skills: practicing consonant clusters.</p>	<p>T .writes different words on the board: "please – straight – next - through"</p> <p>T .plays the CD while Ss listen and repeat.</p> <p>T. explains the meaning of clusters and the difficulties they face when producing them</p> <p>Group leaders monitor their group while they pronounce.</p>	<p>Ss. listen carefully and repeat.</p> <p>Ss. generate as many examples as possible.</p>	<p><u>Formative evaluation :</u></p> <p>Ss. listen to the CD about exercise 3-4 page 16 and repeat.</p> <p><u>Summative evaluation :</u></p> <p>T. writes more cluster words and ask Ss to pronounce them correctly.</p>
<p>Writing skills: ordering direction with correct punctuation.</p>	<p>T. reminds Ss of punctuation marks "space, capital letter, full stops, question mark, a comma and an apostrophe.</p>	<p>Ss .write a dialogue about asking and giving directions then they underline the</p>	<p><u>Formative evaluation:</u></p> <p>T. asks Ss to open their student books page 17</p>

		punctuation marks.	and do exercise 7. <u>Summative evaluation:</u> Ss. in groups do exercise 2 page 2 in their workbooks "Write the dialogue again. Add space, capital letter, full stops, question mark, a comma and an apostrophe. Then they display their works on a poster in front of the class. Ss. evaluate each other's writing work.
New Vocabulary got lost – entrance – hurry- recognize – excuse me – complicated –corridor –laboratory – playground – on top of –site –eastern beyond –contain –	T. reviews the unit vocabulary and tells Ss that they are going to use these words in context	Ss .work in groups do the exercises on their workbooks	<u>Formative evaluation :</u> T. displays the flashcards and elicits the words and meanings. <u>Summative evaluation :</u> Workbook: page 13 exercise 5 a and b.

Appendix (6)

Sample of the Final Outcomes of the Projects

