

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 08 Mai 1945 / Guelma

جامعة 08 ماي 1945 / قالمة

Faculty of Letters and Languages

كلية الآداب واللغات

Department of Letters and English Language

قسم الآداب و اللغة الانجليزية



Option: Linguistics

**Investigating Secondary School Teachers Achievement of the Learning Objectives  
through Project-Based Learning**

**A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for Master's Degree in Language and Culture**

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**2019-2020**

## **Dedication**

I dedicate this work

To the heaven whose prayers and blessings are enlightening us,

To my ultimate source of inspiration,

To my power in our weakness

To my light in the darkness

my beloved Mother.

To my father,

I would like to thank you a lot for every support that you gave me

And i would like to say that; you are raised a real man that I'm sure you'll be so

proud of if God willing day after day

To my sisters

To my brothers

To my family

To my friends

To everyone who believed in me

To my relatives who motivated me along the period of writing this dissertation.

**Mohammed Aidaoui**

## **Dedication**

I would like to dedicate this work to

my wonderful parents.

Thank you for your unconditional and never-ending love.

To my brothers and sisters.

To my lovely friends for their love and support and the nice moments we spent

together.

To all my relatives who motivated me along the period of writing this dissertation.

To all my teachers for their love and support that have always given.

**Mohammed Abdelhadi BOUZA**

### **Acknowledgements**

In the Name of Allah, the most Merciful, the most Compassionate, first of all, we would like to thank the most Graceful and Compassionate Allah the Almighty, the Sustainer of the entire world, for giving us strength and capacity to accomplish this work. We would like to express our respect and gratitude to our supervisor Mrs. Mounya ABDAOUI for her guidance, precious advice, and persistent assistance. Thanks are also directed to the jury members, Mrs. Naziha BENKAMOUCHE and Mrs. Amina BOUDRA for accepting to review and assess this dissertation. We also thank the Algerian secondary school teachers who took part in questionnaire.

### **Abstract**

The current research investigates secondary school teachers' achievement of the learning objectives through Project-Based Learning. It explores the effectiveness of projects in Foreign Language Learning. To reach this aim we hypothesized that teachers who follow Project-Based Learning would rarely achieve the learning objectives. To test the hypothesis, high school teachers of English in the whole country (Algeria) were chosen as a sample for the current study. Hence, an online questionnaire was administered due to the covid-19 pandemic. This tool provided us with different views and experiences in relation to the topic. The findings showed that the hypothesis was confirmed since Project-Based Learning could rarely lead to learning objectives' achievement. Consequently, Project-Based Learning is not successful. Hence, it should be adjusted according to pupils' needs and competence.

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**List of Abbreviations**

**PBL:** Project-Based Learning

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## **General Introduction**

In recent years, the field of foreign language teaching has witnessed innovative developments to improve learners' outcomes. Within this scope, there was a radical shift from the traditional methods of teaching to more appropriate ones in order to fulfill teachers' and students' objectives. Through objectives' specification, teachers are able to discover what students need to understand and what they are expected to achieve at the end of the course. Besides, it helped them identify an accurate description of the desired lesson structure and tasks. Teachers should set objectives because it leads to an effective, strategic, and sequenced teaching and learning process. In order to achieve those objectives, Project-Based Learning (PBL) is broadly utilized in schools and other instructive settings where pupils are required to achieve projects related to the units of the textbook.

### **2. Statement of the problem**

Achievement of the learning objectives is very important; however, in the secondary schools, it is observed that many teachers cannot achieve the learning objectives in the teaching of English through the use of Project-Based Learning. What is more, some pupils do not do their projects at all, and even if they do them, they will not do them effectively. Other pupils steal the project or copy-paste it from their classmates. Only few good and excellent pupils could do it perfectly. Hence, our research addresses the following question:

1. Could teachers achieve the learning objectives through Project-Based Learning?

Other questions also could be raised in relation to this topic:

2. Could all learners achieve the learning objectives through Project-Based Learning?

3. Are all the learners able to achieve the project?
4. Do learners prefer individual or group-work projects?

### **3. Aims of the Study**

Project-based learning is well known and widely used, and it remains a challenging issue to apply effectively this approach to practical settings for improving the learning performance of students. For that reason the aims of this study are:

1. Investigating teachers' achievement of the learning objectives through Project-Based Learning.
2. Exploring whether project-based learning is successful or not.

### **4. Research Hypothesis**

Projects are a very important component in curriculum design. They facilitate the process of assessing the achievement of the learning objectives. Neglecting such step may cause both teachers and students' deviation from the desired goal of the course. Therefore, we hypothesize that:

**H<sub>1</sub>:** If teachers follow Project-Based Learning, they would rarely achieve the learning objectives.

The null hypothesis entails that Project-Based Learning could lead to objectives' achievement, it is hypothesized that:

**H<sub>0</sub>:** If teachers follow Project-Based Learning, they would achieve the learning objectives.

### **5. Research Methodology and Design**

#### **5.1. Research Method**

To examine secondary school teachers' achievement of the learning objectives through project-based learning, the quantitative descriptive method was used. It aimed at testing the hypothesis through conducting teachers' questionnaire. This tool provided

us with different views about the topic. Consequently, the intended aims of the research could be achieved.

## **5.2. Population of the Study**

Our sample was selected randomly since the teachers' questionnaire was administered online. Our target population was teachers of English in the Algerian secondary schools. The reason behind choosing teachers of English in Secondary Schools as a population of the study is that they usually face difficulties with pupils' projects as many of them do not usually do the project effectively. Ultimately, the teachers should raise pupils' consciousness towards the role of Project-Based Learning in achieving the learning objectives and knowing pupils' weaknesses and strengths.

## **5.3. Data Gathering Tools**

To test the hypothesis, the teachers' questionnaire was administered online to provide us with rich information about the importance of Project-Based Learning as well as its effect on achieving the learning objectives. This tool will provide an in-depth knowledge and valuable insight which will allow us to know whether the research matches up with its goals. Two-hundred fifty teachers participated indirectly in this research by answering the questionnaires' questions.

## **6. Structure of the Dissertation**

Our dissertation is divided into three main chapters. The first chapter holds the title "Learning Objectives". It deals with the definition, the importance, types, and obstacles of learning objectives and how to achieve them. The second chapter is entitled "Project-Based Learning". It covers the definition, overview, types, approaches, and modes of criticism for Project-Based learning. Chapter three is "Field Investigation". It highlights the description and aims of the teacher's questionnaire.

Then, it analyzes and interprets the results got from the questionnaire in accordance with the research questions and hypotheses.



## Chapter One

### Learning Objectives

#### Introduction

Today teaching is all about improving learning. Teaching and learning co-exist harmoniously in an environment to produce a difference in learners' performance. In other words, these two processes are inseparable. The process of teaching drifted from teacher-centered to learner-centered, it means that it is not about the teacher's talk, yet it is about the students' contribution and self-reliance. Learning here in a way reduces the burden on the teacher while attempting to activate the learner's cognition towards given information, but without ignoring the role of teachers' feedback and assessment on students' work. Hence, this chapter is devoted to learning objectives as well as how to achieve them. It starts with the definition of learning objectives and its importance without neglecting the types. Then, it moves to how to achieve them. Besides, it attempts to investigate the obstacles that a learner might face or deal with that should be taken into consideration when learning.

#### 1.1. Definition of Learning Objectives

According to the University of New South Wales (Australia), learning objectives are both concise and precise statements about how the learner will be capable of executing an activity. Moreover, Bingham (1999) explained that objectives are what students are assumed to understand by the end of the task and the time set for it. However, learning objectives in different situations are the academic aims that teachers set for all the students (Adam, 2004). Thus, they must be defined and easy to evaluate. From the early definitions, we can notice that learning objectives focus on how the learner obtains information from a course; meanwhile, According to Jenkins and Unwin (2001) learning objectives are statements expecting a result from a student after the

process of learning is done. However, they are student-centered, meaning that they provide attention to how the learner acquires the information rather than how the teacher outlines it. Also, they concentrate on the results of the learning and how they will be behaving after grasping that data (Kennedy, Hyland, & Ryan. 2006. p. 5). Moreover, Battersby (1999) advised teachers to “think first about what is essential that students know or be able to do after the course or program – what students need to know and could make powerful use of to enhance their lives and more effectively contribute to society.” We believe that such reflection will lead instructors to focus on a broad synthesis of abilities that combine knowledge, skills and values into a whole that reflects how people really use knowledge (p. 1). Learning objectives need to be precise, measured, and not vague. Hence, they are written based on Bloom’s Taxonomy, which explains the method of learning and, therefore, has proved to be a successful tool to enhance learning (Mahajan, & Sarjit Singh, 2017. p. 66). However, to plan a lesson or an activity, teachers should first apply learning objectives to choose the most reliable data needed as well as the tools required to develop it. Second, this process will show if the learner can understand what he is studying, this evaluation takes place at the level of exams or quizzes, Gosling and Moon (2001) believed that it is merely impossible to track students' progress towards a certain task at a specific time (as cited in Kennedy, Hyland, & Ryan, 2006, p. 5). Khan, Hande, Bedi, and Singh (2012) argued that objectives acknowledged in terms of what students are assumed to perform in the end of task (p. 46).Aziza, Yusof, and Yatima (2012) noted that learning objectives are the description of main goals and anticipations from different teaching tasks and assessments (p. 24). So, even tasks and assessments have their specific objectives and goals. Therefore, teachers should focus on objectives’ specification to enhance students’ performance.

## **1.2. The Difference between Objectives, Goals, and Learning Outcomes**

The American Association of Law Libraries stated that “learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as knowledge, skills or attitudes”. According to Melton, the term “learning outcome” is simply an alternative name for “objective”. The terms have in fact often been used interchangeably. (1997, as cited in Harden, 2002, p. 151). This means that the two terms “learning outcome” and “learning objective” are used to denote the same meaning. Adam believed that learning outcomes encompass statement in written form expecting a result from a student after the process of learning is done (2004, as cited in Mahajan & Singh, 2017, p. 65). Moreover, Guide argued that learning outcomes are written representation that includes a variety of information, and comprehensions that expected from the learner to achieve at the end of the course or unit (2005, as cited in Mahajan & Singh, 2017, p. 65).

It is also useful to differentiate between a goal and an objective. Collins (2007) thought that despite that the two terms goals and objectives are used interchangeably, they somehow differ when they are used in the process of teaching and learning. Starting with goal which is so general aspect that encompasses several learning objectives. Whereas, learning objective is so precise statement that includes expectations about learners' achievements at the end of the lessons (p. 1512). Khan, Hande, Bedi, and Singh (2012) discussed goals and objectives' main differences in the following table:

**Table 1.1***Goals and Objectives Broad Statements: General Projected Intentions*

<b>Goals</b>	<b>Objectives</b>
Broad statements, general projected intentions	Specific, precise, targets within the general goal
Longer time-frame	targets set for a short term
Intangible	Tangible
Abstract, vague	Concrete
Hard to measure	Measurable, observable

*Note.* Adapted from: Khan, Hande, Bedi, & Singh, 2012,p. 46.

Khan, Hande, Bedi, and Singh (2012) proposed that goals are general, abstract and ambiguous statements as result, they are hard to measure, and they take a long period of time. By the opposite, objectives are specific, concrete, and clear statements, so they can be measured and observed. Goals help define the overall for both concepts and methods during any plan. Also, they set the general aims and objectives of the lesson, but in a way, goals are hard to be measured sometimes because they are vague and abstract.

Goals work as a booster for both employers and learners' motivation. It helps them in setting their priorities to complete a task successfully (O'Neill, 2018). Moreover, Latham and Locke (2002,) said that “the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit” (p. 705) this means that the desired skill the teacher wishes to achieve during the learning

process, for example a literature teacher seeks to teach his students how to differentiate between what is a rhythm and what is a meter in a poem (as cited in Houston, 2020).

Goals can also be defined as: “outcome statements that define what an organization is trying to accomplish both programmatically and organizationally.” A time frame should be followed usually it takes five years for a goal to be attained. These clear statements do not outline how things go; rather they describe how the results will be (Felincio, 2012).

Goals are first, broad in nature meaning that, they follow a nonstop action during a specific set to be accomplished, second, they are valuable for setting a general direction or vision, they are similar to a purpose. When the purpose is known, the goal is reachable. Moreover, goals are difficult to measure meaning that they are a broad set of desires that are not precisely sufficient to be measured, also they are abstract ideas, meaning that they are short more concise, and direct. They are on the long term, they take more years than the objective to be achieved some says that five years is enough for a goal but it is linked to the type of goals that needs to be reached, last but not least goals are the end result (Felincio, 2012). In other words, goals are related to an association or an individual to complete the task needed, while objectives are tools to establish a particular goal. Consequently, goals are more necessary than objectives (Felincio, 2012).

However, objectives are precise actions set to accomplish a goal. In other words, they can be more attained than a goal does. However, they are abstract, and time-bound, meaning that unlike the goals, they are restricted with a deadline. So, in other words, objectives should be "SMART." First, **S**pecific, objectives should be clear and not vague. Also, they need to be **M**asurable; it needs to determine both the quantity and quality. Concrete behaviors and results should be the main focus. Next, objectives

should be **A**ttainable, tries to reach a challenging purpose but not impossible to accomplish. Furthermore, they should be **R**elevant, that is an essential element for a good objective, and one of the most important points is the **T**ime-bound, to motivate both the learner and the teacher to finish the task on time (Felincio, 2012).

Meanwhile, Morrison explained that objectives can be achieved in short time also based on facts not ideas like the goals. In other words, a goal is where you want to be (results) while objectives are the tools that help to reach the goal. He added that objectives give the learner a glimpse of what they should accomplish. In addition to this, it helps the instructors to encourage learners what they should do. Last but not least, objectives function as an evaluation tool they helps both teachers and learners to know what is being evaluated (as cited in Mackimm & Swanwick, 2009, p. 2).

As Pablo Picasso once said “our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success”. This means that both goals and objectives should exist in harmony because they complete each other (as cited in Houston, 2020).

### **1.3. Types of Learning Objectives**

Scholars have classified learning objectives into three main types, and this classification is based on the behavior performed by learners. The first type is the *cognitive* objectives which are related to creating new knowledge. The second one is the affective objectives that are related to feelings and emotions. The third and last one is psychomotor objectives that show physical and manual skills (Bannister. p. 3).

#### **1.3.1. Cognitive Objectives**

Cognitive theories center on the conceptualization of students’ learning forms and address the issues of how information is gotten, organized, stored, and recovered by the mind. As Jonassen indicated “learning is concerned not so much with what learners do

but with what they know and how they come to acquire it” (1991). Moreover; Knowledge acquisition is depicted as a mental movement that involves inner coding and organizing by the learner. The learner is seen as a dynamic member within the learning process(Song & Thompson, 2011,p. 51).

Bloom et al. (1956) stated that “the cognitive domain, includes objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills” (Bloom et al., 1956. p. 7).This means that cognitive learning objectives try to stimulate students’ cognitive skills mainly the recognition and the retrieval of the information. Thus, this type of objectives aims to enhance students’ intellectual processes. Also, the cognitive domain contains learning abilities related to mental (thinking) processes. Learning processes within the cognitive domain incorporates a progression of capacities including preparing information, developing understanding, applying information, solving problems, and conducting research. Additionally, there are six levels of cognitive complexity: knowledge, comprehension, application, analysis, synthesis, evaluation (Hoque, 2016, p. 46).

### **1.3.2. Affective Objectives**

According to Bloom (1956), the affective domain of educational objectives “includes objectives which describe changes in interests, attitudes and values, and the development of appreciations and adequate adjustment” (p. 7). This indicates that the affective educational objectives have to do with the students’ psychological factors that influence the process of learning and teaching. Besides, the affective domain includes our feelings, emotions, and attitudes. This domain includes the way in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Furthermore, this domain is categorized into five sub-domains, which include: receiving the information, responding to it, valuing and

evaluating the received knowledge, organizing the information, and characterizing it (Hoque, 2016, p. 49).

Furthermore, Bloom (1956) revealed that: “objectives in this domain are not stated very precisely; and, in fact, teachers do not appear to be very clear about the learning experiences which are appropriate to these objectives. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations” (p. 7).

### **1.3.3. Psychomotor Objectives**

The psychomotor domain includes physical movement, coordination, and utilization of the motor-skill areas. Improvement of these skills requires practice and is measured in terms of speed, precision, distance, strategies, or strategies in execution (Clark, 1999). Moreover, Sottolare and LaViola (2016, p. 186) asserted that “learning in psychomotor domains is measured by examining the relationship between the learner’s cognitive functions and their physical skills (e.g., coordination, strength, or speed)”. Also, Simpson (1972) identified psychomotor behaviors which include perceptions (awareness), sets (readiness), guided responses (attempts), mechanisms (basic proficiency), complex overt responses (expert proficiency), adaptation (adaptive proficiency), and origination (creative proficiency)” (as cited in Sottolare & LaViola, 2016, p. 186).

### **1.4. Bloom’s Taxonomy of Educational Objectives**

Bloom’s taxonomy was created in the early 1940s under the leadership of the educational psychologist Benjamin Bloom. Bloom and his partners classified various forms and levels of learning based on mental forms that students involve in while they



learn (Darwazeh & Branch, 2015, p. 220). As evidence in a memorandum from 1971, Bloom viewed his original effort to be a starting point, in which he said:

Ideally each major field should have its own taxonomy in its own language – more detailed, closer to the special language and thinking of its experts, reflecting its own appropriate sub-division and levels of education, with possible new categories, combinations of categories and omitting categories as appropriate. (Darwazeh & Branch, 2015, p. 220)

This implies that the taxonomy can be modified by adding new categories or omitting them according to a specific field of education. Furthermore, Bloom's taxonomy is made of six classes: knowledge, comprehension, application, analysis, synthesis, and evaluation. They are ordered hierarchically from the lower level to the higher level. Hence, they clarify learning from low order to high order (Pintrich, 2002, pp. 212-213).

### **1.5. The Revised Version of Bloom's Taxonomy**

Bloom's taxonomy gained quick popularity; however, after nearly six decades of utilizing Bloom's original taxonomy, few educators started to wonder whether the taxonomy was still valid to this age that characterized a lot of research and studies on mental skills and human thinking and learning. One of those educators was Lorin Anderson, a previous understudy of Benjamin Bloom (Darwazeh & Branch, 2015, p. 220). Moreover, Anderson and Krathwohl (2001) revised Bloom's taxonomy to be more adaptive to our modern age by proposing another taxonomy that will meet educational modules designers, instructors, and students' needs better than Bloom's one (Darwazeh & Branch, 2015, p. 220).

The revision was a kind of reformation and modernization of the original taxonomy, which aims to simplify its language and make it more practical and relevant for the 21st century teachers and students (Darwazah, 2017, p. 15). The most noticeable difference between the Revised Taxonomy and the Original Taxonomy is the change in terminology. Bloom's six main classes were renamed from a noun form to a verb form and the two last categories were exchanged. This change in terminology is basically made to reflect the cognitive skills through which a certain concept is processed (Krathwhol, 2002, p. 310). Another change included in the Revised Taxonomy is the shift from one to two dimensions. According to Krathwhol (2002), the learning objectives are written using a noun that reflects the intended knowledge and a verb that represents the function of this knowledge unlike the Original Taxonomy which focuses only on the knowledge (p. 213). Furthermore, the category of knowledge was given more emphasis in the Revised Taxonomy. While knowledge in the Original Taxonomy was divided into three main types, in the Revised Taxonomy one type was added. Hence, knowledge in Revised Taxonomy includes factual knowledge, conceptual knowledge, procedural knowledge, and meta cognitive knowledge (Krathwhol, p. 214). Accordingly, the Revised Taxonomy made changes on three main levels: terminology, structure, and emphasis.

### **1.6. Achievement of the Learning Objectives**

Cown stated that learning objectives set the focus on the learner and the learning processes rather than the instructor and his teaching methods (2004). She believed that learning objectives and the project's goals are equivalent and that they are statements explaining what is expected from the learner to do upon completion of the learning activity. The learning activity could be in the form of a course or group work or essays (Cown 2004).

When writing objectives, first, the teacher should follow some steps: First, begin every objective with an action verb because it eases his work when trying to measure the learner's development in any subject or module, besides if they had reached the objective that was set in the first place or not. Furthermore, Bloom's taxonomy can be used to identify verbs to describe participants' learning. Examples of learning objectives might include: Knowledge, Comprehension, Application, it is composed of describe, explain, identify, locate, and recognize. While, for application verbs such as chooses, demonstrates, implement, perform, must be taken into consideration when writing the objective. Also, when analyzing a certain objective, verbs like, categorize, compare, differentiate should not be forgetting. Last but not least, evaluation, we can find verbs like assess, critique, evaluate, rank, rate, are most present. Finally, when Synthesis or creating the lesson plan these verbs, construct, design, formulate, organize, synthesize needs to take place at the level of this process (Erasmusnet). Second; learning objectives should be measurable because learning objectives should control the set of feedbacks, they cannot be vague. Also, they are measurable statements that point to a clear assessment that will be checked to see the progress of the students and if they have mastered that skill or not. For example teaching students what is the difference between a rhythm and a meter as the previous example, then giving them a poem than needs to take out rhythms and meter from that poem (Cown 2004).Third, stating what the student will be able to do, not to focus on what to teach or how to teach. The core is how the learner will be able to perform in exams. Besides, following Bloom's taxonomy models that are good to make sure the objectives are achievable for the students at all levels. These models are knowledge, comprehension, application, analysis, synthesis, and evaluation(Cown 2004).

According to Bloom's taxonomy, introducing common ideas and precise skills should appear at the beginning. Later you should check students' capacity in remembering information and understanding it. Next, there must be an analysis of how ideas and skills associate so the student will be able to generate individual ideas and think more abstractly. Finally, students' knowledge must be tested in real situations, re-shape the information, utilize the data differently, Then, judging the information value. Taxonomies can be helpful in a way to gain knowledge for the types of learning objectives to examine and in verifying objectives collection (Astin, Alexander, et. Al. p.2).

### **1.6.1. Obstacles of Learning Objectives**

The most common problem with learning objectives is that they start with verbs that are not measurable. In order to be able to evaluate a learning objective, they must indicate learning tasks that can be observed and not exercises or states that are inner to students' minds. Primer in his article stated that the common problems as associated with learning outcomes are: first, too vague objectives. Second, too specific: too particular results utilize language that is too prescriptive and describe actions that will be achievable at the end of a specific lecture. Third, Ambiguous words and phrases are used: Unclear words include "understand," "demonstrate," "knowledge of," etc. These are not action verbs. They are vague terms since they are not totally understood, and might be interpreted differently. Also, the problem of using too many learning outcomes and too many verbs in one learning outcome can be confusing. Another problem is the use of non-realistic learning objectives, this happens when they are not realizable due to limitations of time and/or resources.

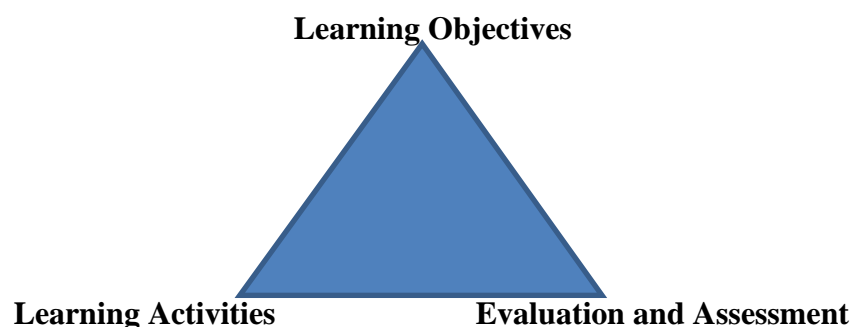
Moreover, the use of learning outcomes that describe the subject content: This happens when the learning result addresses the delivery of content only (i.e., what the teacher intends to provide). Another problem is that learning objectives are not able to be assessed: This happens when the learning result portrays an objective that can't be estimated with an evaluation instrument. Finally, the problem of incomplete objectives means that most learning results are lost the basis or standard for competent performance (2009, n.pag).

### **1.7. The Importance of Learning Objectives**

Learning objectives attempt to enhance pedagogical lessons. Thus, they are significant because they show what will be accomplished during a course. Yet, the teacher must write down his objectives to know if something is missing in his lesson plan, and to check the progress of lesson and see if the goal was reached or not (Mahajan, Sarjit Singh, 2017. p. 65).

According to Fink (2003), learning objectives help students understand what they should do. Students will be able to recognize and adjust the critical ideas needed to be successful in a course, via clear learning expectations. The following diagram will demonstrate how learning objectives are applied within a course development (Fink, 2003):

**Figure 1.1.**Application of Learning Objectives



Adapted from: Fink (as cited in Bass, 2003, p. 2).

The diagram proves that learning objectives, learning activities, evaluation, and assessment are related when it comes to creating a successful lesson. Favoring one or two of these elements over the others may damage the course and effect student's learning process. These elements must be adjusted to meet learners' performances (as cited in Bass, 2003. p. 2).

### **1.7.1. The Benefits of Learning Objectives on Students**

The learning objectives will describe what students should be ready to do. For example, by the end of the oral class, students will be able to: understand simple dialogues, short stories, or any other form of ordinary talk. Also, they will be able to generate simple lines like reports, diaries, and letters. Moreover, they will be competent in using proper verbal and nonverbal communication in their daily activities. Second, learning objectives will show students what is necessary. So, the students will learn that depending on rules to generate a certain vocabulary is better than memorizing a conversation (Zhou. 2018).

Furthermore, learning objectives should be applied to supervise students' work during the course to evaluate their learning development. Best learning objectives provide guidance to students when preparing for evaluations, and they are most influential when in action and measure (Zhou. 2018).

### **1.7.2. The Benefits of Learning Objectives on Instructors**

Learning objectives benefit the teachers in many ways. First, it helps them choose and design course content, define the types of evaluations and the tools used to develop for a course. So, as an instructor, when you write and evaluate the learning objectives in a course, you can recognize the sorts of materials and topics that will fit the learning outcomes most efficiently. With specific and actionable learning goals, the capacity to filter texts or activities that do not fit into the course takes place immediately.

Second, learning objectives can work as both a guider and a helper in designing course plan. For example, the addition of group projects in the classroom may be prompted by an educational objective such as “develop leadership, communication, conflict resolution skills” or “strategize and plan how to tackle complex problems and distribute work” ( Zhou. 2018).

### **Conclusion**

Learning objectives function as a guide for both the teacher and the student. They can facilitate immediate institutional decisions when designing the course and when presenting it, and they reveal to learners the appropriate data that will be gained by the end of the course. Student-centered objectives need to be: dynamic, visible, and particular to help in establishing a successful lesson when writing them.

Actually, there may be a specification of learning objectives; but they are not suitable to learners’ level or the syllabus. The fit between these can be realized by important techniques such as Bloom’s taxonomy. Hence, educational objectives should be in accordance with such taxonomy since it provides frameworks for students’ performance and assessment.

## Chapter Two

### **Project-Based Learning**

#### **Introduction**

Project-Based Learning is a strategy that supports students' understanding, and autonomy. With current movement in education, Project-Based learning is needed because of its advantages. Yet, teachers face many obstacles when attempting to use this method in education especially in high school, and it brings numerous challenges. Therefore, the effective use of Project-Based Learning is the attempt of many teachers. Thus, the current chapter deals with the historical background of Project-Based Learning, its definition, its main challenges, advantages and disadvantages, its main steps, teachers' role and views of Project Based Learning, and competency based learning in relation to Project-Based Learning.

#### **2.1. Historical Background of Project-Based Learning**

Project-Based Learning (PBL) is an important aspect in education, it comprises a huge history of development. Knoll in his research argued that the use of PBL in education first appeared in Italy in the end of 16th century as a movement of education in the field of architecture and engineering. Also, he added that Project-Based education approach be applied in other fields rather than achievement like school industry, agriculture, education, science, law, medicine, engineering, journalism, and foreign language (1997, as cited in Tasci, 2014, pp. 771-772).

Douglas and Stack found that in the end of 1890 John Dewey initiated the idea of Project-Based Learning by suggesting its use as a method of education (2010, as cited in Habok & Nagy, 2016, p. 113). Habok and Nagy (2016) argued that this conception of Dewey is based on children and it has more authenticity in real setting like school



atmosphere. In the beginning of 1900, Kilpatrick made an improvement of Project-Based Learning, and this led to its application in schools (p. 113).

Ríos, Cazorla, Díaz-Puente, and Yagüe (2010) discussed the three phases of Project-Based Learning methodology application in the following Table: the first phase between 1987-1995 that deals with Projects 5th year, and agricultural, economics specialties. The second phase between 1996-2003 that includes projects of 5th year and 4th year, as well as student specializations in agricultural, economics, territorial, planning, environment, and rural Engineering. The third phase between 2004 – present; this phase is like the latter one it includes Projects of 5th year and 4th year in addition to student specializations in agricultural, economics, territorial, planning, environment, and rural Engineering (p. 1372).

**Table 2. 1***Basic Data on the Three Phases of Project-Based Learning Methodology Application*

	<b>1<sup>st</sup> Phase (1987-1995)</b>	<b>2<sup>nd</sup> Phase (1996-2003)</b>	<b>3<sup>rd</sup> Phase 2004 – present</b>
<b>Study Plan ETSI Agronomists UPM</b>	1974	1996	1996 and EHEA
<b>Courses</b>	Projects (common core 5th year)	Projects (4th year) Projects in Integrated Rural Development (5th year)	Projects (4th year) Projects in Integrated Rural Development (5th year)
<b>Project-based learning course</b>	5th year	4th and 5th year	4th and 5th year
<b>Student specializations</b>	Agricultural Economics	Agricultural Economics Territorial Planning Environment Rural Engineering	Agricultural Economics Territorial Planning Environment Rural Engineering Engineering Projects Economics, Sociology and Agrarian Policy Urbanism and Territorial Planning
<b>Areas of knowledge</b>	Engineering projects	Engineering Projects Economics, Sociology and Agrarian Policy Urbanism and Territorial Planning	Engineering Projects Economics, Sociology and Agrarian Policy Urbanism and Territorial Planning
<b>Client</b>	Dirección General de Agricultura (Community of Madrid)	Dirección General de Agricultura y Desarrollo Rural (Community of Madrid)	Dirección General de Agricultura y Desarrollo Rural (Community of Madrid)
<b>Competences</b>	Personal techniques	Personal techniques	Personal contextual techniques
<b>Client annual economic Resources</b>	600 euros	6000 euros	7000 euros
<b>Project-based learning Approach</b>	Yes	Yes	Yes, adapted to IPMA competences in the office of Projects
<b>Award to Final Project</b>	No	Yes	Yes

*Note.* Adapted from: Ríos, Cazorla, Díaz-Puente, and Yagüe, 2010, p. 1372.

## 2.2. Definition of Project-Based Learning

Project-Based Learning is a new approach in educational process. For the definition of PBL, Leutke and Thomas (1991) stated that Project-Based Learning (PBL) is “a learner and task-centered mode of teaching and learning which results from a joint process of discussion between all participants” (as cited in Du & Han, 2016, p.1080). This means that Project-Based Learning is a technique of education based on autonomous learning, different classroom communications, students’ interactions, and different activities. In addition, Katz and Chard considered it as:

[A] very effective approach that allows the students to throw out opinions about the topics covering fields of interest, to ask questions, to estimate, to develop theories, to use different tools, to use the skills acquired in the text of a real and meaningful life that allows learners to solve problems and answer questions in a creative way in the classroom and outside”. (2000, p. 1080)

Larmer, Mergendoller, and Boss predicted that PBL is a method full of instruction created to develop education in the late of 19<sup>th</sup> century, and it is characterized by students’ autonomy (2015, as cited in MacMath, Sivia, & Britton, 2017, p. 176). Interestingly, this definition focuses on how Project-Based Learning allows students or participants to evolve their own opinions by asking, and answering the questions that they were asked to do by their teachers.

According to Moursund, Project-Based Learning is kind of tasks that could be done individually or in collaboration between different learners, they are asked to produce, perform, and present on the available time (2007, as cited in Musa, Mufti, Abdul Latiff, & Mohamed Amin, 2011, p. 188). Moreover, Arcidiacono, Yang, Trewn, and Bucciarelli (2016) defined Project-Based Learning as a constructive pedagogy that

is characterized by some principles like: first, developing learners' abilities of critical thinking and problem-solving; second, increasing learners' centeredness; third, supporting authentic activities, fourth, encouraging teachers' role as monitor and guide; fifth, enhancing comprehensions; sixth and last, promoting group works (p.166). The same point was declared by Moss and Van Duzer (1998), they considered Project-Based Learning as an educational method which characterizes education through providing students with solvable troubles or items to design (as cited in Du & Han, 2016, p.1080).

From all the previous definitions, we can conclude that Project-Based Learning is a relatively new learning approach that encourages students' centeredness, learning autonomy, critical thinking, authenticity, teachers' monitoring, collaboration, interaction, and students' achievement and self-reliance.

### **2.3. Design of Project-Based Learning**

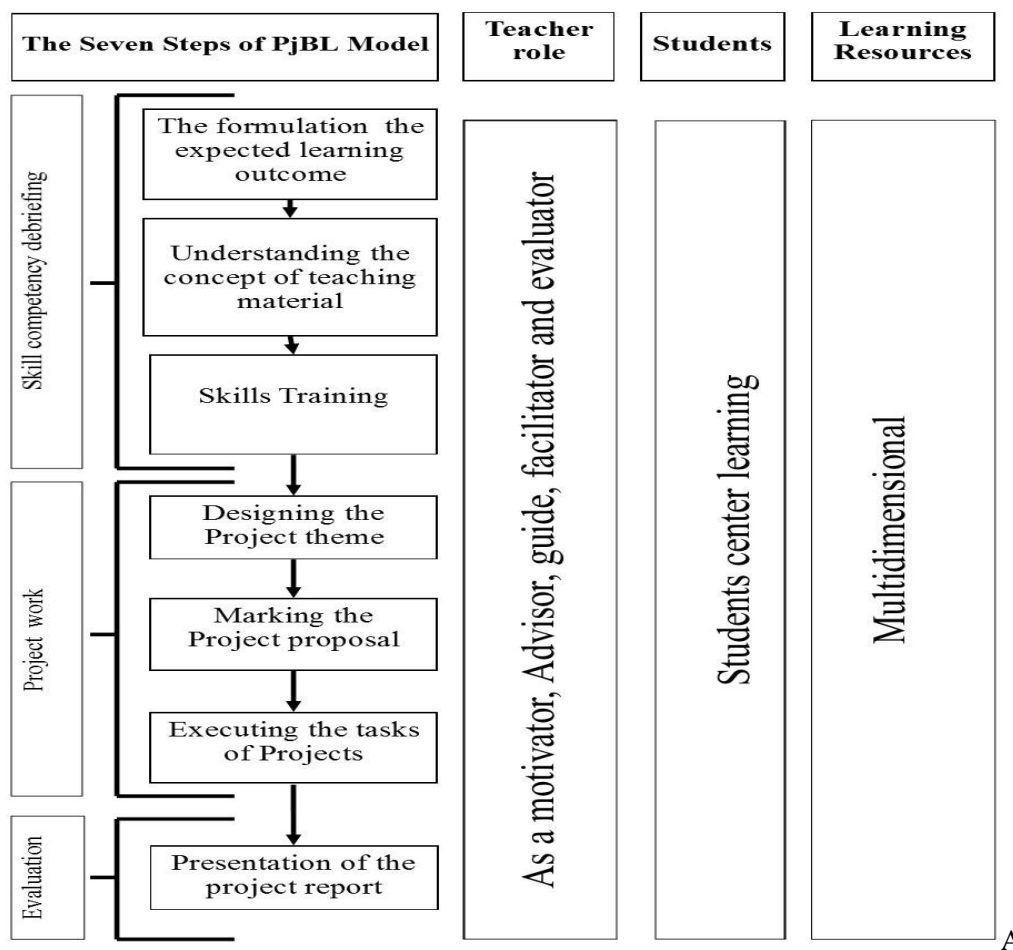
Like any other approaches, Project-Based Learning holds different steps. Many researchers suggested different steps of Project-Based Learning. Keser, and Karahoca specified eleven stages of Project-Based Learning. The first step is clarifying the main goals of Project-Based Learning in that it concentrates specifically on the learning objectives that teacher want to achieve through the use of Project-Based Learning. The second step is defining the problem by explaining the project for students. The third Specifying the result report's preferences that is teacher explaining the reason behind choosing the report. The forth step is giving an explanation of the evacuation metrics in student's projects. The fifth step is team management by organizing students into groups. The sixth step is sub-problems and data collecting process identification by explaining the procedure of gathering information. The seventh step is Shedding light on the kind of working schedule that is teacher specifying the plan for his students by

explaining the period of working and the deadline to submit the project. The eighth step is clarifying points of control that include teachers' conditions, policies, and rules that students must respect. The ninth step is data-collection in which students start working and gathering information. The tenth step is data organization and giving a report by managing and summarizing the information into one organized work. The eleventh step is project results' presentation by which students are asked to explain the work inside the class (2010, p. 5746).

Thi Van Lam summarized nine steps to better Project-Based Learning. Firstly, a shared agreement between students and teachers about the project theme that is to say the teacher gives his students freedom for discussing their preferences of different topics of the project. Secondly, a shared decision between students and teachers about the project outcomes that is teacher discusses with his students the different aims of the project. Thirdly, a shared organization of the project by which the teacher makes students free to choose their group, or to work individually. Fourthly, teachers prepare the students to gather the information by giving them advice about the importance of reliability of data. Fifthly, preparing students to analyze the data by explaining to them the way of using, organizing and summarizing information. Sixthly, students start compiling, and analyzing data that is to say students start working on the project by collecting and report information. Seventhly, teachers start preparing students for demanding language of the final activity which means reminding student to organize the final presentation. Eighthly, Students start presenting the final activity that is to say explaining and performing the project inside the classroom. Ninthly, teachers give an evaluation to the project by giving students comments, and final marks (2011, pp. 143-144).

Similarly, Habok and Nagy (2016) suggested that the process of PBL starting from deciding the kind of the topic for organizing students, accomplishing the activity, collecting data, and finally presenting the final product and evaluating (p.4).In his turn, Jalinus, Nabawi, and Mardin (2017) discussed the seven steps of Project-Based Learning as presented in the following figure:

**Figure 2.1.**The Seven Steps of PBL Model



Adapted from: Jalinus, Nabawi, & Mardin, 2017, p. 252.

According to Jalinus, Nabawi, and Mardin (2017) there are seven steps of Project-Based Learning model. The first step to do is teachers give information about learning outcomes. Then, teachers comprehend the tools of teaching. After that, teachers

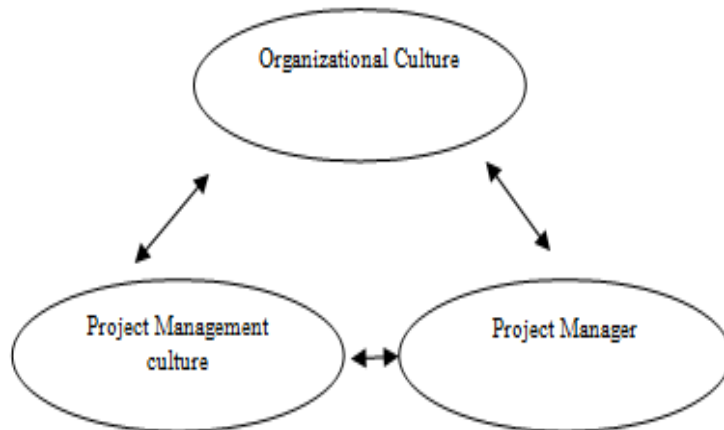
exercise some skills. Then, teachers organize project theme. Moreover, teachers design a suggestion for the project. Finally, present the report of the project(p. 252).

#### **2.4. Challenges of Project-Based Learning**

Although Project-Based Learning is an inclusive approach to classroom teaching and learning, it faced different obstacles that affected its role negatively. Many educators and researchers agreed upon the fact that Project-Based Learning is considered as big challenge to many teachers and learners. One of the challenges that affected Project-Based Learning are the factors that influence its success. According to Khalid and Rahman (2019) there are two kind of factors that affect projects' design at both the internal and external level. Firstly, the internal factors include the project itself and all its parts. Secondly, the external factors are the most significant factors, they include all outsider features like climate, unexpected circumstances, financial states, and different modification in the system of politics (p. 246).

In addition to that, Stare argued the factors that curb the success of projects by affecting its outcomes and performance are associated with the organization system which encompasses three main features: first, "the organizational factors" that include plan, method, formation, cultural differences and different behaviors. Second, "project manager's characteristics" that cover all the abilities that decide the achievement of the project like different qualifications, controlling, and motivating skills. Third, "project management culture" which is also essential in the achievement of the project (1999, as cited in Alqahtani, Chinyio, Mushatat, & Oloke, 2015, pp. 670-672). The following figure clearly illustrates the organizational system:

**Figure 2.2.**Stare' Organizational System



Adapted from: Alqahtani, Chinyio, Mushatat, and Oloke, 2015, p. 670.

According to Harmer and Stokes (2014, pp. 21–25), Project-Based Learning has two kinds of challenges: the former is related to *learners* while the latter is related to *the academic staff*. The first kind include four elements: group work, preference for traditional teaching styles, assessment, and weight of work. Firstly, group work is considered as the most important challenge. Many researchers found in their studies that group work represents the most difficult element for learners while working on their project. Secondly, “*preference for traditional teaching styles*” by learners because the new teaching approaches are unknown for the learners and lead to many challenges in learning and organization. Danford (2006) stressed this fact by describing learners’ preferences for traditional styles as:

[A]completely new environment with a spectrum of unknown challenges. There are pressures from many sides: peers, trans-disciplinary partners, the project leaders, the tutor and the learning



goals. The students perceive themselves as being in the middle of these pressures (as cited as cited in Harmer & Stokes, 2014, p. 22).

The third element is “assessment” which is considered as one challenge for the students for the reason that assessing different groups while each group has a distinct lesson with its own unique style and method which may lead to invalid evaluation. Also, students have some ambiguity about many kind of unclear assessments, and sometimes they have lower motivation about their achievements. The fourth element is “weight of work” since it is often noticed that many learners are lazy in doing their workload in Project-Based Learning, and they ask for more time to complete their projects (2014, p. 22).

The second kind of challenges which is related to the academic staff encompasses two elements: the first one is the “new role of facilitator for the tutor” since it is a challenge for teachers to move from the role of giving lessons and information, to the new role of guiding and organizing students. The second element is “time and resources needed for Project-Based Learning”. In this respect, researchers argued that time and resources for Project-Based Learning are considered as one of the challenges, because the amount of time that is needed for creating and for organizing Project-Based Learning is different from one institution to another. Also, the resources needed for Project-Based Learning materials and equipments are not enough (2014, p. 23).

MacMath, Sivia, and Britton (2017) found that challenges related to Project-Based Learning implementation fall into three broad categories: “teacher beliefs, teacher practice, and context”. The first one is teachers’ beliefs since teachers recognize their role, evaluation, and ideas during the process of teaching and learning. Second, teachers’ practices comprise planning, interacting, facilitating, using technology, and assessing. Finally, context that incorporates all the outsider factors that teachers cannot

control like school culture and school policies (pp. 177-178). Furthermore, Balan, Yuen and Mehrdash (2019) found out that the instructor or the teacher will face some of the challenges if they apply PBL, and that could be summarized as the following:

- The instructor should provide their students with different sources of learning related to the chosen projects.
- When the teachers ask from their students to work as a group, here it will get the instructors into real challenges.
- The teachers will face a challenge of time, i.e, sometimes they should guide their students separately about different projects at the same time.
- The instructors should have a good experience to know how to deal with high level of subjects.
- A teacher should take in his mind that s/he should guide and help their students inside and outside of the classroom (p. 346).

### **2.5. Advantages and Disadvantages of Project-Based Learning**

As long as Project Based Learning is one of the teaching methods, it has both advantages and disadvantages. The Teacher's Guide of first-year scientific stream in the secondary school (IAS) explained that "the projects boost the learners' sense of achievement resulting in an increasing sense of responsibility, self-esteem, self-confidence, and autonomy in learning" (2003, p. 21). Therefore, projects offer students a feeling of accomplishment leading to a growing sense of obligation, self-confidentiality, self-respect, and flexibility in education.

Additionally, Minerich (2001) stated that "the project opens a door, allowing students to interact with their topic on a level that pushes their comprehension and involvement deeper. It may encourage students to become more fully cognizant of their own belief system" (as cited in Kavlu, 2017, p. 69). This implies that the Project-Based Learning

enables participants to connect more closely with their subject at a degree that increases their understanding and engagement. Besides, Indrawan, Jalinus, and Syahril (2018) mentioned that Project-Based Learning has positive impact on learner's achievements with its reliable activities, authentic interactions -different questions and answers- that help to build strong competences, understanding, cognition, and the ability to collaborate in group work (p. 1016). Indrawan et al. found that Project-Based Learning helps the learners to understand how to categorize organism. Also, with its students' centeredness in learning, it helps to enhance academic presentations (p.28). Tascia (2014) noted that Project-Based Learning became a technique and one of learning procedures because it helps in achieving learning outcomes by enhancing the development of education in that it incorporates the process of understanding, performance, and educational attainment (p. 774).

What is more, Ciftcia (2015) noted that Project-Based Learning has a positive impact on academic performance since it creates an authentic atmosphere inside the classroom that leads the learners to acquire different competences, deep awareness, self-confidence, self-autonomy, sense of collaboration, and good accomplishment in school and in their real life (p. 1020). MacMath, Sivia, and Britton (2017) argued that Project-Based Learning is beneficial for students because it develops their cognitive learning skills and intra-personal competences. Furthermore, Liebttag and Ark mentioned five reasons behind the necessity of training teachers to apply Project-Based Learning. These reasons could be recapitulated as follows: first, not only students need a preparation for PBL, but also teachers need some training to apply PBL because without teachers' proficiency in PBL, students will not be able to apply it correctly to achieve different competences like interaction, and group work. Second, many traditional methods are no more effective, hence many new methods developed, and

Project-Based Learning is one kind of them. Third, new skills and tasks are needed to be applied by both teachers, and students. Fourth, PBL is considered as a main proficiency in teaching. Fifth and last, flexibility, organization of work is considered as the main feature of Project-Based Learning (Liebtag & Ark, 2016, p. 3). Harmer and Stokes (2014) in their studies insisted that the main benefits of Project-Based Learning are: motivating students and making them enjoy learning, as well as developing interaction and acquisition of knowledge (p. 13).

Musa, Mufi, Abdul Latiff, and Mohamed Amin (2010) argued that Project-Based Learning is useful for students to acquire a new language through developing collaboration, authenticity, reliability, organization, motivation, responsibility, and understanding (p. 188). Similarly, Lam (2011) confirmed that Project-Based Learning is very important in learning a second language by helping students to be autonomous learners, developing their abilities, increasing their interaction, engaging them in reliable tasks, enhancing their motivation, encouraging collaboration, and mounting their critical thinking as well as their abilities of problem solving (p. 142).

However, Project-Based Learning has some disadvantages. Efstratia argued that PBL has some problems of implementation which include: "laziness and discouragements of teachers, restricted time, syllabus, and the length of the project, difficulties in evaluating students and lack of time for enhancing learning" (2014, p. 1258). Likewise, Ladewski, et al. indicated that "the implementation of Project-Based Learning can conflict with deep-seated beliefs on the part of a teacher" (1991, as cited in Aldabbus, 2018, p. 73). This entails that many teachers have different view about the implication of Project-Based Learning. Similarly, Marx et al. argued that the weakness of Project-Based Learning are time consuming, teachers lack of monitoring proficiency,

and students lack of interaction and technological competences (1991, as cited in Aldabbus, 2018, p. 74).

## **2.6. Teachers' Role in Project-Based Learning**

As long as the process of Project-Based Learning includes teachers as a main part in its process, it is clear that teachers have an important role in Project-Based Learning. Habók and Nagy (2016) deduced that teachers' role changed from being a source of information in the traditional method to become a controller, motivator, and facilitator in the new method of Project-Based Learning (p. 13). Similarly, Larmer et al. concluded that in Project-Based Learning teachers instead of being a source of information, they took on the role of observer, guider, and facilitator (2015, as cited in Habók, and Nagy, 2016, p. 367).

## **2.7. Teachers' Views about Project-Based Learning**

Teachers have different views about PBL effectiveness in education. Goldstein (2016) concluded that Project-Based Learning depends on teachers' proficiency in planning, and assessing. He added that many researchers in Singapore argued that future teachers encouraged this new method of Project-Based Learning, they found entertainment in guiding, giving instructions, interacting, collaborating, and creating friendly classroom (p.2). Habok and Nagy (2016) said that teachers, in contrast to traditional methods of learning, consider the new method of Project-Based Learning as an opportunity to develop knowledge, learning competences, different roles, and to make social transformations. They added that this method is significant if learners master the practical competences. Finally, they insured ensured that Project-Based Learning should not be just as simple task, instead it is important to become a fundamental part of the curriculum (p. 2).

In addition, Elmiati, Yelliza, and Theresia argued that teachers' perception about Project-Based Learning on English textbook in high school in which teachers necessitate the importance of Project-Based Learning development with the availability of adequate means (p. 6). Baysura, Altun, Yucel-Toy (2015) concluded that teachers candidates believed that they would face many difficulties in putting Project-Based Learning into practice because they did not have enough information, training, competences, and experiences (p. 27).

## **2.8. The Competency-Based Approach and Project-Based Learning**

### **2.8.1. Definition of the Competency-Based Approach**

Müller-Frommeyer, Aymans, Bargmann, Kauffeld, Herrmann (2017) defined competences as implying a set of capacities, skillfulness, and information in different positions (p. 308). Azimov et al. highlighted the difference between the two terms competence, and competency. The first term is defined as set of knowledge, proficiencies obtained throughout different experiences. Whereas, competency is referred to as a possession of individual character that enable the acquisition of information, the development of skillfulness, and capabilities in carrying out different tasks (2009, as cited in Makulova et al., 2015, p. 184). Markus et al. stressed that competency definitions consist of three interrelated ingredients: first, educational principles that holds understanding, skillfulness, and conducts; second, behavioral components that includes personality traits, society regulations, and competences; third, organizational competencies for competitive benefits (2005, as cited in Brilingaite, Bukauskas & Juskeviciene, 2018, p. 25). Also, Weinert identify the term "competence" as slightly specialized system of aptitude, abilities or skill necessary for achievement of a specific goal. It can concern both the individual abilities and the distribution of abilities within a social group or establishment" (2001, as cited in

Nurmukhanova, Sagyndykova, Līce, & Pāvulēns, 2014, p. 117). This means that the term is a set of capacities, and proficiencies needed for realizing different purposes in variety of situations. Similarly, Aubret described competence as a mixture of skills, a set of information, behaviors that are essential for effective performance of activities in different circumstances (1999, as cited in Zineb, Soumia, Souad, & Karim, 2017, p. 4). Makulova et al. (2015) noted that competency based approach came into development at the beginning of the 21<sup>st</sup> century as new education which is centered on the acquisition of different proveniences rather than transformation of information. Today, it become more broad and has different angels (p. 183).

According to Hachmoud, Khartoch, Oughdir, and Kammouri Alami (2017) competency-based approach is a pedagogy of learning, and teaching; it includes competency-based learning, and it has the aim of developing learners' abilities, and skills by providing them with different frame (p. 9100). Richards and Rodgers argued that in the competency based approach, outcomes of learning considered as the focal point in which the aim of education is to acquire a variety of abilities, information, and attitudes in the end of the lesson (2001, as cited in Nkwetisama, 2012, p. 519).

### **2.8.2. The Competency-Based Approach in Relation to Project-Based Learning**

Dung and Thanh indicated that the relation between competency based learning and Project-Based Learning which could be summarized as follows:

- a) In order to increase learners' competency, practicing and understanding should go hand in hand.
- b) Teachers are the responsible for developing learners' competency by applying the exact orders in education, and engaging learners in different authentic tasks related to real life situations which the teacher is responsible for.

c) Developing autonomous evaluation, independency of organization, and autonomous understanding.

d) Assessing learners' products - competences, abilities, understanding- with teacher and learns collaboration in authentic circumstances. (2018, p. 761)

This means that the relation between competency based learning and Project-Based Learning. This means that the relation between competency based learning and Project-Based Learning is the responsibility of teachers by developing students' understanding, skills, autonomy, performance, and authenticity.

According to Brilingait et al. (2018), Project-Based Learning develop general and specific competences. For the general competences, they mentioned an example of those competences by Chaves et al. (2006) which include communication competences, critical thinking, specific relationships, and self-evaluation. On the one hand, an example of specific competences is provided by Dolog et al. (2016) which include: the thinking capacity about certain ideas and methods, the capacity to enter in scientific conversations, and problem solving aptitudes. (pp. 25-26).

## **2.9. Achievement of the Learning Objectives through Project-Based Learning**

Along with Project Based Learning previous advantages, it helps both teachers and learners to reach the learning objectives. Ergul and Kargin (2013) investigated the effect of project-based learning on sixth grade Turkish students' motivation while studying the unit of "Electricity in life" amidst 2010 and 2011. The study is based on the experimental method, which was carried out through a pre-test and post-test of the chosen sample, ninety-two students at two different elementary schools. In order to fulfill the objectives of the study, the students were divided into two groups, the first group the instructor relied on the project-based learning method in teaching the aforementioned unite, while the second group's students were taught normally



according to the governmental program of teaching. Furthermore, the students of both schools were exposed to two phases of acquisition, the first phase of lessons lasted for four hours while the second one for six hours. After the sessions, the students' success and engagement were revealed through the use of a post-test, and comparing its results to the one of the pre-test. Consequently, the study revealed that the degree of the success of the pupils in the experimental group was higher than the ones who did not relied on the project-based learning method in knowledge acquisition (p. 537). The results of this study, the pre-test results was ( $x=10.10$ ) and after applying project-based learning on students, the results became ( $x=14.44$ ), which means that project-based learning is a good method that teachers should use in order to achieve the maximum learning objectives (p. 540).

Işıkand Gücüm (2013) conducted a study about the influence of the learning approach based on the encouragement of primary school students towards a course in science and technology on 7th grade 'elementary school' in order to motivate the students to do well in the lessons of Science and Technology. As a result, it was established that the project-based learning strategy provides a meaningful anti-science and technology lesson motivation level for primary school students. Furthermore, Considering that students have the ability to evaluate themselves and track the process during a project based learning approach, the technique is successful in enhancing the students ' self-regulation, cognitive strategy and self-efficacy through the use of their abilities (p. 214).

Wafula and Odhiando (2016) analyzed students' performance in the concept of classification of organisms through project-based learning among secondary schools in Kenya. The study is based on the experimental method, which was carried out through pre-test and post-test of a random sample which includes three hundred and sixty (360)

students from four secondary schools. The study showed that a technique for learning based on projects allowed students to improve academic achievement and to develop a positive approach to organizational classification (p. 25). As a result of this study, the use of project-based learning enables the concept of organism classification to be better understood (p.28).Pereira, Barreto and Pazetia (2017) conducted a study about the application of the project-based learning in the first year of an Industrial Engineering program of Lorena at the University of São (p. 1). The study is based on the qualitative method, which was carried out through performing and analyzing the results and proposing improvements amidst 2013 and 2016 (p. 3). The sample was chosen randomly, every year they choose forty students from the same year and branch to apply project-based learning on them, and to see whether the results are beneficial or not for the students. Furthermore, by combining all the results of the four years, they found that project-based learning is a good thing to be applied in all the levels of education (p. 11).

### **Conclusion**

This chapter committed itself to cover almost all what is connected to Project-Based Learning. It has started with giving a brief history of Project-Based Learning, then exhibiting numerous definitions of Project-Based Learning in relation to teaching and learning domain. After that, it has sought to unveil a number of procedures of designing Project-Based Learning. Next, it has presented the Project-Based Learning challenges which have noticeably curbed projects' design in a way or another. It has been found that Project-Based Learning like any approaches has some advantages and Disadvantages.

Fairly, it has been found that in Project-Based Learning, teachers took the role of guider and facilitator. Further, teachers have different view about the effectiveness

Project-Based Learning in that much attention and large space for their importance in teaching and learning, but some teachers gave its the negative sides. Moreover, some previous studies conducted to probe the relation between competency-Based approach and Project-Based Learning has been reviewed. Also, it has exposed major studies conducted to test any relation between Project-Based Learning, and the achievement of the Learning Objectives. All in all, this chapter has reviewed the literature concerning the importance of the Project-Based Learning, which is the major debatable subject in actual educational settings.

## Chapter Three

### Field Investigation

#### Introduction

After exploring the two variables of the research, achieving the learning objectives, and project-based learning thoroughly in the two previous theoretical chapters, it is now possible to investigate the relationship between them practically. One data collection tool was used to check the hypothesis and to answer the research question. Accordingly, this chapter sums up findings from an online teachers' questionnaire which was administered to two hundred fifty (250) Algerian secondary school teachers. The data is going to be analyzed and discussed mainly quantitatively, and the interpretation of the results is provided in order to find an answer to the research question and eventually confirm or reject the research hypothesis.

#### 3.1. Teachers' Questionnaire

##### 3.1.1. Aims of the Teachers' Questionnaire

The teachers' questionnaire was administered to teachers of English in secondary schools in order to find out the role of Project-Based Learning in achieving the learning objectives. In other words, the questionnaire is meant to determine whether project-based learning is successful or not. To clarify more, the ultimate goal of this questionnaire is to investigate teachers' achievement of the learning objectives through Project-Based Learning. The results were used to confirm or reject our hypothesis that learners can rarely achieve the objectives through Project-Based Learning.

##### 3.1.2. Population of the Study

This questionnaire is directed towards Algerian secondary school teachers who are all addressed without no preliminary condition. Given the information that the total number of secondary school teachers is very large, the online sample is random and it should include at least two hundred fifty (250) tutors in order to ensure its representativeness.

### **3.1.3. Description of the Teachers' Questionnaire**

This questionnaire owes its theoretical grounds to the literature reviewed in the two previous chapters. It is composed of a total of twenty-two (22) questions distributed over four sections. Nearly all questions are close-ended in nature, which require the participants to select from a range of predetermined set of choices. This, in turn, makes the process of data collection and interpretation fundamentally quantitative. Also, there are some questions that give the respondent a free space to justify, specify, or clarify their perceptions. The questionnaire ends with an open-ended question that allows teachers to add further comments or suggestions concerning the research topic. On the basis of their teaching experience, teachers can provide some sound testimonies and credible views in connection with achieving the learning objectives through project-based learning. Actually, the questionnaire serves as a main research tool that would reinforce the validity of the study in hand by testing the hypothesis.

As indicated previously, this questionnaire is made up of four sections. The first section includes four questions which enquire about teachers' general information like their qualifications. Then, six questions formulate the second section which is dedicated for covering achievement of the learning objectives. Correspondingly, it deals mainly with questions concerning teachers' ability of achieving the learning objectives, how teachers could achieve learning objectives, causes of not achieving learning objectives, and methods of achieving the learning objectives. The third section is devoted to

investigate the achievement of the learning objectives through Project-Based Learning. It is composed of fourteen questions tackling the importance of Project-Based Learning in EFL teaching and learning the effect of individual differences on teaching and learning in addition to how learners' achievements positively influenced by using Project Based Learning, and the reason behind teachers' failure in achieving the teaching objectives. Section four looks for further comments and/or recommendations out the achievement of the learning objectives through Project-Based Learning.

#### **3.1.4. Administration of Teachers' Questionnaire**

The questionnaire was administered to the informants from July, 11<sup>th</sup> to August, 1<sup>st</sup>. It was distributed online using an electronic version. Actually, because of corona virus it was not possible to distribute the questionnaire through a hard copy formats, and it was necessary to create a Google questionnaire format and post it in Algerian secondary school teachers' facebook group. Thus, every teacher at Algerian secondary school teachers' facebook group could give his/her feedback regarding the research topic. Unfortunately, most of them exhibited no minimum intention to cooperate and only very few responded to the online format.

#### **3.1.5. Data Analysis and Interpretation**

##### **Section One: General Information**

##### **Question 1: Qualification**

Table 3.1

##### *Qualification*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Licence	86	34.4%
Master/Magistère	156	61.4%
Doctorate	8	3.2%

Total	250	100%
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According to the results obtained in table 3.1, more than a half of the sample(61.4%) has a Master/Magistère degree. while, 34.4% has a Licence degree. Yet, 3.2% has a Doctorate degree. So, the majority of teachers in this sample are academically qualified to teach in the secondary school.

**Question 2:** Where is your secondary school located?

Table 3.2

*Secondary School Location*

Options	Frequency	Percentage
East of Algeria	89	35.6%
West of Algeria	44	17.6%
North of Algeria	92	36.8%
South of Algeria	25	10%
Total	250	100%

Concerning secondary school teachers' current location ,36.8% of teachers were teaching English in the north of Algeria. Whereas,35.6% of teachers were teaching English in the east of Algeria. This suggests that the majority of Algerian secondary schools are located in the east and north of Algeria.17.6% of teachers were teaching English in the west. Only 10% of teachers were teaching English in the south. This shows that there are few secondary schools in west and south of Algeria.

**Question 3:** How long have you been teaching English? (Including this year)

Table 3.3

*Years of teaching English*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
From 1 to 10 years	206	82.4%
From 11 to 20 years	22	8,8%
From 21 to 30	18	7.2%
30 or more	4	1,6%
Total	250	100%

Concerning the teaching experience, the majority of teachers (82.4%) were teaching English from one to ten years. This shows that they are beginners in teaching. Whereas, 8,8% of teachers were teaching English from eleven to twenty years. This suggests that they have an average experience in teaching. 7.2% of teachers were teaching English from twenty-one to thirty. This shows that are about to finish their teaching career. Only four teachers 1,6% were teaching English thirty years or more. Generally, in this sample we have different teaching experiences.

**Question 4:** Which levels have you taught before (or you are teaching now)?

Table 3.4

*Level of Teaching English*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
First year	80	32%
Second year	101	40.4%
Third year	69	27.6%
Others	0	0%

As shown in the table 3.4, less than half of the teachers (40.4%) taught Second year level. While 32% of them teach first year level. The minority (27.6%) is for



teachers who teach third year level. This sample shows that we have teachers who are experienced in dealing with different levels.

### **Section Two: Achievement of the Learning Objectives**

**Question 5:** Do you write the objectives for each lesson or unit?

Table 3.5

*Writing the objectives for each lesson or unit*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	208	83.2%
No	42	16.8%
Total	250	100%

Table 3.5 shows that the majority of teachers (83.2%) claimed that they write the objectives for each lesson or unit. While 16.8% of them argued that they do not write the objectives of each lesson or unit. This indicates that most of teachers are aware that writing the objectives for each lesson or unit is important while some of them neglect the importance of writing the objectives.

**Question 6:a-**Do you feel that you are able to achieve the learning objectives for each unit?

Table 3.6

*Teachers' ability to achieve the learning objectives for each unit*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	98	39.2%
No	152	60.8%
Total	250	100%

As it is shown in Table 3.6, the majority of teachers (60.8%) argued that they do not feel that they are able to achieve the learning objectives for each unit. While 39.2% of them claimed that they feel that they could do that. This indicates that most of teachers face obstacles in achieving the learning objectives for each unit.

**b-** If no, what are the causes behind that?

Table 3.7

*Causes behind non-achievement of the learning objectives for each unit*

<b>Options</b>	<b>Frequencny</b>	<b>Percentage</b>
Not all pupils could understand the lesson due to their low English proficiency	37	24,3%
Class size	20	13,2%
Disciplinary problems	22	14,5%
Lack of different tools that are needed for teaching	33	21,7%
Teachers cannot know all the appropriate techniques of teaching	15	9,9%
Teachers' ineffective design of tests	25	16,4%
Total	152	100%

Concerning the table 3.7, 24.1% of teachers choose the first cause which said that not all pupils could understand the lesson due to their low English proficiency. This denotes that students differ in their level of comprehension, and low level students disserves teachers from achieving the learning objectives for each unit. 21,7% of teachers voted for the lack of different tools that are needed for teaching. This hints that teaching materials are needed in the achievement of the learning objectives for each unit. While, 16,4% of teachers opted for teachers' ineffective design of tests. This

suggests that some teachers lack proficiency which lead to non-achievement of the learning objectives for each unit. 14,5% of teachers selected disciplinary problems. This might show that students' negative behaviors obstruct the achievement of the learning objectives for each unit. 13,2% of teachers preferred class size. This entails that the type of classroom affects teachers' achievement of the learning objectives. Only (9,9%) declared that the Cause behind non-achievement of the learning objectives for each unit is teachers cannot know all the appropriate techniques of teaching. This indicates that few teachers lack the proficiency of different teaching methods.

**Question 7:** To what extent are students' learning experiences important for facilitating the achievement of learning objectives?

Table 3.8

*The importance of students' learning experiences in facilitating the achievement of learning objectives*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Not important	3	1.2%
Important	131	52,4%
Very important	116	46.4%
Total	250	100%

In table 3.8,52,4% of teachers considered the students' learning experiences in facilitating the achievement of learning objectives as Important. While, 46.4% of them viewed them as Very important. Whereas, only 1.2% considered it as Not important. This shows that teachers are aware that students' learning experiences are important for facilitating the achievement of learning objectives.

**Question 8:** Do you think that teacher's effective assessment of pupils' performance helps in facilitating the achievement of learning objectives?

Table 3.9

*The influence of teacher's effective assessment of pupils' performance on the achievement of learning objectives*

Options	Frequency	Percentage
Yes	248	99.2%
No	2	0.8%
Total	250	100%

According to the results displayed in table 3.9, nearly all the teachers (99.2%) asserted that their effective assessment of pupils' performance helps in facilitating the achievement of learning objectives. While, only 0.8% of them disapproved that. This shows that most of teachers are aware that their effective assessment of pupils' performance helps in facilitating the achievement of learning objectives.

**Question 9:** is teachers' method important in the achievement of learning objectives?

Table 3.10

*The of importance of teachers' method in the achievement of learning objectives*

Options	Frequency	Percentage
Yes	248	99.2%
No	2	0.8%
Total	250	100%

In the Table 3.10, nearly all the teachers (99.2%) of teachers agreed upon the fact that teachers' method is important in the achievement of learning objectives. Whereas, only 0.8% of them claimed the opposite. This indicates most of teachers'

awareness about the importance of teachers' method in the achievement of learning objectives.

**Question 10:** What is the most effective way in achieving the learning objectives?

Table 3.11

*The most effective way in achieving the learning objectives*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Focusing on the outcome and not the process	43	17.2%
Selecting criteria to help you assess your achievement of the objectives both before and after teaching	108	43.2%
Effective test design	29	11.6%
Taking the learners' needs into consideration	70	28%
Total	250	100%

Concerning the most effective way in achieving the learning objectives, 43.2% of students declared that they assess your achievement of the objectives both before and after teaching. This shows that teachers appreciated the importance of selecting criteria in achieving the learning objectives. 28% of them opted for learners' needs. That means teachers value the learners' needs by taking it into consideration in achieving the learning objectives. 17.2% of teachers opted for the focus on the outcome and not the process. This shows that, teachers who chose this suggestion do not give importance to the process but focus on the outcome while teaching. 11.6% of teachers chose effective test design. This means that test design is also an effective way in achieving the learning objectives.

### **Section Three: Achievement of the Learning Objectives through Project-Based Learning**

**Question 11:** To what extent is Project-Based Learning important in EFL teaching and learning?

Table 3.12

*The importance of Project-Based in EFL teaching and learning*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Very important	149	58,9%
Important	97	38,3%
Not important	7	2,8%
Total	250	100%

In the table 3.12, more than half the participants (58,9%) declared that PBL is very important. Also, 38,3% of them said that it is important. Only 2,8% of the teachers declared that it is not important. In general, this suggests that most of teachers are aware about the importance of Project-Based Learning importance in EFL teaching and learning.

**Question 12:** How do your pupils do the units' project? a-in groups b- individually c- both

Table 3.13

*Individual versus group-work projects*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
In groups	69	27,6%
Individually	45	18%
Both	136	54,4%
Total	250	100%

As displayed in the table 3.13, more than half of the participants (54,4) mentioned that pupils do the units' project in both cases in groups and individually. While some teachers (27,6%) confirmed that pupils do the units' project in group. A small number of them (18%) claimed that pupils do the units' project individually. This advocates that most teachers prefer working in groups.

**Question 13:** How do pupils generally consider the project?

Table 3.14

*Pupils' perception of the projects' difficulty*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Very difficult	48	19%
Difficult	173	68,7%
Easy	29	11,5%
Veryeasy	2	0,8%
Total	250	100%

As shown above, most of teachers (68.7%) declared that pupils generally consider the project as difficult. Some of them (19%) claimed that pupils generally consider the project as very difficult. This implies that most pupils consider the project as a hard task. However, 11.5% of them declared that pupils generally consider the project as easy. A very limited number of teachers (0.8%) stated that pupils generally consider the project as very easy. This implies that students find difficulties in their understanding the projects.

**Question 14:** Are you satisfied with your experience using Project Based Learning?

Table 3.15

*Teachers' satisfaction about their experience using Project Based Learning*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	86	34%
No	167	66%
Total	250	100%

Concerning teachers' satisfaction about their experience using Project Based Learning, the majority of participants (66%) confirmed that they are not satisfied. Some of them (34%) claimed that they are satisfied with their experience. This denotes that the majority of teachers lack the proficiency in using Project Based Learning.

**Question 15:** What are the most common challenges you faced in using Project-Based Learning?

Table 3.16

*Teachers' most common challenges in using Project-Based Learning*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Taking the role of facilitator	22	8,8%
Projects' adaptation according to pupils' level	144	57,4%
Managing pupils' group work	34	13,5%
Assessment of the projects	11	4,4%
Raising pupils' motivation	36	14,3%
All of the above	3	1,6%
Total	250	100%

As shown above, a simple majority of teachers (57,4%) opted for choosing projects' adaptation according to pupils' level as a common challenge they faced in



using Project Based Learning. This implies that teachers find it difficult to chose the topic of project that fits all kinds of student. A decent number of teachers (14,3%) said that raising pupils' motivation lies as a significant challenge because if students are not motivated about the project, they will not succeeding in doing it. Some teachers (13,5%) declared that managing pupils' group work is another challenge. Since students have different interests, and each student prefer different kind of project thus teachers find it difficult to organize them into groups. 8,8% of teachers revealed that taking the role of facilitator is a common challenge for it is difficult to simplify the project to different students with different levels of understanding. Besides, few teachers (4,4%) considered the assessment of the projects as a common challenge because it needs a lot of teachers' proficiencies. Finally, very few teachers (1,6%) declared that they face all the challenges mentioned above. This indicates that this small percentage of teachers is aware of the importance of all the mentioned challenges.

**Question16:** According to your experience what is the percentage of the success of Project-Based Learning?

Table 3.17

*Percentage of the success of Project-Based Learning*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Between 1% to 10%	10	4%
Between 10% to 50%	22	8,8%
Between 50% to 70%	75	30%
Between 70% to 100%	140	56%
100%	3	1,2%
Total	250	100%

As displayed in the table 3.17, more than half of the participants (56%) mentioned that the percentage of the success of Project-Based Learning is between seventy to

hundred percents (70% to 100%). While (30%) of teachers confirmed that the percentage is between fifty to seventy percents (50% to 70%). This might indicate that Project Based Learning is successful. A small number of them (8,8%) advocates that the percentage is between ten to fifty percents (10% to 50%). 4% stated that the percentage is between one to ten percents(1% to 10%). Whereas,1,2%of teachers recognized that the percentage is hundred percents (100%). This implies that Project Based Learning is not much successful, and there are some weaknesses.

**Question17:** Do you think that learners' academic achievement is positively influenced by using Project Based Learning?

Table 3.18

*The positive influence of using Project-Based Learning on learners' academic achievement*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	222	89,9%
No	25	10,1%
Total	250	100%

Following the findings exhibited in table 3.18, the majority of teachers (89,9%) declared that learners' academic achievements is positively influenced by using Project-Based Learning. This denotes that most of teachers understand that using Project-Based Learning help the students in developing their academic level. While only 10,1% of them declared that learners' academic achievement is not positively influenced by using Project-Based Learning. This indicates that Project-Based Learning help the students to enhance their academic achievements

**Question 18:** Do you agree that teacher's verbal and written feedback inside the classroom is useful for enhancing the use of Project-Based Learning?

Table 3.19

*The role of teacher's verbal and written feedback inside the classroom in enhancing the use of Project Based Learning*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Totally disagree	9	3,6
Neither agree nor disagree	64	25,6%
Totally agree	177	70,8%
Total	250	100%

According to the results above, the majority of participants (70,8%) totally agree that teacher's verbal and written feedback inside the classroom is useful for enhancing the use of Project-Based Learning. This implies that teachers effective assessment lead to effective achievements of Project-Based Learning. However, 25,6% of teachers neither agree nor disagree about that. They stand neutral. A decent number (3,6%) said that they totally disagree that teacher's verbal and written feedback inside the classroom is useful for enhancing the use of Project-Based Learning. These results enable us to say that teacher's verbal and written feedback inside the classroom is useful for enhancing the use of Project-Based Learning.

**Question 19: a-**Do learners' unit projects reflect teachers' achievement of the learning objectives?

Table 3.20

*Teachers' achievement of the learning objectives as manifested through pupils' unit projects*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
yes	229	92%
No	20	8%
<b>Total</b>	<b>250</b>	<b>100%</b>

The findings in table3.20 show that the majority of teachers (92%) said that learners' unit projects reflect teachers' achievement of the learning objectives. While only 8% of teachers declared that learners' unit projects do not reflect teachers' achievement of the learning objectives. This may be due to the fact that teachers are the responsible for facilitating, and guiding the learners in Project-Based Learning for this reason, learners' unit projects reflect teachers' achievement of the learning objectives.

**b-If yes, do you think that all your pupils achieved the learning objectives?**

Table 3.21

*Pupils' achievement of the learning objectives*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
yes	10	26.8%
No	162	64.8%
<b>Total</b>	<b>229</b>	<b>100</b>

According to the results stated above, the majority of teachers (64.8%) argued that their pupils are not all able to achieve the learning objectives

through PBL. This implies that there are some facts that prevent them from that such as their low academic level and low writing proficiency. Surprisingly, 26.8% of teachers claimed that all the pupils achieved the objectives.

-If no, why?

A small number of teachers (8%) provided an answer to this statement. They offered some reasons behind pupils' failure in achieving the learning objectives which can be summarized in the following points:

- Many teachers expressed that reasons behind pupils failure in achieving the learning objectives is using plagiarism.
- Some teachers expressed that that reasons behind pupils failure in achieved the learning objectives is students' laziness
- Other teachers expressed that pupils are careless they lack of interests and motivation.
- Teachers expressed that pupils different levels, and most of them lack of language proficiency.

**Question 20:** What are the reasons behind some pupils' bad projects?

Table 3.22

*Reasons behind some pupils' bad projects*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of language proficiency	21	8,4%
Plagiarism	65	26,3%
Lack of attention	23	9,3%
Lack of interest	33	13,4%
Laziness	14	5,7%
Lack of motivation	12	4,9%
All the above	79	32 %
Total	250	100%

According to the results above, some teachers (32%) confirmed that pupils' bad projects are due to all the reasons mentioned above. Also, few teachers (26,3%) believed that the reason behind some pupils' bad projects is plagiarism. In addition, other teachers (13,4%) thought that the reason behind some pupils' bad projects is lack of interest. A decent number (9,3%) said that it is the lack of attention, 8,4% of teachers said that the cause is the lack of language proficiency. Only few teachers (5,7%) assumed that the reason behind some pupils' bad projects is laziness, and very few teachers (4,9%) supposed that there are many reasons behind some pupils' bad projects that teachers should take them into consideration, and try to find solutions to get rid of them.

**Question 21:** Do you agree that many pupils do the projects for sake of marks?

Table 3.23

*Doing the projects for the sake of marks*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	244	97,6%
No	6	2,4%
Total	250	100%

According to the results above, the vast majority of teachers (97,6%) agreed that many pupils do the projects for sake of marks. While only few teachers (2,4%) said no, they do not agree that many pupils do the projects for sake of marks. So, as long as many pupils do the projects for sake of marks they may use any of the illegal ways to accomplish the work.

**Question 22:** What are the most effective solutions to overcome the difficulties in Project-Based Learning implementation?

Table 3.24

*The most effective solutions to overcome the difficulties in Project-Based Learning implementation*

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Training teachers about project	70	27,8%
Simplifying the project for pupils	104	41,3%
Doing the project at the classroom	74	29,4%
Changing conditions inside school	2	1,5%
Total	250	100%

The findings displayed in the table 3.24 show that nearly half of the teachers (41,3%) declared that the most effective solutions to overcome the difficulties in Project-Based Learning implementation is simplifying the project for pupils. This denotes that teachers should explain the project's topic, procedures, and deadline in order to facilitate the work for students. While some teachers (29,4%) supposed that the most effective solutions to overcome the difficulties in Project-Based Learning implementation is doing the project at the classroom to avoid plagiarism. This might suggest that students are unable to commit plagiarism when they are controlled by teacher. Few teachers (27,8%) assumed that the most effective solutions to overcome the difficulties in PBL implementation is training teachers about it. This entail that teachers' high proficiency help in achieving effective project. While a very limited number of them (1,5%) held that the most effective solutions to overcome the difficulties in PBL implementation is changing conditions inside schools. So, creating peaceful classroom context help somehow students to succeed in PBL.

#### **Section four: Further suggestions**

A significant percentage of teachers provided an answer to this statement. They offered some notes and comments which can be summarized in the following points:

- Projects must be well designed by the ministry of education.
- Most projects from program are not useful, and teacher should change them according to the students' need in order to make them more motivated.
- Some instructors expressed that projects are just a theory when we compare it to how it was presented in the developed countries.
- Some teachers declared that the size of the classes should be reduced for better performance of project, and full achievements of the learning objectives.



- Teachers have to be in contact with other teachers from other schools in Algeria, and to work on common project.
- Some teachers suggested doing one project for the whole year, and making it as important as exams in order to avoid plagiarism.
- Give teachers more training about project management.

### **3.1.6. Summary of Results from Teachers' Questionnaire**

Concerning achievement of the learning objectives, the majority of tutors (83.2%) agreed that they write the objectives for each lesson or unit. When investigating about the causes behind the no achievement of the learning objectives for each unit, it is found that many teachers (24.1%) considered that not all pupils could understand the lesson due to their low English proficiency. In the same context, the vast majority of respondents (52,4%) contended the importance of students' learning experiences, (99.2%) contended the importance of teachers' method, and (99.2%) contended the importance of teachers' effective assessment of pupils' performance in achieving learning objectives. In addition, the majority of respondents (43.2%) argued that, the most effective way in achieving the learning objectives is the selection of the criteria to help assess the achievement of the objectives both before and after teaching. This shows that teacher appreciated the importance of selecting criteria in achieving the learning objectives. Many instructors (58,9%) give the importance of Project-Based Learning in EFL teaching and learning. When asked about the way pupils do the units 'project, most teachers (54,4) argued that they do in group and individually. In the same context, the vast majority of respondents (68.7%) agreed that pupils generally consider the project difficult. Concerning the satisfaction with their experience using Project Based Learning, most teachers (66%) are not satisfied. In addition, the results insure that learners 'unit projects strongly reflect teachers' achievement of the learning

objectives. In light of their common challenges in using Project Based Learning, most teacher (57,4%) agree with project adaptation according to pupils' level. Further, most teachers provided different percentage of the success of Project Based Learning, some of them (56%) suggested high personage, others (30%) suggested average, and few (4%) suggested low personage. Thus, this result leads to no clear conclusion or any decisive resolution suggesting that they declared the success of Project Based Learning depends on the challenges that they face with students, and the provided materials to accomplish the work. When enquiring about the reason behind some pupils' bad projects, most teachers (32%) confirmed that all the reasons mentioned lead pupils' bad projects that are lack of language proficiency, plagiarism, lack of attention, lack of interest, laziness, and lack of motivation. Surprisingly, it was found that many pupils (97,6%) do the projects for the sake of marks, and this is the main reason behind the use of plagiarism. In the same context, the vast majority of respondents (41,3%) contended that the most effective solutions to overcome the difficulties in Project Based Learning implementation are simplifying the project for pupils.

### **Conclusion**

This chapter sought to position the theoretical foundations discussed in the two chapters under careful examination. In this respect, one research tool was utilized to reach this end. Secondary school teachers were invited to share their opinions concerning this topic via online questionnaire. Teachers' questionnaire provided us with rich information about the importance of PBL as well as its effect on achieving the learning objectives. Once more, the majority of them affirmed that through their experience in the teaching domain, they observed that there are many obstacles for both teachers and students in using PBL. Under this respect, many solutions were suggested by teachers to overcome those challenges, which would enable them to be

more aware about the use of PBL regardless the obstacles that were faced. Therefore, it is confirmed that learners' achievement of the projects reflect teachers' achievement of the learning objectives.

## **General Conclusion**

### **1. Concluding Remarks**

This dissertation aims at investigating teachers' achievement of the learning objectives through Project-Based Learning. We can conclude this research with the answer of the main question: whether learners' achievement of the learning objectives is influenced by using Project-Based Learning, it is found that learners can rarely achieve the objectives through Project-Based Learning. As a result, the main hypothesis of the research which supposes that following Project-Based Learning could reflect teachers' achievement of the objectives is confirmed. By then, it is appropriate to close up this dissertation with the main contributions which the current study awards. In addition, it articulates some further suggestions, implications, and recommendations which may enhance the quality of similar researches in the future. Finally, it sheds light on the major limitations of the study which stood as an obstruction against the smooth progress of the research.

### **2. Pedagogical Implications and Research Perspectives**

The following pedagogical implications are suggested to help the school teacher achieve the learning objectives through Project-based learning. It is the researchers' hope that these implications may assist in reviewing a variety of project based learning effectiveness in learning objectives. Overall, it is important for teachers to organize and motivate their students by giving them some questions about the project. In addition, teachers must give some responsibilities to their students by engaging them in the process of Project-Based Learning, and considering them as participants rather than recipients. So that, the teachers will help the students engaging in Project-based learning techniques, and achieving the learning objectives.

Teachers should make Project interesting for students through helping them to choose projects topics that suits their interest, and in order to achieve a particular learning objective that was decided by the teachers in the very first beginning. Accordingly, teachers should gain students' motivation by asking an interesting question in order to gain their attention and to get them in the target-convinced project. Teachers should deliver clear organization of the project for their pupils and keep guiding them until they understand the project completely, and monitor their students' performance. Besides, teachers must encourage students' autonomous learning, different classroom communications and interactions. Teachers in their way of achieving learning objectives, should design different learning activities in the classroom with the intention of encouraging students to participates and involve their own opinions by asking and answering the questions in the process of project-based learning. Furthermore, a wide variety of verbal and physical reactions should be used by teachers to prevent students' misbehavior, or making disturbance.

### **3. Research Recommendations and Limitations**

The establishment and maintenance of supportive project-based learning approach is highly recommended to contribute to high quality of achieving learning objectives. Consequently, it is important to highlight the role of school administration to equip teachers with multiple learning resources and materials in order to engage students using technologies toward project based learning. Besides, teachers should seek collaboration with experienced and specialists teachers to expend their way of maintaining the learning objectives in the beginning, then how to use project-based learning effectively in order to meet those learning outcomes. In spite of the fact that the present research has attained its aims, two limitations were unavoidable. To begin with, the lack of references and reliable sources (books, articles, etc) stood as a barrier

to the fulfillment of this work. If the primary authentic sources were available, the quality of this research would be much better. Besides, because of the actual quo-status which is Covid-19 pandemic, more than half of the teachers who are emailed to provide a feedback to the online questionnaire gave back no reply. The matter which affects, to a large extent, the representativeness of the sample and the possibility of making sound generalizations.

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**Appendix A**  
**Teachers' Questionnaire**

*Dear participant,*

This questionnaire aims at investigating Secondary School teachers' achievement of the learning objectives through Project-based learning. The findings would help us confirm or reject our Master dissertation hypothesis that projects may not help teachers achieve the learning objectives. The questionnaire will not take long and is completely anonymous and confidential. It is our pleasure to invite you to take part in this study, and you are kindly requested to fill in this questionnaire by putting a tick in the appropriate box, or by making full and complete answers where necessary.

*Thank you for your cooperation*

**Mohamed AIDAOUI and Mohamed BOUZA**  
**Department of Letters and English Language**  
**University of 8 Mai 1945-Guelma**



## Section One: General Information

### 1. Qualifications:

Licence	
Master/Magistère	
Doctorate	

### 2. Where is your secondary school located?

East of Algeria	
West of Algeria	
North of Algeria	
South of Algeria	

### 3. How long have you been teaching English?(including this year):

From 1 to 10 years	
From 11 to 20 years	
From 21 to 30	
30 or more	

### 4. Which levels have you taught before (or you are teaching now)?

First year	
Second year	
Third year	

**Section Two: Achievement of the Learning Objectives**

5. Do you write the objectives for each lesson or unit?

Yes	
No	

6. Do you feel that you are able to achieve the learning objectives for each unit?

Yes	
No	

-If no, what are the causes behind that?

Not all pupils could understand the lesson due to their low English proficiency	
Class size	
Disciplinary problems	
Lack of different tools that are needed for teaching	
Teachers cannot know all the appropriate techniques of teaching	
Teachers' ineffective design of tests	

7. To what extent are students' learning experiences important for facilitating the achievement of learning objectives?

Not important	
Important	
Very important	

8. Do you think that teacher's effective assessment of pupils' performance helps in facilitating the achievement of learning objectives?

Yes	
No	

9. Is teachers' method important in the achievement of learning objectives?

Yes	
No	

10. What is the most effective way in achieving the learning objectives?

Focusing on the outcome and not the process	
Selecting criteria to help you assess your achievement of the objectives both before and after teaching	
Effective test design	
Taking the learners' needs into consideration	

### **Section Three:** Achievement of the Learning Objectives through Project-Based

#### Learning

11. To what extent is Project-Based Learning important in EFL teaching and learning?

Very important	
Important	
Not important	

12. How do your pupils do the units' project?

In groups	
Individually	
Both	

13. How do pupils generally consider the projects?

Very difficult	
Difficult	
Easy	
Very easy	

14. Are you satisfied with your experience using Project Based Learning ?

Yes	
No	

15. What are the most common challenges you faced in using Project-Based Learning?

Taking the role of facilitator	
Projects' adaptation according to pupils' level	
Managing pupils' group work	
Assessment of the projects	
Raising pupils' motivation to do the project	
All of the above	

16. According to your experience what is the percentage of the success of Project-Based Learning?

Between 1% to 10%	
Between 10% to 50%	
Between 50% to 70%	
Between 70% to 100%	
100%	

17. Do you think that learners' academic achievement (the results) is positively influenced by using Project-Based Learning?

Yes	
No	

18. Do you agree that teacher's verbal, and written feedback inside the classroom is useful for enhancing the use of Project Based Learning?

Totally disagree	
Neither agree nor disagree	
Totally agree	

19. Do learners' unit projects reflect teachers' achievement of the learning objectives?

Yes	
No	

-If yes, do you think that all your pupils achieved the learning objectives?

Yes	
No	

-If no, why?

.....

20. What are the reasons behind some pupils' bad projects?

Lack of language proficiency	
Plagiarism from the Internet/classmates	
Lack of attention	
Lack of interest about the project topic	
Laziness	
Lack of motivation	

All the above	
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21. Do you agree that many pupils do the projects for the sake of marks?

Yes	
No	

22. What are the most effective solutions to overcome the difficulties in Project-Based Learning implementation?

Training teachers about the Project	
Simplifying the projects for pupils	
Doing the project at the classroom	
Changing conditions inside school	

**Section Four: Further Suggestions**

If you have any suggestions, recommendations or comments, we would be very grateful if you add them below.

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*Thank you for your cooperation*

### الملخص

شهد مجال تدريس اللغة الأجنبية تطورات مبتكرة لتحسين نتائج المتعلمين. ضمن هذا النطاق، كان هناك تحول جذري من أساليب التدريس التقليدية إلى الأساليب الأكثر ملاءمة من أجل تحقيق أهداف المعلمين والطلاب. تهدف الدراسة الحالية إلى التحقق من مدى تأثير التعلم القائم على المشاريع التي توجه لتلاميذ الطور الثانوي من قبل الأساتذة على تحقيق الأهداف التعليمية. حيث يسعى البحث الحالي إلى استكشاف مدى صحة فرضية أن التعلم القائم على المشاريع نادرا ما يحقق الأهداف التعليمية. في محاولة للتحقق من الفرضية السابقة، تم استعمال استبيان عبر الإنترنت (بسبب جائحة كوفيد 19) موجه الى أساتذة المدارس الثانوية عبر كامل التراب الوطني. حيث كانت المهمة صعبة لجمع 250 إجابة على الاستبيان في ظرف زمني قصير. وقد أظهرت نتائج الاستبيان صحة الفرضية لأن الاعتماد على المشاريع لا يحقق الأهداف التعليمية لهذا فهو غير ناجح ويحتاج الى التعديل بما يتناسب مع كفاءة الطلبة واحتياجاتهم التعليمية.