

University of Algiers 2
Faculty of Arts and Language
Department of English



**Designing an Alternative Interactional
Project Work: The Case of First Year
Algerian Secondary School EFL Students**

**Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree
of Magister in English (Linguistics & Didactics)**

Submitted by:
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Supervised by:
Dr. Kamel Khaldi

2012

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2012

Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date: 30/09/2012

Signed: Slimane Boukhentache

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Dedication

I dedicate this work to my late parents, my wife, and kids (Gaya, Cyria, and Tinhinane)

Abstract

This study investigates whether first-year Algerian secondary school project work achieves its objectives in terms of interaction and examines the major obstacles, which we identified as the textbook and teachers' and learners' beliefs about foreign language teaching/learning and project work. On the basis of the information which stemmed from the findings, we have attempted to design an alternative interactional project work.

Classroom observations and teachers' and learners' questionnaires were applied to evaluate whether the existing project work exploits its rich potential for promoting and generating contexts for meaningful interaction. Regarding the project hurdles, they were investigated through teachers' and learners' questionnaires, follow-up interviews and documents. The results suggest that this activity, as it stands, does not successfully contribute to the accomplishment of its oral interaction goals and indicate that the textbook and teachers' and learners' conceptions of language learning/teaching and project work are, indeed, a hindrance.

However, it should be noted that the textbook and teachers' and learners' beliefs about language learning/teaching and project work can not account for all the findings of the present inquiry. Factors such time constraints, examination pressures, and project work being difficult and a lot of work seem also to have a bearing on the failure of project work to promote and create contexts for interaction.

On the basis of the information we gathered from the exploration of the project work hurdles in the first-year, we developed a rationale for the design of an alternative interactional project work. Ten principles, identified on the basis of this research, were applied to the first unit of the textbook, '*At the Crossroads*', to remedy to the textbook weaknesses and to address both teachers' and learners' incorrect beliefs about foreign language learning/teaching in general and project work in particular. These caveats consist mainly of explicit guidance, project structuring, and the incorporation of pedagogical tools such as project planning and pseudo-assessment grids.

List of Abbreviations

CBA: Competency-based approach

CLT: Communicative language teaching

EFL : English as a foreign language

ESL : English as a second language

MSE4: Guide to Algerian English Curriculum. Middle School: Year 4.

PBL: Project-based learning

SE1 Guide: Guide to Algerian English Curriculum. Secondary School: Year 1.

SE1 Support Document : (Document d'accompagnement du programme de la langue Anglaise). Secondary school education :year one. Accompanying document.

SE1 Syllabus: (Programme d'Anglais deuxième langue étrangère) Secondary school education :year one. Official Syllabus.

SE1 T's B : “ *At the Crossroads*”. Secondary school education :year one. Teacher's book.

SLA: Second language acquisition

TBL: Task-based learning.

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General introduction

General introduction

1. Introduction

It is widely accepted that language teaching should address communication rather than language itself. Within this perspective, language is mainly taught through social interaction between participants. Various classroom techniques (i.e., pair work and group work) are used to increase learners' contributions to interaction and, therefore, reduce teacher's talk. This change in perspective is evidenced in the renewed interest in project work, which has been shown to generate opportunities for interaction between learners (Legutke & Thomas, 1991). Indeed, this form of instruction sets contexts for learners to talk freely about what they wish to learn, investigate topics, and share knowledge and experiences which can fuel classroom discussions. Accordingly, we define project work as an instructional activity capable of generating rich interaction patterns and involving learners in simultaneous integration of language, content, and skills (Beckett, 1999). More key features of this activity will come in the review of literature.

However, exploiting the interactional potential of project work may be a challenging endeavour. Textbook writers tend to fall back on more structure-based learning/teaching activities. More specifically, many so-called communicative textbooks focus on accuracy by teaching lexical items and grammatical points and do not prepare learners adequately for the kind of language that can be used in oral interaction. According to Willis:

Many instructions state that a course book is 'communicative', but unfortunately this may just mean that there are pair activities where students practise using pre-specified forms but very few opportunities for true communication.
(1996, p.144)

Consequently, such teaching materials may fail to prepare learners in terms of oral skills necessary for project work. Aside from these textbook weaknesses, there may be a set of beliefs on the part of both teachers and learners supporting a more traditional approach to teaching and learning—that the best way to learn /teach language is to start with grammar and lexis, than interaction. Additionally, learners'

and teachers' conceptions of project work are not always positive. Some students seem to prefer more traditional way of learning to learning through projects or tasks (Prabhu, 1987; Eyring, 1997; Beckett, 1999). Likewise, according to Eyring (1997), some project teachers seem reluctant to use this approach and show their preference for teacher-centred teaching. She points out that teachers in her study disliked project work because it "*presented challenges not usually encountered in regular ESL teaching*" (p.32); among these concerns, she identified the difficulty to maintain teachers' credibility and to manage students (Ibid.).

2. Background of the study

The Algerian Official Curriculum in the first-year secondary school applies the pedagogy of project-based learning to promote and assess the three basic language competencies of interaction, interpretation, and production (SE1 Support Document, 2005). The introduction of competency-based approach to English language teaching/learning entails direct application of project work, which allows achieving its assigned goals (i.e., re-investing what has been previously acquired and making it visible for assessment). Accordingly, first-year project work is presented in the textbook, '*At the Crossroads*', as an activity that runs in parallel with the lessons of the unit and that allows learners constantly re-use acquired language and skills.

Our classroom anecdotal observations and informal discussions with teachers suggest that project work fails to open spaces for interaction and, ultimately, promote the interaction competency. Project workshops, indeed, seem to be reduced to teacher-centred sessions which might be inappropriate for maximizing the benefits of project work. This is because in such settings learners are not allowed to interact among themselves and with their teacher, work cooperatively, and assume the responsibility of their learning.

Additionally, our readings in the fields of project-based learning and classroom interaction and our personal teaching experience suggest that the way project work is presented in the textbook might not be appropriate for the teachers and learners who are accustomed to traditional mode of teaching / learning. This insightful observation is supported by Sheppard & Stoller (1995), who point out that “*Incorporating project work into more traditional classrooms requires careful orchestration and planning*” (p.14). Learners, for instance, should be shown when and how to work on projects in order to set tasks and create situations wherein they can interact meaningfully.

Other researchers (Beckett, 1999 and Ribé, 2000) suggest explicit guidance on project implementation. According to Beckett (1999), materials writers tend to assume that teachers provide clear guidance for their students, but, unfortunately, most of the time it is not the case. Because of this, the goals and objectives of language courses must be interpreted clearly in textbook. Many researchers (i.e., Beckett & Slater, 2005) propose the use of different mediation tools (such as learner diary and planning graphic) to make the learning procedures and aims clear for their stakeholders.

Similarly, our classroom anecdotal observations suggest that both the teachers’ and learners’ preconceptions and conceptions of what counts in a language classroom and how to go about teaching /learning may not be appropriate for learning through interaction in project work. Perhaps, both teachers and students regard interaction as a waste of time and a hindrance to learning concrete things (i.e., new vocabulary words and grammar rules). It is worth mentioning here one of our students who reacted naively to our efforts to stimulate interaction at the beginning of a project lesson by saying: ‘now, it’s ok. Let’s start the lesson’. In the view of this student, interaction is a kind of a classroom game, than a learning technique. And, it seems that it was not what he had been expecting from the teacher. Consequently, the apparent mismatch between teachers’ and learners’ beliefs and project goals needs to be addressed to make both of them see the value of project-based learning. If left unaddressed, it might throw away the benefits of this form of instruction through bad implementation.

3. Statement of the research problem

With regard this background, we assume there is a mismatch between the intended oral interaction objectives of first-year project work and learners' actual behaviours or achievements, as we also assume that first-year project work does not reach the following interaction objectives set by the educational authorities:

- *Negotiate project work subtopics and objectives*
- *Ask and give information in project work*
- *Work cooperatively in project work*
- *Give the presentation of project work end-product*
- *Use communication strategies in project work*
- *Maintain a conversation*
- *Use conventions of turn taking in project work*
- *Use the basic interaction strategies of oral interaction (request repetition, reformulation, and clarification) in project work*

These assumptions have led us to ask the following research question:

1. *To what extent does first-year project work achieve its intended objectives in terms of interaction?*

Once this question is answered, if, as we believe, first-year project work is found unsuccessful in achieving its intended interaction objectives, we shall turn to investigating its major hurdles.

As the first-year textbook, '*At the Crossroads*', is considered the first agent of change that "substantiates the new English studies syllabus for the First Year of Secondary Education"(SE1 T's Book, 2006,p.3) and supports teachers to implement the new pedagogy of project work, our second research question will be the following:

2. *Does the first-year textbook prepare learners for interaction in project work?*

This question will inevitably lead us to investigate teachers' beliefs about English language learning/ teaching and project work because, as Gatenby (1951) asserts, aside

from the textbook factor, the teacher's profile is another reason behind the failure of language programmes (in Ameziane & Guendouzi, 2005,p.16). So, as teachers are called to play a new role in implementing project work, the following question will be asked to investigate this research concern:

3. Do teachers' beliefs about language learning /teaching and project work affect the use of interaction in project work?

Also, as project work is considered "a whole-hearted purposeful activity" (Kilpatrick, 1918 in Legutke & Thomas, 1991, p.157), which depends on learners' commitment and relies on their contributions, any misconception about it on the part of students will naturally affect its implementation. This is the reason why we shall pose the following fourth research question:

4. Do the beliefs that learners have about English language learning /teaching and project-based learning affect the use of interaction in project work?

To sum up, this study aims firstly, at investigating whether first-year project work achieves its assigned objectives in terms of interaction and secondly, at exploring its major hurdles (i.e., textbook and teachers' and learners' beliefs about language learning/teaching and project work). Ultimately, this investigation will lead us to the development of a rationale for the design of an alternative interactional project work.

4. Significance of the study

The present study is important for many reasons. Firstly, as project work has been introduced by Algerian educational authorities only in 2005, this investigation attempts to explore whether it is a successful activity. Specifically, since the completion of this activity is aimed, among other things, at developing the interaction competency, we want to show whether it taps at its inherent interactional potential. In other words, this study will show if project work contributes to making learners' transition from transmission mode of language acquisition to interactive learning.

Secondly, this study is relevant to the field of project work in that it tries to explore project-related drawbacks in a first-year Algerian secondary school. Many EFL and

ESL studies have already investigated some of these obstacles (e.g., Eyring, 1997; Beckett, 1999; Wilhelm, 1999; Moulton & Holmes 2000; Alan & Stoller, 2005; and Petersen, 2004). And most of these studies have reported a mismatch between teachers' / learners' conceptions of the project activity (Eyring, 1997; Wilhelm, 1999; Beckett, 1999; and Moulton & Holmes 2000). Our study takes a different direction in that it assumes a significant match between teachers' and learners' beliefs about language learning/teaching and project work. More specifically, while the studies mentioned above have shown that teachers' conceptions are fairly positive, we think that in our context they might also be a hindrance to learning through interaction in projects. However, as will be seen later, this study will focus on the set of beliefs which we think might be a hindrance to promoting interaction in project work.

Lastly, this study is important in the sense that it seeks to establish a contextually relevant rationale for the design of a more interactive project work for first-year EFL learners. Researchers propose different kinds of solutions to make projects more successful. Amongst their suggestions are following some guidelines during project implementation (Sheppard & Stoller, 1995), framing projects (Ribé, 2000; and Slater & Beckett, 2005), and incorporating teacher training component (Eyring, 1997). In our case, we propose developing a project plan which would overcome the presumably project hurdles (i.e., the design and the way this activity is presented in the textbook and both teachers' and learners' beliefs about language learning/teaching and project work).

5. Research methodology

The observed lack of interaction in first-year project lessons has prompted this research. As a starting point, two observation schedules (see Appendices A & B) will be employed to examine the effectiveness of first-year project work in achieving its interaction objectives. These observation schemes will be carried out during the implementation of the first project of the textbook, '*At the Crossroads*'. Results from these research instruments will be crosschecked with the data to be obtained from teachers' and learners' questionnaires (see Appendices C & D), which will be administered immediately after the completion of the observed project (i.e., the first

project in the textbook). If the observed project is found unsuccessful in achieving its interaction objectives, we shall proceed with the second part of the questionnaires, which concerns the effectiveness of textbook for preparing learners to interaction in project work and the assessment of teachers' and learners' beliefs about language leaning/teaching and project work.

Then, follow-up interviews (see Appendices E & F) will be conducted with some teachers and learners in order to clarify and complete their responses to the questionnaires. Also, document analysis (e.g., textbook package) will be carried out to crosscheck the results to be obtained from the parts of questionnaires concerning textbook evaluation. Finally, the information gathered from the textbook analysis and the investigation of teachers' and learners' conceptions of project work and language learning/teaching will be exploited to build a rationale for the development of an alternative interactional project work.

6. Organization of the study

This study is organized as follows. Chapter one, deals with communicative language teaching approaches (i.e., project work, task-based learning, and competency-based approach) implemented in the textbook (*'At the Crossroads'*), classroom interaction, teachers' and learners' beliefs, and textbook evaluation. Chapter two, discusses programme evaluation, the methodology, which includes the design, participants, and research tools (questionnaires, follow-up interviews, observation schedules, and document analysis). Chapter three, presents and discusses results from the research tools. Chapter four and last one, provides a rationale for the development of an alternative interactional project work and describes the suggested project unit sample.

Chapter One

Review of the literature

1. Chapter one: Review of the literature

Introduction

This chapter includes the following four sections: the first section, discusses the communicative language teaching approaches (i.e., project work, task-based learning, and competency-based approach), which sustain the first-year textbook (1.1) ; the second section, discusses classroom interaction that is at the heart of the project work we intend to design (1.2); the third section, deals with learners' and teachers' beliefs which we think a hindrance to interaction in project work (1.3); and the fourth and last section, discusses textbook evaluation with which this study is also concerned (1.4).

1.1. Communicative language teaching

Communicative language teaching (CLT) is a comprehensive approach to foreign and second language teaching/learning that takes communicative competence as its goal (Richards & Rodgers, 2001; Richards, 2004; and Littlewood, 1981). The introduction of the element of communication into language programmes since the 1970s has given rise to disagreements and, consequently, to conflicting language teaching approaches. At the centre of the controversy is the issue of whether language is simply learnt through communicating or learning how it functions as well. This question takes us to discuss what communicative competence is and how it is acquired, that is, whether the ability to use language requires some knowledge of grammar or simply the practice of language in communication.

This major conflict of communicative language teaching is clearly represented by Howatt (1984) in his distinction between the 'weak' and the 'strong' version of communicative language teaching (p. 279). The 'weak' communicative version incorporates pre-communicative activities (i.e., activities that focus on form) into language teaching to assist learners communicate at later stages. The 'strong' communicative version, on the other hand, attempts to develop mechanisms of language ability through its meaningful use. To put it more simply, whereas the 'weak' version attempts to strike a balance between accuracy and fluency, the 'strong'

version considers language form as unnecessary and that “‘feel’ for grammaticality” as being developed through active communication (Krashen, 1981, p.2).

However, whereas the ‘weak’ communicative version has become a standard, the ‘strong’ communicative category has been challenged. Communicative competence (i.e., the knowledge of language and its actual use) involves more than communicative strategies. Littlewood (1981) points out that any foreign language teaching should acknowledge the four broad skills of communicative competence-namely, the linguistic competence, the ability to relate forms to functions, the skills for using communicative strategies, and the sociolinguistic competence. The first, refers to the knowledge of the formal system of language; the second, means the ability to use appropriate language forms and function in a particular situation; the third, describes the ability to maintain a conversation despite limitations in language abilities; the last component, relates to the knowledge of social norms that govern language use.

The pedagogical implication that can be drawn from this discussion is that communicative language learning involves more than the practice of oral skills, and that communicative language use is an integrated process that requires the mobilisation of various types of knowledge and skills. That is, the learner should, for example, draw constantly from his linguistic and social knowledge picked up through both formal and informal instruction in order to communicate appropriately. It follows, then, that the learner should be engaged in both skill getting and skill using. Our position ,here, is that a balance between communicative and pre-communicative language teaching activities should be achieved not because it paves the way for authentic communication, but also because it offers opportunities for learners to learn experientially and prepares them for paper-and-pencil exams.

In what follows, we shall discuss how various approaches to language instruction attempt to interpret the principles of communicative language teaching/learning discussed above. Some of these approaches are project-based learning (project-based learning [PBL] is used interchangeably with project work in this study), task-based learning (TBL), and competency-based approach (CBA).

1.1.1. Project work

1.1.1.1. Theoretical foundation for project-based learning

Project-based learning is not a new approach to teaching and learning. This approach to education that is based on experiential and action-based learning can be traced back to Dewey and Kilpatrick (1916, 1918, respectively in Legutke & Thomas, 1991, p.157). The reform movement initiated by Dewey and Kilpatrick in the United States laid the theoretical foundation of project learning, particularly through Kilpatrick's 1918 pamphlet, *'The Project Method'* (Ibid.). Both educationists called for the importance of democratic and cooperative learning within a social environment and argued that the process of learning should prepare young citizens in a democratic way through learning by doing (Ibid.).

It is also influenced by Piaget's (1927) constructivist and Vygotsky's (1986) socio-constructivist movements. These educationists and thinkers hold that knowledge is constructed through experience. According to Piaget, *"it is the "collision" of our thought with the thought of others that engenders doubt and calls for verification..."* (in Vygotsky, 1986, p.48). This means individuals reframe their mental representation of the external world to fit new experiences. As for Vygotsky (1986), he considers learning as a social activity. Indeed, he holds that when an individual is assisted he can achieve more than he can do individually and that in cooperation learners can solve problems that are beyond their mental state of development. Obviously, these insights cannot be put into practice within the confines of direct knowledge transmission.

However, since the inception of project method, its application has not always been consistent and successful. Its use has waned because of some early concerns which have been raised about it and which are still expressed. Among the many concerns expressed by some educationists (e.g., Bode ,1922; Dewey, 1931 ;Gramsci, 1971; Hirsch, 1996; Jones , 1922; and Marrison , 1931 in Beckett, 1999, p. 38) are its child-centred nature, its viability, its value, its process-orientation, and its lack of accountability. Indeed, these challenges have always hampered the use of project-

based learning as an autonomous “*philosophy of education*” (Dewey, 1938 in Beckett, 1999, p.61). For instance, whenever standardized testing is at stake, “*PBL tends to take place on the fringes of the educational landscape*” (Beckett & Miller, 2006, p.xiii). Consequently, a ‘more serious’ or ‘apt’ approach (e.g., structural approach) to teaching is adopted. In fact, in spite of successive education reforms that took place in Europe and America in the 1950’s and 1960’s, project work had failed to gain respectability in educational programmes.

Since the beginning of the 1980s, project work has known rapid resurgence thanks to influential works of interactionist research in SLA. According to Eyring (1989), project work is mainly espoused “*to provide opportunities for language learners to receive comprehensible input and produce comprehensible output*” (in Beckett & Miller, 2006, p.4). Hence, creating opportunities for learners to achieve comprehensible input/output by means of interaction is one of the major goals of project work in SLA.

Now that we have discussed the theories and ideas that contributed to the foundation of project-based learning, we shall move on to a more detailed discussion of its key features and its distinguishing characteristics that make it different from other simple tasks which are sometimes called projects.

1.1.1.2. Project work: towards a working definition

One of the defining features of project work is its task-based orientation. According to Hedge (1993), it is “*an extended task*” (p.276); Legutke & Thomas (1991) define it as “*a theme and task-centred mode of teaching and learning...*” (p. 160); Nunan (2004) considers it as a ‘maxi-task’; and Ribé & Vidal (1993) regard it as simply a more elaborated task (in Nunan, 2004, p. 133). All these definitions suggest that project work is a task or a series of tasks.

Other key characteristics of project work that are generally agreed upon by many researchers are summarized by Legutke & Thomas (1991) in the following definition:

a theme and task-centred mode of teaching and learning which results from a joint process of negotiation between all participants. It allows for a wide scope of self-determined action for both the individual and the small group of learners within a general framework of a plan which defines goals and procedures. (p.160)

Besides the task-based orientation of project work discussed above, this definition suggests its theme-based and process nature. That is, projects are organized around topics selected by students along with their supervisors. This also implies that interaction or negotiation is another key component of project work; as a matter of fact, most of its topics rest on a joint negotiation between learners and their teacher. Additionally, the definition further shows that interaction, action, and cooperation occur within an organizational framework. This plan that determines project goals, tasks, and outcomes is jointly constructed by project participants.

Legutke & Thomas further elaborate that “*Project learning realizes a dynamic balance between a process and a product orientation*” (p. 160). Indeed, many writers have stressed the importance of striking a balance between process and product (Wilhelm, 1999; Fried-Booth, 2002; Stoller, 2002; and Nunan, 2004). Although project work focuses on process, product is also important. According to Legutke & Thomas, it is one of the components of the process. Specifically, learners’ products serve as input for further learning. Similarly, while Fried-Booth underscores the importance of process for providing learners with opportunities to practise skills other than language ones, she points out that project learning “*is driven by the need to create an end-product*” (p.6). Also, Nunan argues that project work should culminate in a tangible outcome.

Learner-centeredness is another crucial feature of projects. According to Hedge (1993), project work is the realisation of the principles of learner-centred teaching. As for Legutke & Thomas, project work not only provides learners with opportunities to make their contributions to the learning process, but also allows them to discover their own strengths, interests, and talents.

Last but not least, project work leads to language, knowledge, and skills integration (Stoller, 2002; Beckett & Slater, 2005). Rather than teaching language components

separately (i.e., grammar and vocabulary), learners are taught language, content, and skills simultaneously. When learners are involved in projects, they use language as a medium to practise practical skills (e.g. researching, problem-solving, and interviewing) and to acquire knowledge. And in the process of doing projects, students can listen, write, read, and speak, and hopefully acquire language.

The first-year Algerian Official Syllabus defines project work “*as a series of relatively challenging tasks, in which the learner engages with his peers under the supervision of his teacher* (translated into English from SE1 Syllabus, 2005, p.9). This implies that project work is a set of interrelated tasks carried out cooperatively by learners under teacher’s guidance. Its major aim is stated in the SE1 Support Document (2005) in these terms:

le projet pédagogique est donc le cadre intégrateur dans lequel les apprentissages destinés à installer, une ou des compétences, prennent tout leur sens (p.5-6).

Accordingly, first-year project work that lends itself to the principles of competency-based approach constitutes a ‘target situation’¹ in which students re-invest the content, vocabulary, and structures/functions previously introduced. Other general aims of project work in the first-year are interpreted in the textbook as follows.

Project work makes learning more meaningful. It also makes co-operative learning a concrete reality and opens up entirely new avenues for action, interaction and the construction of new knowledge. (SE1 T’s B, 2006, p.17).

This definition suggests that project work is applied to achieve the principles of communicative language teaching. Specifically, its competency-focused orientation assigns it the realisation of the principles of socio-constructivism, namely active learning through interaction and cooperation.

1. Target situation: is a performance-based situation in which the learner mobilises and re-invests in a creative way the language and social skills along with their appropriate functions and language forms (SE1 Syllabus, 2005, p.8).

In the light of the key characteristics of project work discussed above and the aims and definitions of first-year project work stated in the course book and in the official syllabus, we are led to define project work as a carefully structured maxi-task which culminates in an end-product. It is a social activity that integrates language and knowledge, and it dovetails an entire instructional unit. Its major aim is promoting the interaction competency without losing sight of the other competencies (interpretation and production) cited in the official syllabus. However, achieving these project goals depends too much on whether project accomplishment is submitted to the steps of the process to which we shall turn now.

1.1.1.3. Project steps

The literature of project work provides a wide range of project plans (e.g., Legutke & Thomas, 1991; Sheppard & Stoller, 1995; Stoller, 2002; and Fried-Booth, 2002). Despite the slight differences between them, most of them agree on the three fundamental stages of planning, implementation, and presentation.

(i) Planning stage

Initially, a theme of general interest should be introduced by the teacher. After this, some kind of brainstorming about the topic should follow so as “*to sensitize learners towards the theme*”, “*to mobilize existing knowledge*”, and “*to arouse curiosity*” (Legutke & Thomas, 1991, p.172). This stage is referred to by Fried-Booth (1986) as “*stimulus*” or “*the jumping-off point*” (p.28). After these thought-provoking tasks, which serve to enlarge learners’ perceptions, students should organise themselves into groups. In the latter, they will be assigned the task of discussing and negotiating to come up with a topic of common interest.

Finally, the kind of language, skills, and curriculum objectives expected from the project should be illustrated explicitly in a concept map or table (Phillips, 1999). These representations also can include the resources to be consulted, the role of each learner, and the tasks to be accomplished.

(ii) Implementation stage

At this stage, students undertake tasks of data collection, compiling, and analysis. First, they should design research instruments such as interviews or questionnaires (Fried-Booth, 1986; Stoller & Sheppard, 1995). This stage is referred to by Fried-Booth (1986) as “*design of material*” (p.10). Then, they collect data individually, in pairs, or in groups inside or outside the classroom. After that, working in groups, learners present, compare, and analyse their data to refine it. The most relevant pieces of information are selected and the irrelevant ones are discarded. These classroom project lessons are important for providing learners with feedback and practice in self-and peer-assessment (Fried-Booth, 1986).

(iii) Presentation stage

Before handing in projects, learners must be sure that they meet the standards (correct use of grammar and visual supports). Team work is also needed for writing drafts, editing, and polishing the final product. The manner of presentation depends on the nature of the product. It can be an article to submit to the school magazine, a play to stage, or just a written production to submit to the teacher.

In what follows we shall discuss teachers’ and learners’ perceptions of project work which might seriously affect the implementation of the project steps discussed above.

1.1.1.4. Teachers’ and learners’ perceptions of project work

The application of project work has not always been evaluated positively. Despite the fact that some early large and small scale projects (e.g., ‘*Wheelchair Guide*’, Fried-Booth, 1982; ‘*Dear Brown Eyes*’, Carter & Thomas, 1986; and ‘*Animals in Danger*’, Hutchinson, 1991) were conducted successfully and met students’ and teachers’ expectations, other project experiences showed negative and mixed evaluations. Specifically, whereas both teachers and students in ‘*Dear Brown Eyes*’ and ‘*Animals in Danger*’ reported having learnt both language and culture and expressed their satisfaction with these project experiences, their counterparts in other studies (e.g.,

Eyring, 1989 in Beckett, 1999,p.50; Moulton & Holmes, 2000; and Wilhelm, 1999) showed negative or mixed feelings. In Eyring's study, for instance, both students' and teachers' evaluations of the activity turned out to be negative than expected. Although the students in the study acknowledged having acquired other skills than the basic ones, “ *they did not seem to think that these tasks were worthwhile pursuits in ESL classes*” (Eyring, 1989 in Beckett & Slater, 2005,p. 109). As for the teacher-participant in this study, she showed her frustration with this activity and clearly expressed her preference for traditional structural teaching (Eyring, 1997).

According to Beckett (1999), one of the major reasons for learners' negative evaluations of project work can be accounted for by learners' perceptions of language teaching / learning. Project work might not be appropriate for learners expecting to learn language and content separately, learn and practise the use of grammar rules and vocabulary items, and learn from the teacher or the textbook (Ibid.). Indeed, Beckett (2002) points out that in general education Western students (e.g., Canadians) evaluated project work positively because they had been used to more progressive teaching, while their ESL counterparts (e.g., Chinese) who had been used to structural teaching/learning expressed their frustration with this approach.

As we assume in this study that teachers' and learners' beliefs about language learning/teaching and project work might affect the use of interaction in project work, it is important to explore whether these beliefs are teacher-or learner-centred because, as shown above, learners' perceptions regarding language and content can affect its understanding and significance.

In the next subsection, we shall discuss task-based learning and explain how it relates to project work.

1.1.2. Task-based learning

Task-based learning is the realisation of communicative language teaching. Rather than teaching grammatical items, structures, and functions, TBL engages learners in task processes that require meaningful interaction or communication and that might result in language acquisition. Tasks are primary units around which TBL is organized.

1.1.2.1. Tasks

Tasks are defined by Willis (1996) as “*activities where the target language is used by the learner for communicative purpose (goal) in order to achieve an outcome*” (p. 23). This definition excludes activities that focus on form and means that the language used in tasks should be spontaneous and unplanned. Nunan (2004), on the other hand, defines task as:

a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. (P.4)

The above definition suggests that tasks can involve language practice, though the focus is on meaning. So, whereas Willis focuses exclusively on spontaneous language, Nunan points out to the importance of language practice while the attention is on meaning.

As we intend to develop a more interactive project work based on task-based learning, we define tasks as classroom activities that involve learners in both meaningful interaction and language practice. Specifically, our notion of task will integrate communicative with pre-communicative activities. That is, the kind of language and skills to be used in target tasks (task proper) will be practised beforehand. But how do tasks relate to project work?

1.1.2.2. Tasks and projects

Project work uses tasks to achieve its objectives. Actually, project work, as discussed in 1.1.1.2 (p. 13), is a set of tasks. Some writers (Ribé & Vidal, 1993 in Nunan, 2004, p.133; and Willis, 1996) do not make a distinction between project work and tasks. In fact, Ribé & Vidal use these terms interchangeably, and Willis considers projects as one kind of tasks (i.e., creative tasks). But, what is exactly the difference between them?

Projects are longer and more complex; they may also involve out-of-class research. According to Sheppard & Stoller (1995), project work differs from task-based approach “*in that it typically requires students to work together over several days or weeks, both inside and outside the classroom*” (p. 10). It may also be said that it is a ‘maxi-task’ (Nunan, 2004; Hedge, 1993; and Willis, 1996). That is, it involves a series of basic tasks that work towards an agreed goal. Moreover, unlike tasks, projects involve an end-product (Nunan, 2004; and Sheppard & Stoller, 1995). This means projects always culminate in a tangible outcome (such as booklets, posters, or magazines) that is presented to a wider audience. Both tasks and projects are used in competency-based approach, which forms the focus of the next discussion.

1.1.3. Competency-based approach

Traditionally, language syllabuses were organized in terms of educational objectives. The latter are separate aims derived from the knowledge of the subject of study. This approach lacks a clear vision of what the learner will do with the acquired knowledge because he is required to achieve separate objectives one after the other without linking them to varied and relevant context-of-use. In response to this methodology, a new educational movement, which had already made its way in main stream education, came to the forth. This approach is labelled competency-based approach because it uses competencies as the organizing unit of its curricula.

Initially, competency-based approach had been used in adult ESL settings to equip immigrants with essential skills to operate effectively in a new socio-economic order; then, it was extended to skill-based curricula to prepare learners for the work place (Auerbach, 1986). By the end of the 1990s, it became a major approach to language teaching in some countries (e.g., Australia).

This approach is defined by Richards & Rogers (2001) as:

an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviours students should possess at the end of a course of study. (p.141)

This definition implies that CBA seeks to equip learners with knowledge, skills, and behaviours. For this reason, its language syllabuses are organised around a set of competencies derived from the description of a domain of activity. Unlike the pedagogy of objectives, CBA makes a firm link between competency and its context-of-use. The learner immediately recognizes the aims of his/her learning; that is, s/he learns what s/he is expected to demonstrate in real-life situations. Since CBA focuses on what the learner will do with the language it can be said, then, that it is a communicative approach to language teaching (i.e., it teaches competencies that the learner will need in real-life situations). But, what is a competency?

1.1.3.1. Competency

Since there are various interpretations of competency-based approach, competency, which is its major organizing principle, is also subject to different views. According to Roegiers (2006), the differences in the interpretation of competencies are due to whether they are put to achieve the principles of socio-constructivism, interdisciplinary, project work, or those of problem solving. He holds that this term generally refers to content, abilities, and specific objectives. Likewise, Richards & Rodgers (2001) hold that “*competencies consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of real-world task or activity*” (p.144). Indeed, as these definitions show, a competency can include knowledge, skills (know-how), behaviours, and attitudes. These elements of a competency can be mobilised in an integrated way to tackle challenging situations. A competency can also include a wide range of supportive skills such as the linguistic (i.e., mastery of grammar, vocabulary, and pronunciation) and the cognitive (e.g. storing or applying knowledge). After considering the major principles that underpin competency-based approach, one can ask what are the driving principles of competency-based approach in the Algerian Curriculum? How does it define competency? And what are its targeted competencies?

1.1.3.2. Competency-based approach in Algerian Curriculum

The introduction of competency-based approach into Algerian Syllabuses is the major breakthrough in the 2005 official curriculum set down by the Ministry of Education. As Boutin (2004) observes elsewhere, educational reforms are more often motivated by political ambitions. The application of competency-based approach in Algeria has come in response to the political and social changes taking place in the country. It is mainly used:

- *to ensure a better role of socialisation and qualification;*
- *to respond to the challenge of economic globalization that requires higher qualifications that go hand in hand with professional mobility;*
- *to appeal to the use of modern technologies of information and communication for learning purposes and to learn to use them in different fields of professional life.*

(Translated into English from Roegiers, 2006, pp.51-52)

However, in order to achieve these broad socio-economic aims, the Algerian educational system introduced its own competency-based approach, whose principles are summarized in first-year teacher's book as follows:

(i) It is action-oriented: This means the learner is led to acquire how to use language effectively in appropriate situations. Accordingly, a good learner is not someone who knows a language, but rather someone who can use it appropriately. It is quite possible that one knows a language but still cannot apply it in a new situation. According to Boterf (1994) a competency does not function in vacuum; it is not sufficient to express it, it requires showing its existence.

(ii) It is problem-solving: In opposition to knowledge accumulation, competency-based approach seeks to teach language through practical situations. Learners are provided with problem-solving situations in which they mobilise their knowledge together with their *know-how* (skills) to use English effectively. When learners activate their previous knowledge to solve problems, they not only acquire new knowledge but also reinforce the existing one and make their learning more permanent.

(iii) It is social-constructivist: A competency is not transmitted; it is rather acquired through interaction with others. This implies the pedagogy of team work and projects. When learners engage in projects, share similar experiences, and negotiate new understandings, they can support and provide each other with feedback to promote their communication capabilities and acquire new knowledge.

(iv) It is a cognitive approach: Competencies are not acquired in a mechanical way without summoning the learner's cognitive, affective, and social processes. CBA in the Algerian Curriculum uses Bloom's (1956) taxonomy of educational objectives, which ranks cognitive objectives from lower to higher order in the following way: '*knowledge, comprehension, application, analysis, synthesis, and evaluation*' (p.18). This taxonomy mirrors the cognitive educational route that the learner follows to acquire language and skills.

1.1.3.3. Competency in Algerian Curriculum: The definition of competency depends on the type of competency-based approach adopted for teaching, organizing the curriculum, and evaluation. The Algerian first-year secondary school English syllabus (2005) defines competency as follows:

La compétence est un savoir agir qui intègre un ensemble de savoirs (connaissances), savoir-faire (capacités) et savoir-être (attitudes) mobilisables pour résoudre une catégorie de situations problème. (p.7)

In the light of the general definition of competency discussed above, this definition suggests that competency is mainly composed of knowledge (*savoir*), know-how (*savoir-faire*), and know-how to behave (*savoir-être*). Accordingly, the concept of competency in the first-year syllabus means the ability to demonstrate in an integrated way the knowledge of language (*savoir*) and language skills (*savoir-faire*) together with the social skills (*savoir-être*) in order to use English appropriately in different situations. These components of competency are embedded in the following basic language abilities targeted in the first year:

- *interacting orally in English*
- *interpreting oral and written texts*
- *producing oral and written texts.* (SE1 Syllabus, 2005)

It can be then said that competency-focused approach in the Algerian Curriculum states its objectives in terms of competencies, which generate the language forms and functions needed. These competencies are not taught as a '*whole block*'. Rather, they are divided into sub-parts (e.g., grammar, lexis, intonation, and interaction skills) and dealt with gradually through different tasks (SE1 T's B, 2006, p.14). Once a competency is covered, the learner re-assembles its different parts to form a complete skill, which can be 'recycled' and reinforced in a novel context.

In the following section, we shall discuss interaction, which is the first competency targeted in the first-year syllabus.

1.2. Interaction

Basically, interaction is an act of communication that occurs when two persons or more exchange thoughts, feelings, and ideas, which cause mutual effects on each other (Ellis, 1999; and Brown, 2000). Hence, interaction is a reciprocal activity that requires at least the involvement of two persons and that causes mutual effects. As such interaction is an interpersonal activity. It can involve interacting orally or with written texts. In our case, and in accordance with first-year curriculum, which defines the interaction competency as the ability "*to produce an oral utterance appropriate to the communication situation using the intonation patterns and tenses required by the situation*" (SE1 Syllabus, 2005, p.10), we consider interaction as an overt two-way person-to-person communication that is appropriate in terms of language forms and functions.

The interaction competency is among the basic language competencies/abilities (Breen & Candlin, 1980); it is essential to any communicative performance. According to Breen & Candlin, this primary communicative ability, which they call '*negotiation*', can be made visible and developed through language skills (p.96). Clearly, interaction or negotiation is linked to listening and speaking. That is, an

interactive act involves two persons in listening and speaking, not one person speaking and the other listening. In the Algerian English Framework (AEF) ¹, interaction is categorized according to speaking (MS4, p.18). This first competency of language is supported by:

- **Linguistic competence:** mastery of grammar, pronunciation, and lexis appropriate to a given situation.
- **Language strategies:** strategies that help learners acquire, organise, store and apply language appropriately.

The key components of the interactive competency stated in the AEF for first-year secondary school are as follows:

- *to interact orally to start and maintain a conversation;*
- *to carry out common functions involving two people;*
- *plan for, use, and evaluate the effectiveness of spoken interaction strategies.*

(SE1 Guide, 2009, p.16)

These key features are essential to the development of the interaction competency. All in all, learners need to acquire forms, functions, and linguistic strategies, which are embedded in subject content, to nourish their interaction competency. But, what types of interaction patterns promote the interaction competency?

1.2.1. Classroom interaction patterns

Interaction is a very important aspect of communicative language teaching; it is regarded as a classroom technique that provides learners target language practice and language acquisition (Ellis, 1999). That is to say, during the process of interaction the learner is not only practising language, but also developing the language ability. However, not all patterns of interaction are equally beneficial to language development.

In order for classroom interaction to be productive, it must be motivated by real communicative purposes. This largely rules out controlled pseudo-interaction activities

1. Algerian English Framework (AEF): is the description of the expected level of performance in English language across all grades, i.e. from first-year middle school to third-year secondary school (MSE4 Guide, 2008, p.19).

generally known as IRF exchange (i.e., teacher's initiation [I]; learner's response [R]; and teacher's feedback [F]). This rigid pattern of classroom discourse generally characterises traditional language classrooms wherein the teacher asks questions, instructs, and corrects students' mistakes. Indeed, in these settings, the teacher is usually the one who selects and initiates topics of conversations whereas learners assume the role of respondents. This phenomenon is described in Tsui's (1985) study of Hong Kong secondary school English classes (in Tsui, 1995, p.23). Her report shows that 70 per cent of classroom talk consisted of teacher talk and that these classes lacked the meaningful interaction found in native/non-native speakers' conversations (Ibid.).

Teachers in traditional classrooms tend to dominate the interaction and speak most of the time may be because they think they are the only source of knowledge in the language classroom and that learners have nothing to learn from each other (Tsui, 1996); learners, on the other hand, "*may be reluctant to take responsibility for managing their own learning*" (Waters, 1998, p.14). Another reason for teacher's dominance of classroom interaction is that it is, rather, difficult for him/her to get students' oral responses. This is particularly true. In the action research studies conducted by Tsui (1996, pp. 148-154) with a group of thirty-eight ESL teachers teaching in secondary schools in Hong Kong, 70% of teachers thought that getting students' oral responses was one of their major problems in teaching. Learners' reticence could be due to some socio-cultural conventions that assign teachers the role of knowledge transmitters and learners the job of passive receivers (Waters, 1998; Beckett, 1999).

1.2.2. Task-based interaction

A new pedagogy based on tasks or activities has come to address the potential hurdles to meaningful interaction discussed above. Special tasks such as information-exchange can be devised in a way to increase meaningful interaction between learners. According to Pica (1987), contrary to mechanized interaction practised in pre-communicative activities, information-exchange tasks appear to result in modified interaction (i.e., restructuring communication through comprehension checks, confirmation checks, and clarification checks). Comprehension check is the action

taken by the speaker to see whether his interlocutor has understood what was said (e.g., *'Is it clear?'*). Confirmation check occurs when the speaker asks the interlocutor whether or not what he has understood was what was said to him (e.g., *'So, you are saying I must click on the mail address'*). Clarification check happens when the speaker asks more questions to better understand what has been said (e.g., *'What do you mean?'*).

It is believed that the use of the basic interaction features stated above contributes to mutual understanding between the speaker and the interlocutor, and, consequently, to language development (Long, 1981 in Kumaravadivelu, 2008, p.68). It could also be argued that these interactional patterns encourage learners to stretch and improve their interactional abilities during the process of meaning negotiation. However, it is unsound to base classroom tasks exclusively on these learning/teaching techniques; pre-communicative classroom activities such as pattern practice and drilling are needed to equip learners with a variety of formulaic interaction expressions because, as Seedhouse (1999) asserts, task-based interaction patterns can result in impoverished language use.

As this inquiry assumes the 'weak' view of communicative language teaching/learning (see 1.1, pp.10-11 and 1.1.2.1, p.19), our project proposal will integrate communicative and pre-communicative activities. The language practice activities (e.g., repetitive practice) will be employed to equip learners with essential interaction expressions, whereas the communicative activities (e.g., information-gap) will be employed not only to stretch learners' linguistic competence, but also to prepare students for open-ended tasks that characterise projects. Legutke & Thomas (1991) and Fried-Booth (1986) consider tasks such as information-exchange activities as lead-in activities that facilitate learners' transition from teacher-controlled activities to more open tasks such as projects.

Apart from traditional patterns of interaction, assessment, to which we shall turn now, can also affect the quality of classroom interaction.

1.2.3. Concerns about assessing interaction

Traditional language teaching concerns itself mainly with the assessment of vocabulary and grammar accuracy through tests. According to Brown & Yule, “*Many well-established tests do not even have an oral component...*” (1983, p.102). Oral skills are usually tested though making a distinction in pronunciation of some words (Ibid.). However, since the introduction of the element of communication into language teaching/learning, many attempts have been made to assess learners’ oral interpersonal skills. Other assessments such as projects, role plays, discussions, and oral presentation tasks have been used to assess learners’ communicative competence (see definition p.12). These performance-based tasks are likely to reflect students’ ability to communicate. For instance, in a role play task, learners can be assessed on their ability to appropriately use vocabulary, grammar, and language functions in interaction.

However, grammar accuracy and vocabulary still constitute the target of language assessment. Learners still expect to be tested on their ability to display the mastery of grammar rules and vocabulary lists. For instance, after having taught students language competencies (e.g., interaction) for a whole term, one of them wondered and commented before sitting to the final exam in these terms: ‘*what can we have in the test? We didn’t study grammar*’. Clearly, students feel they ought to be judged on grammar. Also, in spite of the fact that communicative syllabuses are organised around language functions, teachers often find how to navigate their route through in a way to teach and assess only grammar and vocabulary.

Additionally, one could note that students are eager to see their marks in numerical figures; they do not see the value of ongoing assessment through diaries or questionnaires. As Legutke & Thomas (1991) point out “*Learners in both L1 and L2 situations may come with expectations that not only will their progress be assessed in terms of grade, but that this will form the main focus of their work.*”(p.244). That is, learners believe they should be given marks which reflect their progress towards achieving their learning objectives. In this case, a change in attitudes is required in

order for skills to be assessed. Learners need to be trained to skills assessment through the use of peer-and self-assessment grids.

In summary, in this section we have attempted to give an operational definition for interaction, discussed its most prevailing patterns, and shown some concerns about its assessment. Now, we turn to discussing learners' and teachers' beliefs.

1.3. Learners' and teachers' beliefs

Foreign language teachers and learners often bring to class a complex web of attitudes, experiences, expectations, and beliefs (Willis, 1996; Nunan, 2004; Legutke & Thomas, 1991). These preconceived notions regarding language acquisition have the potential to influence the teaching and learning behaviours and practices of both teachers and learners (Horwitz, 1985) and are likely to play a decisive role in language learners' success. They can shape the way teachers set about the learning task and, consequently, enhance or decrease students' interests in the activity. Also, students, for instance, who think it is important to have a firm understanding of grammar in order to speak English, will expend most of their energy on grammar learning.

According to Richards & Schmidt (2002) beliefs are "*ideas and theories that teachers and learners hold about themselves, teaching, language, learning and their students*" (p.49). In other words, these general assumptions are made about the nature of language, its difficulty, the process of its acquisition, and learners and teacher themselves. These aspects have been investigated by Horwitz (1985) through his 34-item questionnaire commonly referred to as BALLI–Beliefs About Language Learning Inventory. Horwitz (1985, 1987) used this device to explore students', teachers', and pre-service teachers' beliefs. This instrument is mainly used to spot discrepancies between teachers' and learners' pre-conceived ideas about foreign language learning/teaching. According to Horwitz (1985), if teachers and learners beliefs differ significantly, learners' success might be affected.

In the present study, we define beliefs as a set of preconceived ideas that teachers and learners have about English language, English language teaching/learning, project

work, and themselves. Our focus on these aspects of beliefs stems from the fact that we think they are problematic to learning through interaction in project work. Among the common tensions between project work objectives and teachers' / learners' beliefs, one can cite the following conflicts:

1.3.1. Traditional activities versus communicative activities

Learning in project work is organized around tasks that create and generate interaction between teacher and students. The latter jointly co-construct and sustain learning through interaction and negotiation. Kilpatrick (1918) argues that the teacher should set contexts for the learner to learn by doing (in Beckett, 1999, p.39). This means the learner should carry out the learning activities. However, in traditional teaching/learning contexts in which both teachers and learners have already formed ideas on how to go about learning/teaching, learning through doing might face tremendous resistance. Many students in these contexts seem to want a more traditional way of learning. That is, they expect lecture format to learn discrete grammatical structures, vocabulary lists, and pieces of information through pattern practice and memorization (Eyring, 1989 in Beckett, 1999, p.50). To these students, language use requires the deployment of a great amount of vocabulary words and the application of grammar rules.

1.3.2. Teachers' involvement versus teachers' disengagement

In traditional classrooms, the teacher is viewed as an authoritative and language expert, while students are reduced to passive recipients who act according to his/her instructions. The students who are accustomed to this mode of teaching resent activities in which the teacher is not directly involved. One can note in these settings that when students speak they address and look at the teacher; and if the latter leaves the classroom while doing a task, they stop and resume only when he is back. Indeed, Beckett (1999) and Eyring (1997) studies showed that their adult ESL students who were accustomed to traditional mode of teaching/learning resented free activities and asked for more teacher's guidance. Students in Eyring (1989) stated that "*allowing so much input and 'authority' was not good in an academic class*" (in Beckett, 1999, p.

54). That is, learning from freer activities and peers is not recommended. What these learners want is to learn from an authoritative master who has knowledge to transmit.

1.3. 3. Learning through integration versus learning through separation

As already noted, project work is a tool for language, content, and skills integration (see 1.1.1.2, pp.14-15). However, although project work creates opportunities for practising listening, speaking, reading, and writing, some learners regard it a hindrance to language learning (Eyring, 1989 in Beckett, 2002, p.62). According to Eyring, the students in her study *“felt that project-based instruction prevented them from learning from the teacher and textbooks and from focusing on language skills”* (in Beckett, 2002, p.52). Indeed, students who have been marked by years of instruction through traditional teaching/learning methods might want to have separate grammar lessons and the practice of language skills independently from other activities such as planning, observing, analysing, and problem solving. Perhaps, this is because learners and even teachers fail to see project work as a means to learn language forms and practise the basics.

1.3. 4. Serious learning versus playful learning

One of the deep-seated beliefs about project work is the fact that it is viewed as *“a gambit by means of which a fun element can be introduced into an otherwise lifeless and dreary classroom, in order to make the serious core of a learning programme bearable* (Legutke & Thomas, 1991, p.158). That is to say, project-based learning is not considered as a legitimate approach to language learning. Accordingly, it should rather be used from time to time to bring variety and entertainment to classroom activities (Alan & Stoller, 2005). Indeed, the students who expressed their satisfaction with project work in Beckett’s (1999) study said that they liked it because it created fun. There is no harm for an instructional approach to bring fun to its users; however, students’ emphasis on this insignificant aspect of project work may reveal erroneous beliefs about it. This misconception is reinforced by curricular designers who usually place project work at the end of language programmes (Beckett & Miller, 2006). This

being so, projects are chiefly intended for relaxing learners after serious academic work.

1.3.5. Product versus process

Although project work is by its nature process-oriented, learners have been shown to favour product over process (Beckett, 1999). That is, students seem to want acquiring more knowledge rather than practising practical skills (such as writing letters, accessing internet, and responding to job application letters). This may be because they are accustomed to product schooling (Ibid.). This distorted image of project work is reinforced by teachers who totally relax their students during the process of project implementation (Alan & Stoller, 2005). Teachers' absence of guidance during process seems to stem from the fact that they believe this activity is students' 'business'. And yet, neither the teacher's disengagement from this activity nor his/her excessive control is a feature of project work; a balance between its learner-centeredness and a tactful monitoring should be achieved.

In summary, all these tensions between project goals and teachers' / learners' beliefs about project work and foreign language learning/teaching can negatively affect the implementation of interactive projects. Another crucial factor which can either reinforce or address these incorrect beliefs is the textbook.

1.4. Textbook evaluation

Textbook evaluation can be comprehensive or selective. That is, it can embrace all aspects of the textbook such as layout, content, methodology, and aims or choose to focus only on some aspects which may be considered defective for achieving programme aims. However, no matter how restricted the scope of course book evaluation may be, it should obey to a certain established scheme.

1.4.1. Textbook evaluation schemes

The literature in the field of ELT textbook provides a set of course book evaluation criteria ranging from the physical layout and design of the book to the analysis of language content such as grammar and vocabulary. Cunningsworth (1995) and Harmer (1996) suggest the inclusion of such criteria as design, topics, language content, methodology, and teachers' book, while Williams (1983) develops a checklist that focuses on language content such as speech, grammar, vocabulary, and language skills. However, all of them agree that the checklists are by no means exhaustive; rather, they can be adapted to the specificities of the learning situation. Besides, teachers or researchers might focus on one aspect of the textbook.

In our case, as we assume that the project layout, the project topics, the content, the methodology, and the assessment aspects of the textbook, '*At the Crossroads*', are a hindrance for generating interactive tasks in project work, we shall focus our course book evaluation on these particular aspects of the textbook.

1.4.2. Textbook as an agent of change

The textbook constitutes a central component in educational programmes; it provides the basic sources for language input in the classroom through texts, activities, and instructions. However, since the introduction of the process syllabus by Breen & Candlin (1980), it has come under attack (e.g., Allwright, 1981; and Prabhu, 1987). The fact that classroom instruction is considered as a social event that occurs between teacher and learners precludes the inclusion of the textbook. Allwright (1981) argues that classroom interaction is principally managed by teacher and learners; consequently, the textbook cannot predict the learning process.

Nevertheless, as O'neil (1982) argues, although classroom interaction is unpredictable, it can be structured by means of a textbook. We agree with Allwright & Baiely (1991) that classroom interaction is not something we can do to learners. But we shall argue that it is neither something that learners and teacher can do on their own. Indeed, classroom events can be viewed as processes in which the three elements of the teacher, learners, and materials interact.

Moreover, as Hutchinson & Torres (1994) point out, the textbook can be used to provide a structure for classroom interaction especially when providing a change in the educational system. Indeed, we shall argue in this study that classroom activities should not constitute the end of learning, but rather part of a series of activities related to the general curriculum set down by educational authorities. It follows, then, that this framework can only be provided by the textbook. Consequently, the free unpredictable interaction between teacher and learners cannot fulfil this function. Only the textbook can be an efficient means for accompanying both teachers and learners evolve in new systems usually introduced in educational reforms. It can lead both of them understand new educational concepts and change their deeply ingrained values, attitudes, and beliefs. In so doing, teachers and learners can accommodate themselves to the new changes.

In the light of this discussion, classroom lessons should be regarded as the dynamic interaction between teacher, students, and materials (textbooks). And the latter can be viewed as essential elements for supplementing teachers' and learners' education.

Conclusion:

In conclusion, this chapter, firstly discussed communicative language teaching/learning and its conflicting views and showed the position we shall adopt in the present inquiry. Then, we discussed the communicative language teaching/learning approaches (i.e., project work, task-based learning, and competency-based approach) which sustain first-year textbook, *'At the Crossroads'*. We defined them in relation to first-year curriculum to avoid any misconception. Key concepts such as projects, tasks, and competencies were defined and shown how they will be used throughout the frame of this study. Secondly, we provided a working definition for interaction and argued in favour of freer interaction patterns, which we believe crucial for learning through projects. Thirdly, we defined teachers' and learners' beliefs and discussed the most frequent misconceptions regarding language learning/teaching and project work.

Finally, we discussed some broad criteria usually used for textbook evaluation and showed how textbooks can be put to achieve syllabus objectives and accompany teachers during school reforms.

The following chapter will be about the research methodology and design applied in the present study.

Chapter two

Research methodology and design

2. Chapter two: Research methodology and design

Introduction:

This study seeks to evaluate whether first-year project work reaches its interaction objectives and, then explores its major obstacles, which we identified as the textbook and teachers' and learners' perceptions of language teaching/learning and about project work. Ultimately, this will lead us to suggest an alternative interactional project work. This chapter discusses the methodology used to carry out this inquiry. It includes programme evaluation (2.1); description of first-year English textbook, *At the Crossroads*, (2.2); population (2.3); and research design and procedure (2.4).

2.1. Programme evaluation

Programme evaluation is a “*systematic process of determining the extent to which instructional objectives are achieved by pupils*” (Gronlund, 1981 in Nunan, 1992, p.184). It is then, the process of gathering information on the effectiveness of a particular programme. According to Nunan (1988), it is also a decision-making process which helps to decide whether the programme is to be altered in any way (in Nunan, 1992, p.185). He further argues that the process in question involves ‘action’; that is, it requires making suggestions (Ibid.).

In the light of the above definition, our investigation is a programme evaluation, which is mainly concerned with the exploration of whether the existing first-year English project work achieves its objectives in terms of interaction. In order to inform this research concern, we addressed questionnaires to both teachers and learners and conducted classroom observation sessions. The latter helped us collect data from the process of achieving the instructional objectives, because, as Nunan (1992) and Rea-Dickins & Germaine (1992) point out, we cannot rely on what people say if we want to make a fair and reliable judgment on the effectiveness of a language programme. It could, for instance, that teachers state that they teach communicatively, but actually do not change their structural practices.

Programme evaluation should also account for what brings about poor results (Rea-Dickins & Germaine, 1993). This can be the materials (e.g., textbook), the teacher's effectiveness or learner's preparedness. In the case of this study, since we assume the first-year textbook, '*At the Crossroads*', and teachers' and learners' beliefs about language teaching/learning and project work are the major causes behind the failure of project work in achieving its objectives, we employed questionnaires, follow-up interviews, and document analysis to investigate these supposedly major hurdles.

Since textbook analysis constitutes a part of programme evaluation, it seems worthwhile providing a brief description of the textbook, '*At the Crossroads*'. Although this is not appropriate in a methodology chapter, we strongly believe that this would help the reader better understand later in this study the discussions around the textbook.

2.2. Description of the first-year textbook: This section briefly describes the general layout of the textbook and the project topics.

2.2.1. The layout of the textbook

The first-year English course book, '*At the Crossroads*', consists of five instructional thematic units to be covered in twenty hours' teaching each. As shown in figure 1 below, each unit is divided into four sequences and three sections.

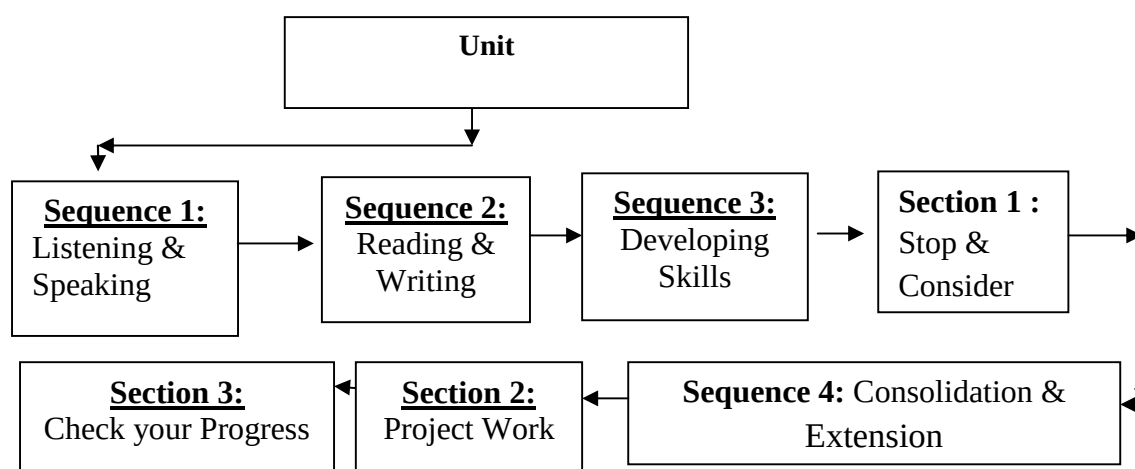


Figure 1: The Layout of first-year course book, '*At the Crossroads*'

- > **Sequence 1: Listening & Speaking.** It is subdivided into four rubrics: *Anticipate*, *Listen & Check*, *Say it Clear*, and *Your Turn*.
- > **Sequence 2: Reading & Writing.** It consists of four rubrics: *Anticipate*, *Read & Check*, *Discover the Language*, and *Write it Right*.
- > **Sequence 3: Developing Skills.** This sequence follows no particular pattern.
- > **Stop & Consider:** This section explicitly presents the grammar rules covered in instructional units.
- > **Sequence 4: Consolidation & extension.** It comprises two sub-rubrics: *Write it out* and *Work it out*.
- > **Project Work:** This section supplies the project task and outline.
- > **Check your Progress:** It includes a set of assessment tasks and a self-assessment checklist.

2.2.2. Topics of project work

There are five thematic units in the textbook, '*At the Crossroads*'; each unit includes one or two project topics. The following figure represents the topics of the units and their projects.

Unit	Unit topic	Project topic
1	communication	- job application booklet - internet users' guide for beginners
2	arts (literature)	- a book review - writing a biography
3	journalism (reporting)	-a survey
4	science and technology	-an invention profile
5	the environment	-a consumer's guide -making posters and notices

Figure 2: Project topics

2.3. Population

2.3.1. Learners

The sample of students comprised two first-year Algerian English high school literary classes of a total of 72 students. All of them belonged to Slimani Slimane High School, at Ain-Oussera, Djelfa. They were young learners between 15 to 17.

They had already received four years' tuition in English at the middle school level. Our choice to investigate this particular level is, firstly due to the fact that these classes were not constrained by any national exam, which would make them focus on language components to pass their exam and, secondly to the fact that the official syllabus gives very clear indications that the first-year syllabus is considered a natural extension of the middle school programme. This might allow a horizontal evaluation of project work over four years of English instruction.

2.3.2. Teachers

The number of teacher-participants in this study amounted to 13. Because in our school we had only 4 teachers which is an insufficient number to be reliable, we resorted to other teachers who were using the same book in neighbouring schools.

2.4. Research design & procedure

The design of our study used both quantitative and qualitative research methods. The quantitative data came from the close-ended questionnaires and classroom observation schedules, while the qualitative data was derived from follow-up interviews and document analysis.

2.4.1. Research tools: This study used the following research tools: observations, questionnaires, follow-up interviews, and documents.

2.4.1.1. Classroom observations (Appendices A & B)

The observation of project implementation was a necessary starting point to investigate the effectiveness of first-year project work in achieving its interaction objectives. As Bell (1999) states "*Direct observation may be more reliable than what people say in many instances*" (p. 156). In the case of this study, observation data was compared to what informants indicated in questionnaires so as to check whether what was stated in the latter was actually true.

Two observation schedules were devised and carried out during project workshops. The items used in these observation schemes, which were also replicated

in questionnaires, were derived from the analysis of the first-year textbook package and its syllabus documents. However, they were illustrated and expanded through our readings in the fields of project work and classroom interaction and adapted to the specificities of the observed lessons. The two observation schemes in question will be called henceforth: 'Project Opening' (see Appendix A) and 'Project Presentation' (see Appendix B) schedules; they were used to observe the first project in the textbook called 'Internet Users' Guide Project'. This particular project was used as a sample of first-year project work because it was found practically impossible to carry out observation sessions for each project work in the textbook. This is, firstly, because the teachers were not willing to have their projects scrutinized for research purposes, and secondly, because they were not frequently carrying out projects.

(i) Project Opening: This observation scheme includes three main sections.

- The first section is concerned with the extent to which first-year project work achieves the interaction objectives inherent to project opening stage. More specifically, we want to know whether student-centred project tasks such as negotiating project subtopics, discussing research procedure and resources, and selecting the presentation format to be used in project are carried out by students because our anecdotal observation concerning the implementation of the existing project work suggest that these particular tasks are either carried out by the teacher or simply skipped.
- The second section seeks to determine whether the 'Internet Users' Guide Project' highlights the aims of the interaction competency covered at this stage of the unit (i.e., Project Section). Our aim is then, to show whether in brainstorming the project topic, students discuss, argue, express their opinion, give and take turns, use language to gain time, ask and give information, and request repetitions and clarifications.
- The third section attempts to explore learners' actual behaviours in the context of achieving the interaction objectives of project work. We have argued in this study that classroom techniques such as group work and pair work are used to structure and facilitate student-student interaction (see p.2). Accordingly, we hope to show through

this research tool whether project teachers organise their learners into groups while brainstorming and setting the 'Internet Users' Guide Project'.

(ii) Project Presentation: The items used in this section of the observation scheme can be justified by the fact that our anecdotal observation and discussions with first-year project classes suggest that oral project presentations are void of the steps and interactive skills of a conventional presentation (e.g., introducing the topic, summarizing the content, concluding, using eye contact, inviting the audience to ask questions, and asking and giving turns). This observation tool is also made up of three sections:

-The first set of questions aims at investigating whether 'Internet Users' Guide Project' fulfils the interaction objectives that are inherent to project presentation stage. Observing how students present orally the results of their project work is mainly aimed at showing the extent to which they interact and make clear and well-organised oral reports.

-The second part of this research tool is identical with its corresponding section in 'Project Opening' schedule; that is, its items aim at determining the extent to which the objectives of the interactive competency covered in the whole unit are re-invested in project work.

-The content of the categories in third part of this research tool is also identical with its corresponding section in 'Project Opening' schedule. As in the latter, its items seek to explore whether students work in group, share their findings, and participate in both peer-and project assessment.

We limited our observation to only two sessions because it was found that teachers actually allotted only two workshops to project work. Observing more project workshops would have been more insightful. Nevertheless, we feel that the observed project workshops are representative of the oral interaction objectives. Indeed, these project workshops which took place at the end of the unit (i.e., Project Section and unit closing) should have made the mastery of the intended interaction skills and their corresponding language forms visible and conspicuous.

2.4.1.2. Questionnaires (Appendices C & D)

During nearly the whole 2009-2010 school year, we observed, discussed, and interviewed first-year project teachers and students. The informal data gathered from this preliminary work served the purpose of constructing two almost identical questionnaires with slight differences; these questionnaires were addressed to both first-year teachers and learners (see questionnaires in Appendices C & D). One of the methodological reasons for investigating our research concern from teachers' and learners' perspectives was crosschecking the findings. The questionnaires were administered in English but learners were given a copy in Arabic. The reason for not administering learners' questionnaire solely in Arabic was due to the fact the pilot study led us to think that our informants were thinking of Arabic rather than English projects.

Both teachers' and learners' questionnaires are divided into three main sections, but the teachers' questionnaire includes an extra one. The three major sections investigate the extent to which first-year project work fulfils its interaction objectives, explore the appropriateness of first-year textbook for preparing learners for interaction in project work, and examine whether first-year teachers' and learners' beliefs about language learning /teaching and project work affect the implementation of interactive projects. The extra section in teachers' questionnaire explores teachers' professional background. Before explaining the almost identical sections in teachers' and learners' questionnaires, we shall start with the presentation of the extra section which concerns the teachers' questionnaire.

(i) Teacher's professional background: This section includes only four questions (see questions 1-4); its aim is to investigate teachers' professional background in order to explore their preparedness for implementing interactive projects. The next section to which we shall turn now is devoted to teachers' and learners' evaluations of project work in terms of interaction.

(ii) Evaluations of first-year project work in terms of interaction: These sections include 16 questions in each questionnaire (5-20 in the teachers' questionnaire and 1-

16 in the learners'). They aim at showing the extent to which the existing project work achieves its intended interaction objectives, which we obtained from the analysis of the textbook and syllabus documents. In what follows we expand on these interaction objectives which have already been summarised in the introduction (see p.5).

- *Negotiate project subtopics and objectives*: learners engage in the process of discussing and negotiating project subtopics and objectives with their teacher and among themselves.
- *Ask and give information in project work*: learners interact in English during class time to enquire and provide their peers new information about project topic.
- *Work cooperatively*: learners work in groups, share, and help each other with the language demand of project work inside or outside class.
- *Make presentation of the final product*: learners give the final in-class oral presentation and interact in English with the audience (i.e., peers and teacher).
- *Use communication strategies*: learners use language expressions to gain time (e.g., 'well', 'you know', 'let me think') and to convey the meaning of unfamiliar words (e.g., *for a mechanic a learner can say the person who repairs cars*).
- *Maintain a conversation*: learners sustain conversations despite limitations in language and speaking skills.
- *Use the conventions of turn taking*: learners use the rules of turn taking (e.g., 'well', 'what do you think?', 'let me finish').
- *Use the basic interaction strategies (i.e., request repetition, reformulation, and clarification)*: learners ask the speaker to repeat and clarify in a simpler way the message that is unclear to them.

Like the observation schedules discussed in 2.4.1.1 (pp.40-43) the questions employed in these sections of the questionnaires can be divided into three categories:

- Questions 5-9 in the teachers' questionnaire and 1-5 in the learners' are meant to investigate the attainment of the general interaction objectives that are specific to project work. That is, they seek to show whether project work generates negotiation

through its student-oriented tasks (e.g., negotiating project subtopics and enquiring for project information).

- Questions 10-13 in the teachers' questionnaire and 6-9 in the learners' explore whether project work provides extended opportunities for interaction mainly through cooperative teaching/learning techniques such as group activities and assessment.

- Questions 14-20 in the teachers' questionnaire and 10-16 in the learners' explore the extent to which students re-use in project work the interaction abilities acquired in the lessons of the unit. In other words, these questions seek to explore whether, for instance, project students re-invest visibly in project tasks the conventions of turn-taking and interaction strategies like checking understanding.

The questions discussed above were derived from the general objectives of project work and those of the interaction competency, which were reworded into assessable items in a Likert scale in a form of a checklist. These questions were used to answer the first research question:

1. *To what extent does first-year project work achieve its intended objectives in terms of interaction?*

We now move on to discussing the next major sections in teachers' and learners' questionnaires.

(iii) Evaluations of project work in the textbook: These sections include 12 questions in each questionnaire (21-32 in the teachers' questionnaire and 17-28 in the learners'). They seek to answer the second research question:

2. *Does first-year textbook prepare learners for interaction in project work?*

The aim of these sections of the questionnaires is then, to determine whether first-year project work, as it is presented in the textbook, prepares learners for interacting orally in project tasks. Hence, in order to determine the extent to which the textbook, '*At the Crossroads*', equips learners with give-and take oral skills to be exploited in project

work, the following set of contextually relevant criteria, grouped under textbook aspects, were established and applied to textbook evaluation.

(i) The layout & guidance of project work in the textbook

- The textbook/and teachers' book provide guidance on how to implement project work
- The project outline is listed at the beginning of the unit
- The project outline in the textbook is referred to throughout the unit

(ii)The project topics

- The topics of projects relate to students' age
- The topics of projects relate to the general theme of the unit

(iii)The content of the textbook

- The content of the textbook is relevant to students' needs in the project
- The content of texts and dialogues in the textbook is authentic

(iv)The methodology used in the textbook

- The tasks (activities) used in the textbook encourage interaction
- The tasks in the textbook require the use of pair work
- The tasks in the textbook require the use of group work

(v)The assessment methods used in the textbook

- The textbook uses self-assessment techniques (learners assessing themselves)
- The textbook uses peer-assessment (learners assessing each other)

The items in the above categories were derived from informal data (anecdotal classroom observation and discussions with teachers and learners) and our readings in the fields of project work and classroom interaction. The application of these criteria might show textbook weaknesses, which we presumably identified in the categories stated above. More specifically, we strongly believe that the layout of first-year project work is one of the major hurdles for creating contexts (e.g. setting up project workshops) for students to interact and apply previously acquired language and skills in project work. Another weakness is that the textbook does not seem to cater for learners' needs in project work mainly in terms of language and interaction skills.

Learners need to acquire vocabulary related to projects, share and request information, explore alternative ways of saying things, and request and give clarifications in order to apply academic learning in project work. Still, our strong assumption suggests that the methodology, which we equate in this study with tasks, used in the textbook is another major hurdle for developing students' interaction competency. More specifically, we assume the tasks employed in '*At the Crossroads*' to prepare learners for interaction in project work are defective for achieving this aim. Lastly, we also think that the textbook lacks cooperative assessment. This assessment might include interaction in assessment and engage learners in meaningful interaction when implementing them.

The questions used in this section of the questionnaires are presented in a 4-point Likert-type scale ranging from 'strongly agree' to 'strongly disagree' (see items 21-32 in Appendix C and 17-28 in Appendix D).

After stating the content, aims, and types of questions used in these sections of questionnaires, we now turn to presenting the third and last identical section in teachers' and learners' questionnaires.

(iv) Teachers'/ learners' beliefs about English language teaching/learning and project work: These parts of questionnaires consist of 9 questions in each questionnaire (i.e., questions 33-41 in the teachers' questionnaire and items 29-37 in the learners'); they seek to answer research questions three and four.

3. Do teachers' beliefs about language learning /teaching and project work affect the use of interaction in project work?

4. Do the beliefs that learners have about English language learning /teaching and project-based learning affect the use of interaction in project work?

Hence, these sections seek to assess whether teachers' and learners' beliefs regarding English language learning/teaching and project work can account for the supposedly lack of interaction in project lessons. But, it should be noted that this study concerns itself only with the set of beliefs that seem to affect learning through interaction rather

than with a thorough investigation of teachers' and learners' held beliefs about language learning/teaching and project-based learning.

The questions used in these sections of questionnaires stemmed from our informal discussions and interviews with first-year students , anecdotal classroom observations , and readings in the fields of teachers' and learners' beliefs about language teaching/learning and project-based learning ; they explore teachers' and learners' beliefs about language teaching/learning and project work (questions 33-36 in teachers' questionnaire and 29-32 in the learners') and teachers and learners' perceptions of project work (questions 37-41 in teachers' questionnaire and 33-37 in the learners').

Our investigation of the former aims at showing whether our sampled subjects still hold teacher-centred view of language teaching/learning, which might be detrimental to learning/teaching through interaction in project work. More clearly, for instance, if teachers and learners believe that learning /teaching a language starts with the acquisition of the language components (i.e., grammar and vocabulary), they might give more importance to the tasks which focus on accuracy at the expense of interaction both in teaching and assessment. In the latter, we seek to show the extent to which the aims that teachers and learners hope to achieve from this activity are in line with the assigned objectives because we strongly believe that any misunderstanding of this form of instruction might jeopardise syllabus objectives. Particularly, if project work is perceived as an activity specifically designed to entertain learners from academic learning (e.g., learning language skills), students, for instance, might be less willing to work hard at it as it does not provide them with what should be learnt at secondary school, that is, grammar and vocabulary needed to pass exams.

All the questions in these sections of the questionnaires are close-ended (except the last one); they allow quantifying results and facilitate their analysis. Three types of questions were used: ranking questions in which informants were asked to classify items from the most to the least important; listing questions in which respondents had to choose one answer from a list of exclusive items or tick in a list in which more than

one answer is possible; and a Likert-type scale wherein participants were required to rate their responses in a scale.

2.4.1.3. Follow-up interviews (Appendices E & F)

Teachers' and learners' responses to questionnaires provided general information and generated discrepancies, which might have been due to learners' or teachers' misunderstanding of questions. After questionnaires administration, we realized that it would have been more useful if we had made them more open-ended by adding a question such as "Why?" or "Please explain" to have the participants say more. Fortunately, we had planned interviews to follow questionnaires administration. Hence, the interviews were made a follow-up to the questionnaires. They were designed in such a way as to research and explain the results which had been obtained from the questionnaires, and, thus confirm or disconfirm our findings.

Our interviews are semi-structured. That is, a set of pre-determined questions were used, but respondents were given time to talk freely about the topic under investigation. As Bell (1999) points out "*Where specific information is required, it is generally wise to establish some sort of structure...*" (p.139). Hence, since interviews seek clarifications for specific questions raised from questionnaires, we have thought it more useful to focus them.

These follow-up interviews were conducted with both teachers and learners; their questions are almost identical since teachers' and learners' questionnaires showed similar patterns in their responses. Nevertheless, there are some differences in the wording of the questions depending on whether they address the teachers or the learners (please refer to Appendices E and F).

30 students and 10 teachers volunteered to answer the questions in the follow-up interviews. Both interviews were audio-taped, but whereas the teachers' was obviously conducted in English, the learners' was carried out in Arabic. Interviewing learners in their L1 yielded richer data than would have been in English because their

level of proficiency in English was low. Results from the follow-up interviews will be presented and discussed in relation to the questionnaires data.

2.4.1.4. Document Analysis

Document or documentary analysis is rather less popular than questionnaires, classroom observations or interviews; however, it is very important for checking the reliability of data obtained from the latter research tools. Documents are written texts that give “witting” or “unwitting” evidence (*Marwick, 1989 in Bell, 1989, p.110*). That is, they provide the researcher with information either intentionally or unintentionally suggested by its writer.

Since our study is concerned with textbook evaluation and with the development of a more interactive project, document analysis is of crucial importance for exploring the rationale behind the presentation and construction of the existing project work in the textbook and for identifying its interactive objectives. The following documents were used to start our research from an informed basis: the textbook, ‘*At the Crossroads*’, teacher’s book, first-year Official Curriculum (syllabus), first-year accompanying document, and samples of learners’ project end-products. Results from the analysis of these documents will be synthesized while discussing data from the other research tools.

It goes without saying that textbook analysis followed a carefully established scheme; as a matter of fact, it was applied on the basis of questions used in teachers’ and learners’ textbook evaluation questionnaires. In fact, this research instrument was applied to explain, supplement and crosscheck results obtained from teachers’ and learners’ textbook evaluation surveys; it attempts to investigate whether the textbook displays the following characteristics:

- *The textbook /and teacher’s book provide(s) guidance on how to implement project work*
- *The project outline is listed at the beginning of the unit*
- *The project outline in the textbook is referred to throughout the unit.*
- *The topics of projects relate to students’ age*

- *The topics of projects relate to the general theme of the unit*
- *The content of the textbook is relevant to students' needs in the project*
- *The content of texts and dialogues in the textbook is authentic*
- *The tasks (activities) used in the textbook encourage interaction*
- *The tasks in the textbook require the use of pair work*
- *The tasks in the textbook require the use of group work*
- *The textbook uses self-assessment techniques (learners assessing themselves)*
- *The textbook uses peer-assessment (learners assessing each other)*

2.4.2. Procedure

As a starting point, the evaluation of project work was carried out through classroom observation. We observed two project workshops in each of the two classes under investigation in October 2010. Our choice to observe the implementation of 'Internet Users' Guide Project' (i.e., first project in the textbook), not other projects in the course book, was due to the fact that the interaction objectives of this particular unit are clearly and explicitly stated in teacher's book. These interactive goals served as building blocks for observation schedules.

Next, both teachers' and learners' questionnaires were administered immediately after the completion of the first project work in the textbook (i.e., 'Internet Users' Guide Project'), that is, around November 2010. Although the first step in this study consisted of the evaluation of the extent to which first-year project work achieves its interaction objectives, we collated to the questionnaires two more sections that investigate the identified project hurdles (i.e., textbook and teachers' and learners' beliefs). The reasons behind this are firstly, for practicality reasons, it was difficult to have broken questionnaires, which would have necessitated administering them separately; secondly, from a methodological point of view, our strong assumptions and beliefs suggest that project work fails to achieve its interaction objectives. On the basis of these reasons, the questionnaires were filled out by participants once and for all.

Learners' questionnaires were explained in class and filled out on the spot, and this resulted in high percentage of responsiveness. Teachers were given one week to complete and return them.

After questionnaire administration, the follow-up interviews were conducted to explain issues raised in teachers' and learners' questionnaires and to further clarify learners' and teachers' responses to this preceding research tool.

Finally, documentary analysis was carried out to explain and crosscheck the data obtained from textbook evaluation survey.

To sum up, the evaluation of project work was carried out by means of classroom observations and questionnaires, the assessment of first-year textbook was conducted through questionnaires and textbook analysis, and the examination of teachers' and learners' beliefs about language learning/teaching and project work was accomplished through both classroom observations and questionnaires.

Conclusion:

This chapter discussed programme evaluation, introduced the first-year textbook, presented the population of the study, discussed the four research tools (i.e., questionnaires, follow-up interviews, documents analyses, and classroom observations) applied to inform our research questions, and finally discussed the research procedure.

The following chapter will present, synthesise, and discuss the data obtained from the research tools applied in this study.

Chapter three

Data analyses and discussions

3. Chapter three: Data analyses and discussions

Introduction:

This chapter reports and discusses the results from the four research tools (questionnaires, follow-up interviews, classroom observations, and documents analyses) applied in this study. It is divided into three main sections: results from questionnaires, follow-up interviews, and documents analyses (3.1); results from classroom observations (3.2); and, finally, limitations of the study (3.3).

3.1. Results from questionnaires, follow-up interviews, and documents analyses

This section gives and discusses the findings from questionnaires and follow-up interviews; the results from documents analyses are also synthesised and stated when discussing the data obtained from these research tools. It is organised around the teachers' and learners' questionnaires which include the following sections: teachers' and learners' evaluations of project work in terms of interaction, teachers' and learners' evaluations of the textbook, and teachers' and learners' beliefs about foreign language learning/teaching and project work. Since teachers' and learners' questionnaires are almost identical, the results are presented on a comparative basis. But, before presenting the almost identical parts in teachers' and learners' questionnaires, we shall start with the presentation of the section that is devoted to background information in the teachers' questionnaire.

3.1.1. Teachers' background information: This subsection is solely devoted to the presentation of results from the first four questions in the teachers' questionnaire.

Answers to Q 1 (*What is your degree?*)

Items	Frequency
1) Licence in English	10
2) Licence in English teaching (ENS)	2
3) Licence in interpretation/ translation	1
4) Master in English	/
5) Others (please, specify).....	/
Total	13

Table 1: Teachers' academic background

The above table shows that 10 out of 13 of the teachers hold the degree of ‘Licence d’Anglais’. Two others graduated from Teachers’ College of Education (E.N.S), which is specialised in teacher training, and one has a university degree in interpretation. On the whole, apart from the teacher who has a degree in interpretation, all teachers received some training about teaching English as a foreign language.

Answers to Q 2 (*How long have you been teaching English at secondary school?*)

Item	frequency
1) 1-5 years	2
2) 6-10 years	8
3) 11-15 years	1
4) More than 15 years	2
Total: 13	

Table 2: Teachers’ teaching experience

According to the above results, most of the teachers can be said to be experienced in the sense that 11 out of 13 have more than 5 years experience; hence, most of them experienced the teaching methodologies practised before the introduction of the new teaching approaches (i.e., competency-based approach, project work, and task-based learning) in 2005. Only two of the teachers with less than five years experience did not work with traditional methodologies, which we take here to mean the teaching approaches used before 2005.

Answers to Q 3 (*Please specify the date, the name of institution, the days attended, and the trainer of these in-service training subjects*)

Subjects of in-service training	Date	Name of institution	Dates attended	Trainer	Number of teachers
Project work	2005	Academy of Djelfa	1 day	Local inspector	8
Task-based approach	/	/	/	/	/
Competency-based approach	/	/	/	/	/
Textbook	2009	Academy of Djelfa	1 day	Local inspector	13

Table 3: Teachers’ in-service training programmes since 2005

The responses in the table above suggest that teachers' professional training has been limited to local seminars organised by district inspectors and show that since the introduction of new teaching methodologies into the Algerian Curriculum in 2005, only one seminar has been organized to discuss one of the new teaching approaches (i.e., project work). Indeed, no training on competency-focused or task-based learning was reported. Such methodologies should have received more attention since they constitute the major breakthrough in 2005 School Reform.

Answers to Q 4 (*Did these training courses help you improve your teaching practices? If yes, say how and if no, say what did you expect?*)

Yes	No	No response	Total
1	12	/	13

Table 4 (a): Whether in-service training programmes helped teachers improve their teaching practices

The above table shows that nearly all respondents think that the training programmes did not help them improve their teaching practices.

The following table presents the reasons for teachers' satisfaction or dissatisfaction with in-service training seminars. The answers are categorized and ranked according to their frequency.

The reasons for dissatisfaction	Number of teachers	The reason for satisfaction	Number of teachers
Expected to be trained by well-qualified trainers.	9	Exchange views with more experienced colleagues	1
Expected to be given practical guidance on how to teach language skills and implement projects.	6		
Expected to be given more explanations on competency-based approach	3		
Expected to relate concepts to practice	1		
	Total: 12		Total:1

Table 4 (b): Teachers' reported reasons for their satisfaction/dissatisfaction with in-service seminars.

Nearly all teachers seem to be frustrated with the local training seminars they attended in the sense that 9 out of 13 stated that these pedagogical gatherings did not help them improve their teaching practices because trainers themselves were unqualified. Other respondents pointed out that they expected these training courses to give them practical guidance. These results seem to agree with Yerboub's (2008) study (Magister thesis) of the place of task-based learning in the new Algerian Curriculum at the middle school. She found that most of the teachers in her study were asking for more practical guidance (i.e. project samples and lessons). That is, as one teacher noted, bridging the gap between theory and practice. This might mean that first-year teachers are at a loss to know how to implement the new teaching approaches such as competency-based approach. The only teacher who had expressed his satisfaction with these pedagogical gatherings explained that they were invaluable opportunities to exchange views and teaching techniques with more experienced colleagues. This teacher might be one of the teachers with less than five years of experience who found encounters with experienced colleagues more helpful than the seminars themselves.

3.1.2. Teachers' and learners' evaluations of the first-year project work in terms of interaction

In this subsection the results from teachers' and learners' questionnaires are presented on a comparative basis; they are summarised in the table below (please refer to Appendix G for a fuller view of these results).

Teachers' answers to QQs 7; 8; and 14-20 / learners' answers to QQs 3; 4; and 10-16 (*How often do you/ your students....?*)

Key: T (teacher) / S (student) Total teachers: 13 Total students: 72

Items	Always/often		Sometimes		Often /never	
	T	S	T	S	T	S
Enquire for projets information (Q 7 in teachers' questionnaire & Q 3 in the learners')	23%	70%	15%	22%	61%	7%
Work collaboratively in projects (Q 8 in teachers' questionnaire & Q 4 in the learners')	7%	79%	23%	14%	69%	5%
Abilities of the interaction competency (questions 14-20 in teachers' questionnaires and 10-16 in the learners')	12%	18%	17%	13%	70%	68%

Table 5: Evaluations of first-year project in terms of interaction

Table 5 above shows that first-year project work does not achieve its objectives in terms of interaction. With regard the general objectives of project work, items—*enquire for projects information—and—work collaboratively in projects*—yielded significant discrepancies between the teachers' and learners' answers. While 70% of the students said that they always or often enquire for projects information, only 23% of teachers said that their learners do so. Besides, the learners seem also to be divided among themselves.

When we asked both the teachers and learners in the follow-up interviews how they usually collect projects information (see Appendices E & F), it was found that they actually rely on the internet database to obtain information for their projects. Only 1 out of 10 of the teachers interviewed for this study mentioned 'the live community' (i.e., people) as a source for getting project information. According to the teachers, among the most useful methods for obtaining project information are the internet, the textbook, books, and newspapers. The most cited method, which appears to draw the teachers' attention, is the use of the internet. They stated:

'The primary source for projects information is the internet.'

'Unfortunately, they (students) bring all projects information from the internet.'

'Students get projects information from the internet most of the time. It is worth mentioning that most of them bring ready-made works.'

Similarly, the learners' follow-up interview suggests that most learners take the item in question to mean taking information mainly from the internet. One student said about this:

'The most used source for getting projects information is the internet. That is, all students use the internet.'

Only 3 of the students (10%) said that project information should be collected through interaction with people (i.e., friends and family members). Other sources reported by the students include the textbook, books, and regular lessons.

Relying on internet database to collect project information is one of the issues of concern that characterises project work in EFL settings (Heil, 2005). This source of information is very important to access information easily and quickly, but teachers in

charge of projects must be aware of the problems involved in the use of this source of information. Among the internet pitfalls is the issue of internet plagiarism, which was stated by the teachers taking part in the follow-up interview. Learners tend to copy and paste ready-made passages or texts to produce their projects easily and quickly. Consequently, the information gathered from the internet cannot be exploited in oral interaction, because learners will not understand much of it. In order to address this challenge to the assignment of interactive project tasks, students need to work on research skills such as locating, understanding, and summarising information from the internet database.

As for the item–*work collaboratively on projects*, there seems to be a significant mismatch between teachers' and learners' responses, in the sense that only 7% of the teachers said that learners often or always collaborate in project work, while 79 % of the students reported that they always or often work collaboratively. This discrepancy between teachers' and learners' responses could be ascribed to their understanding of the principle of collaboration. The latter seems to be better understood by the teachers; as a matter of fact, most of them demonstrated their familiarity with this concept. They explained in the follow-up interview (see QQs 2 in teachers' and learners' follow-up interviews in Appendices E & F) that it mainly involves information/opinion sharing, peer teaching, and interaction. An example of this, is the following view of collaboration stated by one teacher participant in the follow-up interview:

‘Working collaboratively on projects means developing pupils’ ability to exchange ideas. That is, pupils join their efforts so as to solve any given problem. But, unfortunately, our learners do not do so, and we have little time to carry out group activities.’

As regards learners' responses to the follow-up interview, they suggest that the students are less acquainted with the concept of collaboration. Unfortunately, as it is reported in project literature (i.e., Stoller & Alan, 2005), what the student-participants seem to mean by collaboration is the simple fact of putting themselves into groups rather than helping each other with the language. They explained that collaboration in

projects involves the sub-division of project basic tasks among project members. One student explained how to work cooperatively as follows:

‘Collaboration means every student in the group brings information; then, we compile and arrange them to make a successful project.’

Accordingly, the learners’ understanding of collaboration should be addressed. Although, as stated by some students in the follow-up interview, each member of a project group should be assigned a particular task such as administering questionnaires or conducting interviews, the group must work collectively and help each other with the language and information demands of project work (Alan & Stoller, 2005).

With regard the objectives of the interaction competency targeted in the first-year textbook (QQs 14-20 in teachers’ questionnaire and QQs 10-16 in learners’ questionnaire), they seem far from being achieved. Only 12 % of the teachers stated that their learners often or always exhibit the interaction abilities that are essential to discuss, argue, and express opinion or disagreement in project tasks. A similar pattern is shown in learners’ responses; 68% of the students indicated that they rarely or never use the language abilities listed in the questionnaire to interact in English. The insignificant positive ratings, which were reported in both questionnaires, might have been triggered by the fact that some students and even teachers were basing their answers on the illustrative examples provided in the questionnaires to assist the respondents’ understanding of items. This interpretation is backed up by observations data. As will be seen later in this chapter (pp. 85-87), during the implementation of ‘*Internet Users’ Guide Project*’ (i.e., the sampled project of the existing textbook), students did not use the necessary language functions to express their views, give and take turns, and ask and give information.

After discussing the evaluation of the existing project work, we now move on to discussing textbook evaluation.

3.1.3. Teachers' and learners' evaluations of the textbook

Teachers' answers to QQs 21-32 & learners' answers to QQ 17-28

The chart below summarises results from the teachers' and learners' evaluations of the textbook. They are presented with respect to the aspects of the textbook which were investigated, that is, the layout of project work (QQs 21-23 in the teachers' questionnaire and 17-19 in the learners'), project topics (QQs 24-25 in the teachers' questionnaire and 20-21 in the learners'), content (QQs 26-27 in the teachers' questionnaire and 22-23 in the learners'), methodology (QQs 28-30 in the teachers' questionnaire and 24-26 in the learners'), and assessment (QQs 31-32 in the teachers' questionnaires and 27-28 in the learners'). For a detailed view of results from these sections of questionnaires, please refer to Appendix H.

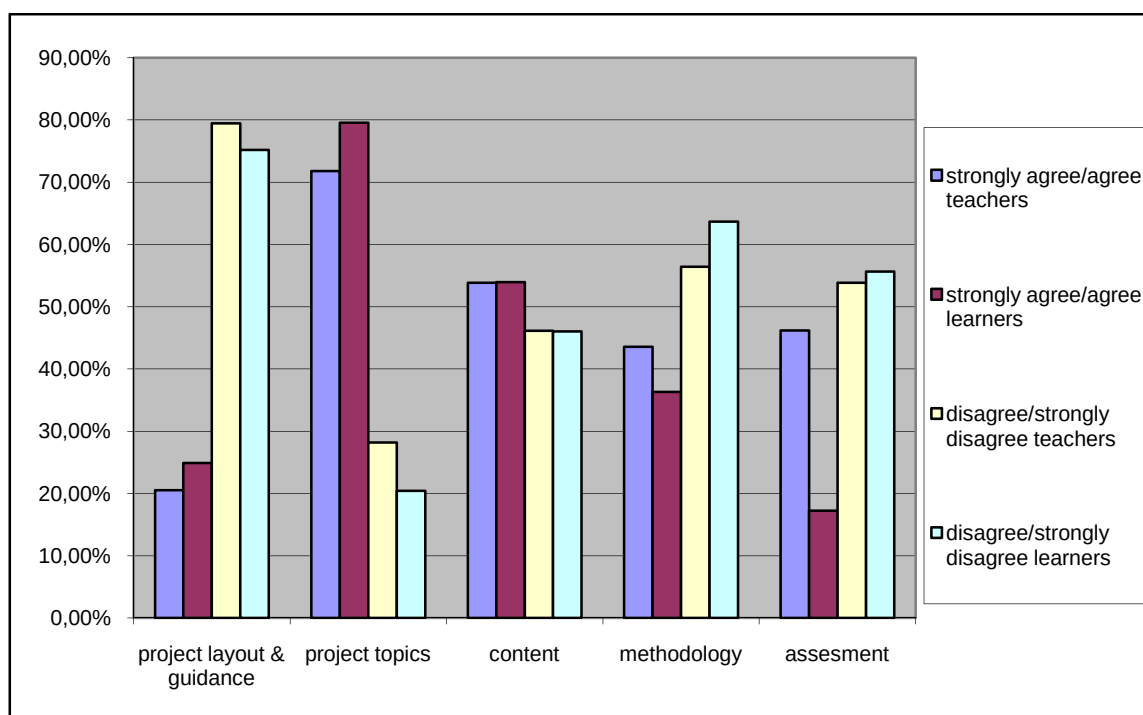


Figure 3: Teachers' and learners' evaluations of the textbook

3.1.3. 1. Project layout & guidance

•Providing guidance on project implementation in the textbook /teachers' book

Teachers' answers to Q 21 and learners' answers to Q 17

Nearly half of the teachers agree that the textbook package offers guidance on how to implement project work. Indeed, the teacher's book, for instance, invites teachers to form groups at unit opening and attempts to illustrate how project work

realises the principles of competency-based approach. On the other hand, the majority of students (i.e. 67%) think the opposite. Quite understandably, students are only supplied with a short paragraph at the beginning of the textbook that can be exploited to gain some information on project implementation (see Appendix J). Showing learners when and how to work on projects may help implementing them, whereas relying on teachers' competencies to guide learners during project process, as implied in project assignment (see p.63) of the existing textbook, might be a misleading assumption because teachers themselves are in need of guidance (see comments on table 4 (b), pp.57-58).

• Listing the project outline at the beginning of the unit

Teachers' answers to Q 22 and learners' answers to Q 18

Both teachers and learners responded negatively to the layout of project work in the textbook; all teachers and 73 % of students confirmed that the project outline is not listed at the beginning of the unit. The 26% of the students who indicated that the project plan is positioned at the unit opening could be ascribed to a very small note about project work that is included in the unit preview; it sends learners to the project outline that is positioned nearly at the end of the unit (see Appendix I).

Placing the outline of project work at the end of the unit adds evidence to the fact that this activity is simply considered as a more elaborated task to be carried out at the end of a unit. As such, project work is simply regarded as a more challenging task when compared to other tasks included in the textbook. In this case, it does not adhere to the definition stated in the review of literature which regards this activity as a complex endeavour consisting of a set of basic tasks which span throughout a whole instructional unit (see 1.1.1.2, pp.15-16). Accordingly, it might be incapable of setting contexts for interaction while covering the instructional unit.

• Referring to project work throughout the unit

Teachers' answers to Q 23 and learners' answers to Q 19

According to data collected from the questionnaires and textbook analysis, project work is not referred to throughout the whole unit. Indeed, the textbook, 'At the

Crossroads', includes no signposts (i.e., written indications) that show how projects relate to instructional units. The findings from documents show that the textbook package lacks a clear vision on how project work should be carried out, that is, whether it is to be considered as a simple task to be carried out by learners at the end of a unit of instruction or as an ongoing endeavour that develops in relation to unit sequences. It seems, unfortunately, that even the textbook writers have no clear idea about when to implement project tasks. This ambiguity is clearly reflected in the following project assignment stated in the teacher's book.

Refer the learners to the Workshop section every time you start a unit and keep reminding them of the project tasks they have to do when you feel that they are well equipped in terms of skills to do so. (SE1TB, 2006, p.17)

In effect, it is not easy, not to say impossible, for the teacher to determine when to work on project tasks because of the absence of direct link between project tasks and the sequences of the unit. The only form of guidance in the textbook is provided in the project outline, which provides the project subtopics (see Appendix O).

3.1.3. 2. Project work topics

• Relating the topics of projects to students' age

Teachers' answers to Q 24 and learners' answers to Q 20

The textbook evaluation survey indicated that project work topics are among the strongest points of the course book, *'At the Crossroads'*. The overwhelming majority of teachers (76 %) and learners (81%) indicated that they strongly agree or agree that projects topics are appealing to students' interests.

• Relating the topics of projects to the general theme of the unit

Teachers' answers to Q 25 and learners' answers to Q 21

66 % of the teachers and 77% of students stated that they agree or strongly agree that project topics relate to the general theme of the unit. However, the data obtained from document analysis suggests that of the three topics developed, for instance, in Unit 1 (i.e., *communicating through the internet, communicating through telephoning and communicating through e-mails*, only one topic (i.e., the latter) is related to *'Internet*

Users' Guide Project'. The variety in unit topics can be explained by the fact that the sequences of the unit attempt to make provision for more than one project.

3.1.3. 3. Content

• Relating the content of the textbook to students' needs in project work

Teachers' answers to Q 26 and learners' answers to Q 22

The content seems to be relatively another strong point of first-year textbook. 8 out of 13 of the teachers and 38 out of 69 of students stated that they agree or strongly agree that the content of the course book is relevant to students' needs in projects. This can be explained by the fact that the textbook actually caters for learners' needs in projects in terms of vocabulary and language functions. As for the teachers who disagree, they might have thought of the fact that some sequences of the unit do not relate to the content of projects. The data gained from documents seem to support these results; they show that the textbook, indeed, makes provision for project work in terms vocabulary, grammar, and project information. Still more, the textbook attempts to equip learners with interactional skills essential for project accomplishment. As a matter of fact, a rubric called 'Tactic Summary' is incorporated into the Developing Skills sequence to provide learners with the type of language needed in spoken interaction. For example, on page 149, this rubric presents learners the kind of language routines used for conducting meetings (please refer to '*At the Crossroads*', p. 149 in Appendix P).

• Authenticity of the content of texts and dialogues in the textbook

Teachers' answers to Q 27 and learners' answers to Q 23

The application of the criterion of authenticity of language to first-year textbook indicated significant differences in teachers' and learners' responses. In order to clarify and complete these responses, we reformulated and restated the question in the follow-up interviews in the following terms: *Do you think that the reading/listening texts and conversations are real examples of spoken and written language?* Again, the question was not very successful because despite the explanations that the learners were provided with, they did not seem to grasp the meaning of authenticity of language.

Concerning the teachers, they said ‘no’ and complained of the absence of aural-visual CDs in first-year textbook package. They commented:

‘The listening texts are not examples of real language used by native speakers. Besides, they are not presented in tapes or CDs’

‘No, for instance, the textbook lacks audio-visual materials such as CDs or video tapes to teach the listening skill through authentic English.’

Accordingly, the teachers’ follow-up interview raised the point of natural language use in the listening task and the inclusion of aural teaching aids in the course book package. Indeed, the teachers seem to believe that authentic listening texts recorded in audio-tapes or CDs should be used for the teaching of the listening skill. Scripted listening texts might be less motivating for students learning a foreign language in a non-native context than would be authentic recordings with transcripts. However, the use of natural spontaneous language might be difficult for students to comprehend and not easy for textbook designers to bring to foreign language classes. But, this does not mean that we should resort to planned language (i.e., language used for the purpose of teaching). As Carter (1988) points out, a middle ground between planned and authentic language should be reached (in Litz, 2001, p.31) because simplified language “*and unrealistic views of the situations portrayed in texts actually mislead learners rather than helping them cope with everyday interactions*” (Cathcart, 1989 p.106). That is, texts devised to portray language forms and functions are not representative of real-life language use; consequently, they might not help learners interact successfully.

3.1.3. 4. Methodology

• The use of interactive tasks in the textbook

Teachers’ answers to Q 28 and learners’ answers to Q 24

According to the results displayed in the bar graph on page 62, it can be said that the methodology (i.e., tasks) employed in the textbook is not fully convenient to its assigned objectives. Both teachers and learners reported that the activities used in the course book do not encourage interaction or communication. This might be because the task sequencing does not move the learner beyond mechanized speaking practice. Data from textbook analysis seems to confirm this point; it shows that ‘*It’s Your*

Turn' rubric incorporates mainly cued and close-ended dialogues (see Appendices K, & L), though it is claimed in the teachers' book (2006) to develop the speaking skill and to offer freer language practice. These activities that tend to emphasise on memorization and drilling of previously introduced language functions and forms might be inappropriate for developing learners' basic interaction capabilities such as checking and confirming understanding claimed in the teacher's book (2006).

Moreover, this particular sequence culminates in '*Say it in Writing*' sub-rubric, which, as its title indicates, aims at developing the writing skill. At least, such a stage, which involves the integration of language and functions previously taught, should develop learners' ability to discuss in small groups and make oral presentations so as to equip students with the necessary interactional skills (i.e., sustaining conversations, interacting with the audience, and eliciting answers from reporting student) needed in project work. For instance, it can be more useful if '*Say it in Writing*' sub-rubric in '*At the Crossroads*' on page 19 (see Appendix K) has been designed in a way to trigger a group discussion on the usefulness of the internet and its hidden dangers. A group activity at this stage may allow learners to consolidate and re-use freely the interaction strategies practised mechanically in previous activities.

Furthermore, although some activities especially in the '*Developing Skills*' sequence truly cater for both social interaction (e.g., offering help, greeting, and thanking) and transactional language (e.g., holding a telephone call, opening a meeting, and booking a room in a hotel), they, too, seem to fail to set up contexts for freer language practice. Most of these tasks are guided activities, which gradually grow to simulations (see Appendix M). Indeed, most of the so-called communicative tasks in '*At the Crossroads*' culminate in simulation activities, which in the authors' claim constitute the most recommended technique for transferring skills from teacher to learners (T's Book, 2006). As Littlewood (1981) argues, simulations are half-way tasks between pre-communicative and communicative activities. That is, these activities do not allow freer and meaningful language use.

• The use of pair work tasks in the textbook

Teachers' answers to Q 29 and learners' answers to Q 25

According to teachers' and learners' questionnaires (refer to Appendix H for these results) one of the positive aspects of '*At the Crossroads*' is its wide use of paired activities, though it seems that these techniques have been created for the purpose of language practice. Findings from textbook analysis show that pair work is mainly used in repetitive activities or cued dialogues in which learners are asked to make substitutions. For example, in the paired activity on page 81, learners are invited to complete and act out a substitution dialogue in order to practise expressing agreement or disagreement. Although this activity attempts to draw on learners' lives by using their own star signs, the content of the latter and the conventions of turn taking and discourse management are provided beforehand ('*At the Crossroads*', 2005, p.81, see Appendix L).

• The use of group work tasks in the textbook

Teachers' answers to Q 30 and learners' answers to Q 26

The questionnaires and documents showed that the textbook does not incorporate a lot of group work activities which would facilitate interaction and prepare learners for working cooperatively in project work. The teachers and learners reporting that the textbook lacks group activities can be accounted for by their conspicuous absence and the fact that some of them are set in the textbook without labelling them as such. In fact, it is suggested in the teachers' book (2006) that some tasks in '*It's your Turn*' rubric can be done in pairs, in groups, or individually. This implies, as Jacobs & Ball (1996), note that the textbook writers tend to regard what was formerly individual activities as group activities (in Litz, 2001, p.21). That is, these types of activities are not created in a way to increase the effectiveness of interaction and cooperation since they can be completed by one learner without seeking assistance from his peers.

Paired activities which are widely used in the textbook cannot substitute for group activities. It is a truism that pair work activities, as Willis (1996) points out, produce more student talk, group activities, on the other hand, are richer in terms of interaction patterns.

3.1.3. 5. Assessment

• The use of self-assessment techniques in the textbook

Teachers' answers to Q 31 and learners' answers to Q 27

Concerning the assessment procedures employed in the textbook, '*At the Crossroads*', results from textbook survey (see Appendix H) seem to suggest a mismatch between teachers' and learners' responses. While the teachers indicated that the course book uses self-assessment techniques, learners stated that '*At the Crossroads*' does not incorporate this form of assessment. The difference in opinion on the question between teachers and learners might be that teachers are familiar with self-assessment, while learners are not because this form of assessment is not practised in their classes. The self-assessment grid (see Appendix N) incorporated into the textbook, '*At the Crossroads*', might have been overlooked by the teachers to the point that their learners ignore its existence. Nevertheless, this assessment procedure seems be defective, firstly because it focuses mainly on accuracy and, secondly because it is summative (i.e., it takes place at the end of instructional unit). In order for this form of assessment to be effective, it should be frequently practised during the process of unit implementation. As Mansoor et al. (1997) point out "*It is useful to introduce learners to peer and self-evaluation strategies prior to project work*" (p.21). Evaluating a role play task, for instance, through these forms of assessment before participating in project work "*will give learners a chance to become familiar and comfortable with elements of project work*" (Idem. p.22).

• The use of peer-assessment techniques in the textbook

Teachers' answers to Q 32 and learners' answers to Q 28

Regarding peer-assessment, the great majority of teachers and learners indicated that the textbook does not incorporate this assessment method. Out of familiarity, the teachers might have rated them negatively because the textbook, actually, uses peer assessment, though this is restricted to process writing wherein learners are asked to exchange drafts and to provide each other with feedback. As for the students, they ++seem to take their cue from their teachers, that is, what is not practised in their class is not known to them.

Now we shall look at the second supposedly major hurdle to interaction in project work—namely, teachers’ and learners’ beliefs about foreign language learning/teaching and project work.

3.1.4. Teachers’ and learners’ beliefs about English language learning/teaching and project work: The results in this sub-section are presented in tables and discussed under language learning/teaching and project work themes.

3.1.4.1. Nature of foreign language learning/teaching

Teachers’ answers to Q 33 and learners’ answers to Q 29

Key: T (teacher) / S (student)

Items	First		Second		Third		Fourth		Fifth	
	T	S	T	S	T	S	T	S	T	S
1.Learn to communicate	4	25	4	20	4	09	1	08	0	08
2.Acquire more knowledge	1	09	0	16	3	26	3	11	6	08
3.Learn social skills	2	07	1	10	2	13	5	30	3	10
4.Learn new words	4	23	6	20	2	12	0	06	1	09
5.Learn new grammar rules	2	06	2	04	2	10	4	15	3	35
Total teachers 13 /Total students :72										

Table 6: Rankings of language learning aims

The results in the above table seem to suggest the existence of some negative beliefs about the nature of language learning/teaching that might affect the use of interaction in project work. Vocabulary learning, for instance, is considered by both the teachers and learners as one of the major aims of English language learning. According to Horwitz (1985), this belief might be detrimental to language learning because it might result in teachers and learners focusing their effort on memorizing vocabulary lists at the expense of communicative tasks. By contrast, the above responses also show that the respondents have a functional view of language, in the sense that 61% of the teachers and 62% of learners ranked learning to communicate as the first or the second aim of language learning. This view is supported by the fact that 53% of the teachers and 69% of students ranked grammar learning as fourth or fifth aim of English language learning/ teaching.

In order to complete and clarify their responses, both the teachers and learners were asked in the follow-up interviews the question–‘*what do you focus on when teaching/learning–grammar rules or communication? Please, explain.*’ Responses to this question show that teachers, indeed, prefer teaching English through communication for various reasons such as integrating the four skills, sharing and interacting, using various language forms, and enhancing oral skills. Nevertheless, two teachers highlighted the importance of grammar teaching. One teacher pointed out:

‘I prefer teaching English through grammar rules. It works
with my pupils.’

Teachers’ insistence on communicative language teaching might be explained by the fact that it is considered nowadays axiomatic to teach and learn communicatively; also, today’s backlash against explicit grammar teaching might have affected teachers’ attitudes towards this language component at least in theory because, in effect, the data collected from observations shows that the teachers focus on language components during the implementation of project work.

Concerning learners, most of them (i.e., 90%) indicated in the follow-up interview that they favour learning grammar rules over communication. Two students justified their answers as follows:

‘I give more importance to grammar rules because they help me learn English. The rules remain forever.’

‘I prefer grammar rules because they constitute the first step before writing anything.’

These results seem to contradict those obtained in the questionnaire, but as the questionnaire was anonymous we have not been able to verify whether the students who ranked grammar learning among the least important aims of language acquisition were those who clarified their answers in the follow-up interview. Nevertheless, the observations data show that the students are not putting any effort to learn communicatively, as a matter of fact, they assume the role of passive recipients.

As for the social skills, one of the major components of first-year syllabus, they were ranked in the fourth place by both the teachers and learners. Because our informants did not seem very familiar with these kinds of skills, we asked them in the

follow-up interviews to give concrete examples of those they practised/ taught in the first-year. Despite our efforts to explain every single word in the follow-up interviews and despite the privileged place these competencies have in first-year syllabus, both teachers and learners failed to illustrate them concretely. As a matter of fact, some of them did not answer the question at all. It can be inferred from this that our sample of subjects ranked social skills negatively merely because they did not understand what these mean. The teachers and learners might have taught/ practised them following the guidelines set in the textbook, but they do not seem to believe in their importance. Yet, these skills are employed in the textbook to provide learners with the socio-cultural knowledge of language, which would allow them to interact meaningfully in life-like situations.

3.1.4.2. The learner's role in the classroom

Teachers' answers to Q 34 and learners' answers to Q 30

Key: T (teacher) / S (student) / NR (no response)

Items	First		Second		Third	
	T	S	T	S	T	S
Listening passively to the teacher explaining the lesson	2	14	3	19	7	33
Listening and interacting with the other students	4	18	5	27	3	21
Listening and interacting with the teacher	6	34	4	20	2	12
Total teachers: 13 NR 1 /Total students :72 NR 6						

Table 7: Rankings of the learner's role in the classroom

The answers to the above question show that both teachers and learners rated interaction positively, but they seem to prefer student-teacher interaction to student-student interaction. This fact seems to corroborate the results in table 8 below (p.73), in which both teachers and learners stated that they consider the teacher, rather than interaction with others, as the optimal source for language learning.

Because we have thought that the emphasis put on student-teacher interaction rather peer-peer interaction might be explained by the view that learners are empty vessels, we asked both teachers and learners whether they think learners can enrich classroom lessons through their contributions. Teachers' responses appeared to be positive. However, during the process of analysing and categorising interview data, we have noticed that the teachers interviewed for the study seem to insist on learners'

contributions in terms of knowledge rather than language discourse. One teacher, for instance, commented:

‘Today learners have a large access to information. Sometimes, they can provide the teacher with a lot of new information.’

This may be partially explained by the fact that learners are often considered linguistically incompetent. As Johnson (1981) argues, the negative view of student-student interaction can be accounted for by the deeply ingrained belief of ‘*adult centrism*’, which claims that effective learning can only occur in student-teacher interaction (in Courtney, 1996, p.318). Another explanation can be attributed to the long held belief that student-student interaction is only beneficial in project work where there is a pressing need to exchange and help each other with information (Courtney, 1996).

The learners, on the other hand, said they do not contribute significantly to classroom learning; as a matter of fact, most of them stated that they can only learn some words from their peers. One student explained:

‘Yes, learners can enrich classroom learning, but not to a great extent. There are some students who are good at English. So, we can learn some words from them.’

By comparison with Beckett’s (1999) study, the present inquiry shows that learners prefer to learn from the teacher not only because they consider their peers unqualified in teaching matters, but also because students, in their view, could not be considered as sources of knowledge. Specifically, learners stated that they can only learn some vocabulary from linguistically-competent students. This belief might have stemmed from learners’ lack of process competence (i.e., cooperating, organising one’s work, and teaching one’s peers). Accordingly, it can be said that learners are not prepared for interacting successfully between them.

3.1.4.3. Language learning/ teaching resources

Teachers' answers to Q 35 and learners' answers to Q 31

Key: T (teacher) / S (student) / NR (no response)

Items	First		Second		Third	
	T	S	T	S	T	S
1. Teacher (textbook)	10	50	1	13	0	5
3. Interaction with others	1	14	9	14	1	10
5. Other sources (the internet, books ,and newspapers)	0	4	1	11	10	53
Total teachers: 13 NR 3 /Total students :72 NR 4						

Table 8: Rankings of language resources

The rank ordering that both teachers and learners assigned to each of the items in the table above shows the existence of some perceptions that could be detrimental to learning through interaction in projects. Both of them consider the teacher as the primary source of knowledge for students. When we had asked the teachers in the follow-up interview whether they think learners can learn independently from them, they all said 'no' and gave various explanations. One of the recurring reasons given by teachers is students' low level of proficiency in English. One teacher explained:

‘I don't think that students can learn independently from the teacher because they do not understand what they read. Maybe they can do homework when it is clear and well explained in class.’

But, the learners' reported inability to learn independently cannot be solely ascribed to their low level in English; prior to engaging students in projects, they need to acquire research and study skills such as note taking, internet use, and interviewing. Besides, as Legutke & Thomas (1991) note, *“the ability to work independently and effectively in a communicative classroom relies very much on how far learners are able to share relevant information and negotiate procedures and outcomes”* (p.96).

Likewise, in their answers to the same question, 21 out of the 30 students stated that they cannot learn on their own; they explained that they need teacher's assistance to understand what they are studying. One student elaborated on the reasons as follows:

‘Alone, you cannot learn from the textbook. The teacher guides you. I mean, no matter how good the student may be, he can't learn without the

help of the teacher. Personally, I prefer learning from the teacher because he is experienced. He is capable of explaining things that neither students nor the textbooks can do.'

I can't learn English independently because it is difficult. Besides, I think if the teacher explains what is in the textbook, it's more than enough for us.

The latter excerpt also shows that the authoritative view of school texts. That is, learners believe that all what is important for learning English is in the textbook. This idea is reinforced by the fact that learning from '*other sources (i.e. the internet, books, and newspapers)*' was ranked in the questionnaires in the last place position by both the teachers and learners.

3.1.4.4. Communicative classroom techniques

Teachers' answers to Q 36 and learners' answers to Q 32

Key: T (teacher) / S (student) / NR (no response)

Items	First		Second		Third	
	T	S	T	S	T	S
1. Pair work activities	5	24	4	17	4	28
2. Individual activities	7	32	3	25	3	12
3. Group work activities	1	13	6	27	6	29
Total teachers: 13 /Total students :72 NR 3						

Table 9: Rankings of language learning techniques

The scores obtained in the table above indicate that both learners and teachers favour individual work over paired and group work. While individual activities were ranked in the first place, group activities were perceived as the least effective tasks for language learning/teaching. This is backed up by observations data; they show that almost all the classroom activities are carried out individually. The teachers' negative view of this classroom technique seems to have been affected by time-constraints, exam pressures (see teachers' answers to Q 38 and learners' answers to Q 34, pp.77-78), and methodology adopted in the textbook (see 3.1.3.4, pp.65-66). Indeed, the Algerian reality may not be appropriate for group activities because of time-constraint; as Savignon (2002) argues, paired or group activities "*may well be inappropriate in some contexts*" (p.22).

As for the learners, they stated in the follow-up interview that they do not like group work; most of them (60%) stated that this way of work can only help them collect more information for projects. One student remarked:

‘I prefer group work because this type of work can help us collect a greater amount of information for our project.’

Accordingly, group work is only good because it permits learners to help each other with project information. That is, as pointed out by Courtney (1996), group work is “*useful perhaps in project work or where limited resources might necessitate group activities regardless of other considerations*” (p.338). The students who stated that they prefer individual work explained that group work suffers from lack of collaboration.

‘I’d rather work individually on projects. I research and do all the tiring work alone, but I learn a lot of things. Group work is often done by one student.’

In a similar manner, students in Beckett’s (1999) study expressed mixed feelings. Most of them stated that they like sharing new ideas about projects but lamented for the lack of cooperation.

3.1.4.5. The nature of project learning/teaching

Teachers’ answers to Q 37 and learners’ answers to Q 33

Key: T (teacher) / S (student) / NR (no response)

Items	First		Second		Third		Fourth		Fifth	
	T	S	T	S	T	S	T	S	T	S
1.A means for acquiring social skill	2	03	3	09	2	17	3	15	3	23
2.A means for acquiring more knowledge	1	36	4	18	7	11	1	2	0	0
3.A means for learning new grammar rules	1	4	1	6	2	15	6	20	3	22
4.A means for learning new words	0	18	2	27	1	11	3	8	7	3
5.A means for re-investing what has been acquired in the unit	9	6	3	7	1	13	0	22	0	19
Total teachers: 13 //Total students :72 NR 5										

Table 10: Rankings of first-year project goals

The results in the above table suggest a mismatch between learners' and teachers' conceptions of first-year project goals. Whereas teachers ranked—'*re-investing what has been acquired in the unit*'—(item 5) in the first place, students assigned the first place to—'*acquiring more knowledge*' (item 2). In accordance with data obtained from questionnaires, the teachers stated in the follow-up interview that —'*re-investing what has been acquired in the unit*'—is the primary goal of project work.

Likewise, the data gained from the learners' follow-up interview, seem to be consistent with the results from the questionnaire; they highlight 'content' and 'vocabulary' as the targeted aims of projects. Although as Beckett (1999) points out, content knowledge is considered of little importance in our information age, the learners in this inquiry seem to value this kind of knowledge; the educational and cultural context might have nourished in them this desire to become knowledgeable citizens.

Concerning vocabulary learning, the present study seems to disagree with Beckett's (1999) and Eyring's (1989 in Beckett, 1999) studies, in which students stated that project work disallowed them from learning vocabulary. Learners' emphasis on vocabulary learning in this study can be explained by the great amount of lexis needed to do projects. What they seem to ignore is the fact that project work involves practising skills and competencies other than the language ones (e.g., showing respect and responding to the needs of others). Few students, for instance, in the follow-up interview mentioned things like these social skills. So, while students in Eyring's (1989) study "*complained that they were not learning enough academic skills while conducting projects*" (in Beckett, 2002, p. 59), the students in the current inquiry seem to ignore that project work involves more than language and content. This might be due, on the one hand, to the fact that, as shown through observations (see 3.2, pp-85-87), classroom practices are structurally-oriented; and on the other hand, to the fact that these types of competencies are not explicitly stated in the textbook or in the project plan (see 3.1.3.1 pp. 61-63).

The teachers' view on whether project work is a good means for vocabulary learning does not match with the learners'. The results in the above table might be said to confirm the existence of the belief among teachers that project work distracts

learners from acquiring grammar and vocabulary. In our attempt to clarify this point in the follow-up interview, we have realized that, indeed, most of the teachers do not consider project work a good way to learn grammar and vocabulary. Only 2% of the teachers said that this activity is a good means for learning grammar and vocabulary. One teacher, for instance, stated:

“No, I don’t think that project work is a good way to learn language because it is a kind of information gathering”

3.1.4.6. Frequent concerns about project work

Teachers’ answers to Q 38 and learners’ answers to Q 34

Key: T (teacher) / S (student) / NR (no response)

Do you think that project work.....	Yes		No		NR
	T	S	T	S	
1. hampers preparing learners for exams?	10	30	3	40	T 1/ S 2
2. is better than traditional lessons?	4	22	9	47	S 3
3. is a means of relaxing students from academic studies?	7	33	5	34	T 1 / S 5

Table 11: Ratings of issues in project work

The questions in the above table yielded very important information regarding teachers’ and learners’ beliefs about project work. Indeed, the overwhelming majority (10 out of 12) of the teachers felt that project work hampers preparing learners for exams probably because, as they stated in the follow-up interview, it involves spending too much time doing it. The fact that more than an average of the students said that project work does not hamper preparing them for exams may not mean that they are more aware of project benefits than their teachers. This can be ascribed to the fact that they are less mindful of administrative and time constraints.

As predicted by the literature (Eyring, 1997; Beckett, 1999), both teachers and learners stated that traditional lessons are better than project work. In order to find out why they had rated learning through projects negatively, we invited them in the follow-up interviews to elaborate on their reasons. It was found that teachers have more a positive view of project work than their learners, but they also have their reasons for disliking it. One teacher, for instance, said:

‘Working on projects is better than traditional lessons but on the condition that learners do real research. That is, they read books and magazines and write the information with their own style. Also, we do not have much time to carry out projects because we have a programme that we must finish by the end of the year.’

The above excerpt raises the issues of time constraints and syllabus pressures. According to this teacher, syllabus constraints do not allow carrying out project work because it takes time away from covering the syllabus.

With regard learners’ responses to the follow-up interview, they indicate that 60% of the students expressed their preference for traditional lessons, 25% showed mixed feelings, and 15% said they prefer project work. An example of this is the following comment made by one student:

‘I prefer traditional lessons; in these lessons you can learn from the teacher. As for project work, I think it’s good but it is difficult because it requires a lot of efforts and time.’

In the excerpt above, the learner explained that he prefers traditional lessons because they give him opportunities to learn from the teacher. Also, this student highlighted the issue of project work being too difficult and time-consuming. The student in the following quote had the same attitude and provided another reason.

‘I prefer traditional lessons because projects revolve around one topic, whereas in ordinary ones each time there is something new to learn.’

This student strived to explain that traditional lessons are richer in terms of quantity. That is, lessons allow them to learn more information about different topics than would be in projects.

As to whether project work is a means for relaxing students from academic work, both teachers and learners seem to be divided among themselves, in the sense that 58 % of the teachers and 49 % of students who answered the questionnaires said ‘yes’. This deeply ingrained misconception about project work has been also reported in other studies. An example of this is that of the Chinese teachers in Burnaby & Sun (1989) study who *“said that many of the activities common in communicative language teaching classes seem more like games than serious work”* (in Beckett, 1999,p.62). Accordingly, there seems to be a gap between project-based learning

principles and the way it is perceived in some EFL contexts because this form of instruction can not be regarded as a means for relaxing students from learning other language components. Rather, it is a legitimate approach to language instruction.

3.1.4.7. Process or product?

Teachers' answers to Q 39 and learners' answers to Q 35

Teachers' responses				Learners' responses			
Process	Product	No response	Total	Process	Product	No response	Total
5	8	/	13	32	37	03	72

Table 12: Ratings of process and product nature of project work.

Despite the process nature of project work, both the students and teachers seem to value the end-product. But, their responses indicate discrepancies, in the sense that 38% of the teachers and 46 % of students equally think that product is more important than process. This mismatch in the teachers' and learners' responses led us to ask them in the follow-up interviews to justify their opinions either in favour of process or product. In accordance with the scores obtained in the questionnaire, the students interviewed for this study seem, as shown in Beckett's (1999) study, "*to want less process and more product*" (p.144). Most of them argued that product constitutes the tangible evidence of students' work.

'Product is the evidence of learning.'

'Product is the project. In order to do a project we need to arrive at a product.'

Accordingly, learners seem to regard project work as the equivalent of product. This reminds us of one of our pupils who asked when to hand in his project immediately after brainstorming the topic of project work. In the view of this student, what is important in project work is the production of an end-product.

As for the teachers, who answered this question in the follow-up interview, 3 said that they focus on process, 4 stated that they give more importance to product, and 3 expressed mixed feelings. However, they failed to justify their responses. What

they gave are weak responses. The only meaningful comments we gathered are the following:

‘I give more importance to product because it enriches learners’ stock of knowledge.’

‘Product helps assess learners’ achievements.’

It can be implied from the above excerpts that the teachers are unfamiliar with the concept of process because they failed to justify their preference for process learning. Although competency-based approach, by its nature, focuses on process learning, teachers seem to ignore that process creates opportunities for students to interact with the environment and to co-construct knowledge with their peers. Consequently, they seem, as Beckett (1999) argues in her study, to stick to the long tradition of product schooling.

3.1.4.8. Project work assessment

Teachers’ answers to Q 40 and learners’ answers to Q 36

	Teachers’ responses	Learners’ responses
Items	Scores	Scores
1.Language (e.g., grammar and lexis)	10	33
2.Content (e.g., new information about the topic)	7	52
3.Competencies (interaction, interpretation and production)	3	5
4.Visual presentation	8	18
5.Social skills	1	8
	Total:11	Total:66

Table 13: Ratings of the aspects to be assessed in projects

With regard the characteristics that should be considered when assessing project work, the top three aspects ticked by the teachers and learners were found to be ‘language’, ‘content’, and ‘visual presentation’. The students in the present enquiry are expecting to have some comments on their language development. This traditional view of assessment is supported by the textbook (see 3.1.3.5, pp.68-69) and classroom practices (3.2. pp.85-87). Perhaps, teachers’ routinised feedback on language and standardized testing imparted in learners’ the belief that language gains should constitute the major component of assessment. On the question of ‘content’, the present study shows that students contend that acquiring new information about

project topics is a valuable experience. Accordingly, they believe that it should constitute the target of assessment.

Regarding the teachers' emphasis on the assessment of 'content' and 'language', it can be accounted for by their structural-and content-oriented view of language learning and assessment. The analysis of the learners' end-products has shown that they are corrected mainly in terms of language accuracy (see Appendix Q). Also, during the observations of project lessons, no performance-based assessment took place and the assessment was not carried out by the students (3.2. pp. 85-87). The teachers seem to ignore that projects involve skills assessment. This fact might have been reinforced by the textbook which provides no assessment tools for project work

As for the 'visual presentation', which is actually a trivial aspect of project work, it is considered by both teachers and learners as worthy of assessment. According to Alan & Stoller (2005) learners' interest in the visual attractiveness of project work is shaped by their interest in the end-product and reinforced by teachers' assessment of this aspect of project work.

3.1.4.9. Teachers' suggestions for making project work more interactive

Answers to Q 41

N°	Suggestions
1	Discussing with students project-related issues such as getting project information.
2	Using group work activities
3	Teaching, practicing, and assessing interaction
4	Providing students with opportunities to select projects.
5	Selecting projects informed by local issues.
6	Adapting projects to students' level.
7	Ensuring learners' involvement through constant guidance
8	Guiding and monitoring students to carry out projects gradually (step by step)
Total: 13 No response 5	

Table 14: Teachers' suggestions for promoting interaction in project work

The teachers generated valuable suggestions for making project work more interactive. One teacher proposed discussing overtly with learners some issues related to project work. Indeed, as pointed out by Ribé (2000), explaining the philosophical underpinnings of project work to learners may help them understand its intended objectives, and consequently work to achieve them. Another teacher suggested the use of group activities. This is probably because, as we shall see later in classroom observation section (3.2, pp.85-87), project workshops turn to teacher-fronted classes, which are marked with the conspicuous absence of group activities. Also, another teacher suggested devoting more time to practise the interaction skill and to incorporate it into assessment. This might mean that teachers do not allow much time to practise the interaction because of time constraint. As a matter of fact, the teachers in this study reported in the follow-up interview that projects are time consuming and do not allow preparing learners for exams (see comments on table 11,p.77-79). Perhaps, because of this, this teacher proposed including project work in assessment in order to, hopefully, increase learners' motivation towards them.

Furthermore, perhaps, as there is imposition on project themes in the textbook, the teachers suggested allowing learners more freedom to investigate the topics they wish to explore and to assign them locally relevant ones. In so doing, learners might develop a sense of ownership towards their project, and, consequently, work hard at it. Lastly, the teachers raised another issue which has a very significant implication for our investigation, namely teacher's guidance during project implementation. Indeed, the absence of teachers' guidance or feedback during project process generally results in students' disengagement (Alan & Stoller, 2005). It follows then that learners should be provided with feedback and support in the different steps of the project to make them more willing to participate.

3.1.4.10. Learners' suggestions for making project work more interactive

Answers to Q 37

In their free responses to question 37, our learners provided valuable suggestions, which we ranked in the table below according to their frequency.

N°	Suggestions	Frequency
1	Working collaboratively (each learner does his share of work)	22
2	Avoiding internet plagiarism	13
3	Using English while carrying out projects	10
4	Selecting easier project topics (projects at students' level)	7
5	Interacting with the teacher in English	7
6	Learning to communicate in English	6
7	Focusing on projects	5
8	Using L1 to explain projects	5
9	Offering more teacher's guidance	4
10	Making oral presentations	4
11	Working on projects during class time	3
12	Including projects in assessment	3
Total:72 No response 11		

Table 15: Learners' suggestions for promoting interaction in project work

The learners seem to insist on the fact that each learner should do his share of work in projects. This is true, because if each learner contributes with something (e.g., new information and new words), project students will have much to share with their peers while implementing project tasks. Also, amongst the major hurdles to interaction on which the learners tend to focus is the issue of 'cut-paste'. If learners bring ready-made and unprocessed written productions from the internet, they will not have much to share when discussing, analysing, and compiling data in project work; as a matter of fact, they might not understand much of it. Another important suggestion is the use of English to interact and to communicate inside the classroom. Indeed, if students are not encouraged to speak in English during class time, they may not be able to achieve the objectives of the interaction competency.

Like their teachers, the students suggested the use of easier project topics, that is, projects at learners' level. This suggestion might stem from the fact that students fail to complete them successfully. However, we strongly believe that both the teachers and learners consider the existing projects as difficult simply because they lack the essential skills to implement them successfully. It is worth mentioning here that classroom observations showed that the teachers do not handle adequately project implementation, as a matter of fact, they skip over very important steps (e.g. brainstorming and data analysis), which could open extended opportunities for learners

to fine-tune project topics and to benefit from teacher's feedback. Nevertheless, as already noted by the students in the follow-up interview (p.78), project work is difficult because it requires too much work. Indeed, as Beckett (2005) points out, project work is not "*an "anything goes" approach*" (p. 203), rather it requires a lot of efforts.

Moreover, the students proposed focussing on project work. This suggestion might imply that projects are undertaken in a superficial way. This can be backed up by the fact that the learners are asking for more teacher's guidance, making oral presentations, working on project in class, and ultimately including it in assessment. Again, we strongly believe that project neglect is mainly due to the fact that teachers regard this activity as time-consuming and worthless, because, as they explained in the follow-up interview, (see 3.1.4.6, pp77-78) it is considered as a kind of information gathering, that is, it does not teach their learners grammar and vocabulary, needed to pass their exams. In this case, learners are not given time and opportunities to negotiate project subtopics, agree on the resources to be used, and discuss how to implement project tasks. What they seem to suggest to overcome their disengagement from project work is its incorporation into assessment, which so far has not been seriously considered in the existing project framework.

In summary, we have seen in this section that project work fails to achieve its objectives in terms of interaction. We have shown that this is mainly due to the textbook weaknesses. Specifically, the project layout and guidance do not facilitate setting contexts for interactive project tasks; the content of the textbook, which lacks authentic conversations and audio/video-aids, does not equip learners with features of spoken interaction used in native-like oral interaction; the methodology, which we identified as teacher-centred, does not prepare the learner to open-ended and freer tasks which characterise project tasks; and the assessment methods do not provide learners with opportunities to practise and assess interaction skills.

Secondly, the teachers' and learners' perceptions of the nature of language learning/teaching and project work seem to affect negatively learning through interaction in project work. They seem to be teacher-centred. This agrees with

Beckett's (1999) major finding, which asserts that teacher-centred and content view of language learning/teaching usually explains the failure of project implementation in EFL settings. Nevertheless, these project hurdles (textbook and teachers' and learners' beliefs) can only partially account for project failure. Factors such as time shortage, examination pressures, and syllabus constraints seem also to have a bearing on the practice and development of interaction in project work.

The next section will present and discuss results from classroom observations.

3.2. Classroom observation

We carried out classroom observation sessions to evaluate whether the existing first-year project work sets contexts for learners to display and develop interactional skills and aptitudes that would enable them to tackle project tasks communicatively. The observed project, which we termed 'Internet Users' Guide Project', was about designing an internet guide for beginners. It is one of the projects proposed for students in the first unit of the textbook. Two project workshops from this particular project were coded in observation schedules designed for the purpose (see appendices A and B). The two observation schemes were designed on the basis of oral interaction objectives of first-year project work. These instruments consist of categories related to the abilities of the interaction competency (such as using language strategies and asking and giving information), interaction aspects of project work (such as negotiating project subtopics), and others illustrating their context of production (such as working in groups or in pairs). The observed lessons were audio-taped to time the amount of teacher and learners talk. The results are discussed below in the context of project evaluation and teachers' and learners' beliefs about this activity.

(i) Very little student-student interaction

Although project work, by its nature, opens avenues for interaction, the project lessons (two hours in each of the two sample classes) we observed seemed to be void of interaction; as a matter of fact that, they consisted of 77% of teacher talk and only 22 % of student talk (excluding other activities). Even when students were given the opportunity to talk, they did so, but with their teacher only. Moreover, there were

few group activities, which might have facilitated interaction. Student-teacher interaction appeared to dominate classroom communication because oral exchanges were predominantly ‘question and answer’. This type of interaction, which we have discussed in the review of literature, is typical of teacher-fronted classes.

(ii) Absence of self-and peer-assessment

In accordance with what both the teachers and learners reported in the questionnaires, classroom observations seem to confirm that the first-year classes use no form of alternative methods of assessment. Process evaluation, which generally keeps track of learners’ progress, was quite inexistent in the observed lessons. Neither was peer-assessment part of the observed project workshops. Involving learners in assessing each other would embark them in discussing project objectives in face to face interaction.

(iii) Lack of appropriate language functions and spoken interaction strategies

The observations confirmed that first-year learners do not communicate ideas clearly and effectively in oral modes. They seem to lack the mastery of the basic language functions and spoken interaction strategies. For instance, in the project presentation workshops, the learners were not able to use conventional language to start a report, hold the floor, give and take turns, and thank the audience for listening and asking questions; apparently, they were not being equipped with these skills and competencies prior to project execution. Learners’ failure to make interactional skills conspicuous in such a demonstrative phase as project presentation can be ascribed to the fact that these skills were rehearsed/practised mechanically or completely overlooked. So, in line with the results from the questionnaires data, project work seems to fail to promote and exhibit its interactional objectives because learners seem to be ill-prepared in terms of oral skills.

(iv) Absence of spontaneous language use

The learners’ ability to explain and improvise was quite inexistent in the observed classes. Even when the learners were presenting their projects, they were simply

reading aloud. The message was not well-organized and clear, and all their contributions were answers to questions, mechanized repetitions, or planned written messages.

(v) Learners as passive agents

Although project work is learner-centred (Hedge, 1993), the observed lessons showed that the students assumed a passive role most of the time. Project topics, the format of the end-product, and project goals were set by the teacher alone, though, as it is stated in first-year Accompanying Documents (2005), they should be negotiated among learners and with their teacher. In comparing these results to the questionnaires results, a significant discrepancy was found. In other words, while it was reported by the teachers and learners in the questionnaires that students' role should be active, classroom observation showed that the learners actually assumed a passive role. According to Waters (1998), although teachers are aware of the importance of working with a learner-centred approach, they "*continue to find this difficult to achieve in practice*" (p.11).

In summary, classroom observation confirmed that project work fails to fulfil its prespecified interactive objectives. Besides, as compared to the questionnaires data, there appears to be a tension between what both teachers and learners stated in the questionnaires and what was actually taking place during project work execution. Teachers seem to lack appropriate competencies to facilitate skills development for students. Accordingly, in addition to teachers' and learners' perceptions about project work, teachers' competencies in monitoring projects need also to be seriously altered.

3.3. Limitations of the study

This study faced many limitations during the administration of the research tools, particularly the questionnaires and the observation schedules. Despite the careful wording of questions in the questionnaires and their piloting, it appeared that both the teachers and the learners who filled them out did not necessarily understand some

concepts in the final version. In addition, although the purpose of the questionnaires was explained, the students who seemed to be unfamiliar with this research tool regarded it as a kind of an exam. Because of this, we had to emphasise to the subjects who were trying to cheat from their mates that what they were doing was anonymous and in no way would it be marked. Still, because the questionnaires were anonymous, it was impossible to verify whether the teachers or the students who misunderstood questions in the questionnaires were those who clarified and completed them in the follow-up interviews.

Another limitation was that it was difficult to get teachers' consent to observe project implementation. The teachers argued that they were not frequently doing projects in their classes. Even when we were allowed to attend project workshops, it turned out that the teacher-participants allotted only two project workshops at best for each project (i.e., project opening and presentation).

Last but not least, the time and the space allotted for this research did not allow the evaluation of the project proposal. Although the ultimate aim of this study was, initially, to develop and evaluate an alternative interactional project work to first-year students, it turned out in the course of the study that it was impossible to achieve this within the scope and time allotted to it.

Conclusion:

In this chapter, we presented the results from teachers' and learners' questionnaires, follow-up interviews, and document analysis. Then, we presented and discussed the findings from classroom observations. Finally, the limitations of this current study are stated.

The next chapter will be about the suggestions and recommendations, which stemmed from this study.

Chapter four

Suggestions and recommendations

4. Chapter Four: Suggestions and recommendations

Introduction

The ultimate aim of this study was to build up, on the basis of our findings, a more interactive project work, which would highlight and promote the interaction objectives of first-year courses. Our investigation of the hurdles of the existing first-year project work (i.e., teachers' and learners' beliefs and textbook) resulted in the building of a rationale for the design of an alternative interactional one. This chapter illustrates the rationale for design of a more interactive project work and describes the suggested project unit sample.

4.1. Rationale for the development of a more interactive project work

The rationale for the development of a more interactive project work consists of ten principles, which stemmed from our findings, and a task typology, which was derived from our readings in the fields of project work and classroom interaction; it mainly aims at providing learners with extended opportunities to re-use and promote the interactional skills to be acquired in the lessons of the unit.

4.1.1. Ten principles for the design of an interactive project work

In the following we outline the ten principles that can be applied to the design of a more interactive project work to first-year secondary school students and give practical illustration for each of them from the project unit sample designed for this purpose. These principles can be grouped into the following rubrics: layout & guidance, content & theme, methodology, and assessment.

4.1.1.1. Layout & guidance

Principle one: Set project plan and guidelines at unit opening

The teachers' and learners' questionnaires and documents showed that one of the glaring inadequacies of the textbook, '*At the Crossroads*', is the fact that it places the project outline nearly at the end of the unit (see teachers' answers to Q 22 and learners' answers to Q 18,p.62). To remedy to this serious defect, the suggested project

framework incorporates the project plan at the beginning of the unit (see activity 2, p.155 in the appended project unit sample). First-year projects, which supposedly run in parallel with the unfolding of the sequences of the units, should be discussed and established at unit opening. These types of projects (e.g., internet users' guide, consumer's guide, and a job application booklet) require to be initiated at unit opening, if they are to be considered as part of the syllabus. That is, such projects cannot be considered as simply a synthesis of what learners will acquire in an instructional unit. For this reason, our project unit sample starts with a project section called 'Project Opening', which sets project work before initiating the lessons of the unit.

Principle two: Incorporate project workshops at the end of each sequence of the unit

Another serious defect that hampers project implementation is the fact that there are no clear indications in '*At the Crossroads*' as to when to work on projects (see teachers' answers to Q 23 and learners' answers to Q 19, pp.62-63). In our case, we suggest specifying project workshops and showing how they relate to the sequences of the unit. In accordance with the principles of competency-based approach, the project basic tasks are regarded as '*target situations*' (see its definition on page 15) to be carried out at the end of instructional sequences. More specifically, in addition to Unit Opening and Project Presentation workshops, four new project lessons will be carried out at the end of the four sequences of the unit (i.e. Listening & Speaking, Reading & Writing, Developing Skills, and Consolidation & Extension). The learner will hopefully re-invest at an end project task all what he will learn in a sequence of a unit (refer to appended project unit sample, pp. 160; 168; 174; and 179).

Principle three: Provide explicit guidance

Our investigation of project work hurdles in the first-year showed that both teachers and learners should be given explicit guidance on how to implement projects for many reasons. Firstly, the surveyed students were unhappy with the textbook because they felt it does not provide enough guidance on how to accomplish projects (see learners' answers to Q 17, pp.61-62). Secondly, the student questionnaire showed that students

prefer to learn from the textbook (see comments on table 8, pp.73-74). As Beckett (1999) notes, learners tend to believe “*that academic learning should be done through textbooks*” (p.148); that is, what is not spelt out in the textbook is not part of the assigned learning programme. Accordingly, we suggest showing learners in the textbook when and how to implement project work in order for them to hopefully consider it as academic learning. For the sake of explicitness and guidance, the suggested project involves six project workshops, four of them presented in a form of unit rubrics and the two others incorporated as unit sections. Besides, these rubrics or sections clearly explain to learners how to implement projects. For instance, the activities in Project Opening section explicitly guide learners to brainstorm project work topic, select project subtopics, set up project groups, assign students’ roles, and choose convenient sources to be used in projects (please refer to tasks 1-4, pp. 155-156 in the project unit sample).

Thirdly, since both the teachers and students in this study seem to ignore that the first-year syllabus involves skills building (see comment on table 10, pp.75-76), they must be shown the type of skills being practised during project implementation in order for them to be willing to put in more effort at skills building and truly benefit from this form of instruction.

As argued above explicitness seems to be very important in achieving first-year project goals. Hence, in order to make project goals and implementation explicit, we propose the use of two pedagogical tools (i.e., ‘project planning’ and ‘project diary’). The first mediation device called ‘project planning’ (see figure 5 below) aims at planning the project ahead and at showing the kind of work expected from learners. It can be discussed at project opening stage and used as a reminder of what students and their teacher have agreed to do in project work.

Tasks	Students	Resources	Language functions	Language forms	Lexical expressions	Product
-Interviewing -Distributing / collecting questionnaires -Drawing pictures -.....	-eg. Rashid will bring photos -.....	-Books -Internet -Teachers -Family members -Textbook -Friends -.....	-Describing -Instructing -Comparing -Expressing purpose -Expressing obligation -.....	- Imperative - Modals -Comparative of adjectives -Link words: in order, so as. -Sequencers -.....	- Desktop - Modem - Plug in - Log on -Sign out/in -Browser -.....	- Booklet - Play

Figure 4: Project planning

(This prototype project planning is taken from the appended project unit sample, p.156)

This mediation tool comprises the following headings:

- **Task:** Under this heading, each project group will select from the given list or suggest the project subtasks that will be needed to accomplish a project. It is hoped that when learners use this column, they will become aware of the fact that project work involves various subtasks.
- **Student:** In some projects, learners have to divide among themselves some project tasks which will be carried out outside school. For instance, who will conduct the interview? Who will bring the photos? In this case, each learner will be assigned a particular role.
- **Resources:** Students have to agree on the resources to be used in their project. These can include the internet, books, magazines, or interviews. Selecting appropriate sources for project work from the given list may have the effect of raising learners' and teachers' awareness to the fact that various information databases other than the internet can be used to obtain project information. This is because both the teachers and learners were found to consider the internet as the major and unique source for collecting project work information (refer to learners' and teachers' follow-up interviews on page 58).
- **Language functions:** Students should select from the provided list the type of language functions that they will need to complete their project. For instance, the new

project 'Internet Users' Guide' may involve such language functions as instructing, describing, and comparing (please refer to the project planning above,p.93). In contrast to the existing project work, which does not show how language functions can be re-used in project work, the suggested project makes it possible for learners to see what language functions will be involved in each project work. Showing learners and teachers the kind of language functions to be re-invested in each project is triggered by the fact that the teachers were found to ignore that project work involves practising previously acquired language functions (please refer to results from the follow-up interview on page 76).

- **Language forms:** Students will record the language forms that they will need in their project. With reference to the suggested project, 'Internet Users' Guide', it may involve such language forms as '*the imperative*' , '*have to*' and '*must*' form .The rationale for the inclusion of this column can be accounted for by the need to raise teachers' and learners' awareness to the fact that projects involve mobilising the language forms previously studied in the unit. This is because, as pointed out in the preceding column, the teachers in this study seem to ignore that project work can be applied to 're-cycle' previously acquired language.

- **Lexical expressions:** Also, learners should select from the given list the vocabulary that they will need to accomplish their project. Although it is practically impossible to predict accurately the vocabulary list needed for project implementation, recording the type of vocabulary required in the project planning may raise both teachers' and learners' awareness to the fact that project work involves vocabulary learning. For instance, the project proposal, 'Internet Users' Guide', may require vocabulary words such as *laptop*, *central unit*, *monitor*, *wires*, *modem* and *browser*. Hence, contrary to the existing project work which does not show how the vocabulary items covered in the sequences of the unit relate to project work, the suggested project makes it clear for both teachers and learners that the vocabulary studied in instructional unit is to be re-invested in project tasks. Accordingly, exploiting the above grid might contribute to making mainly teachers aware of the fact that project work can be exploited to learn more vocabulary words, because our findings suggest that most of them appear to

believe that projects distract their learners from acquiring vocabulary (see comments on teachers' interview and questionnaire on pages 76-77). Moreover, this might have the effect of bringing both teachers and learners realise that project work is not simply a means for entertaining learners, as shown in 3.1.4.6 (pp.78-79), but rather a teaching method that can be applied to acquire new vocabulary words, thereby preparing learners for exams.

• **Product:** In this column, learners should write down the format of the project end-product. This can be a brochure, a poster, a newspaper article, an article for a school magazine, or a booklet. Selecting the presentation format of the end-product, may sensitize both teachers and learners to the different and varied forms to terminate a project, this can show both of them who seem to believe that a tangible product is the ultimate aim of project work (see comments on table 12, pp.79-80), that this activity may culminate in an oral performance such as a play.

The second instrument suggested for the design of an alternative interactional project work for first-year students of English is the following 'project diary':

Knowledge , skills, and competencies					
what I have learnt in this sequence /section					
Language (e.g., vocabulary expressions and grammar)	Content (new information about your topic)	Social Skills	Competencies		
			Speaking	Listening/ reading	Writing/ speaking
- Modem - Browse -Desktop -Surf, mouse -Keyboard -.....	-Internet connection requires a modem - Different parts of a computer -.....	-How to access the internet -Working cooperatively -.....	- Sustain a conversation -.....	- Identifying and interpreting a context -.....	Producing a written text describing a PC. -.....

Figure 5: Project diary

(This illustrative project diary is taken from the suggested project unit sample, p.158)

The above project diary may be used by learners to record what they will learn in each lesson for the purpose of putting it to use in project work. Besides, as Beckett & Slater (2005) note, taking notes about the content acquired, the skills practised, and the

language learnt may better raise learners' awareness to the syllabus objectives. However, since learners may not have been trained to complete the diary, a complete sample should be given to them. What they have to do then is to select their achievements from the provided list of syllabus objectives and add others which have not been listed in the grid.

This mediation device adapted from Beckett & Slater (2005) comprises four main columns:

- **Language:** In this column, learners should tick the vocabulary and grammar rules they might learn in a lesson. For instance, in our project unit sample, they might note that they have acquired words such as '*monitor*', '*keyboard*', and '*surfing*'. In so doing, they might realise that the learning objectives of the unit are firmly linked to project work. This may address the fact that most of learners ignore that project work is a means to re-invest what has been acquired in instructional units (see comments on table 10 pp.75-77) and might also address teachers' incorrect mindsets which regard project work as a hindrance to the teaching of grammar and vocabulary (refer to the same table).
- **Content:** This column can be exploited by learners to note the new information they will learn in lessons. For example, in the suggested project, students might note that they have learnt that '*internet connection requires a modem*' (refer to the sampled diary above).
- **Social skills:** These skills refer to the type of skills needed in real life situations; they can include time management, showing tolerance and patience, and working cooperatively. In the suggested project, learners can write down that they have learnt '*how to access the internet*'. The listing of social skills in the project diary may familiarise both teachers and learners with these types of skills, which are not very well known to them (see 3.1.4.1, pp.69-71).
- **Competencies:** Competencies in this project diary refer to language basic skills of interaction, interpretation, and production.

> **Speaking:** We have used the term ‘speaking’ instead of ‘interaction’ to facilitate its understanding by both teachers and students. Interaction refers the ability to interact orally. ‘*Responding and reflecting a question*’ is an example of interactional skills incorporated into the suggested project unit (see activities 2-4, p.159). Noting the type of interaction skills practised in instructional units might make students aware that these types of skills are, indeed, important points in the syllabus and would, thereby stimulate them to work fully on their acquisition. Also, in so doing, teachers might be prompted to identify and incorporate these targeted competencies into their daily teaching. This might seriously challenge teachers’ and learners’ pertinent beliefs which consider interactional techniques such as paired and group activities as less effective to language teaching than individual ones (see 3.1.4.4, pp, 74-75).

> **Listening/ reading:** These terms are used in this study to refer to interpretation competency. The latter refers to the ability to understand written and spoken messages. With reference to our project unit sample, learners can note that they have learnt ‘*interpreting and understanding the meaning of information in a screenshot*’ (see activity 6, p. 170). The use of this column might impart in learners the fact that language learning involves more than vocabulary and grammar, which were found the focus of their attention (refer to 3.1.4.1, pp.69-71); equally, teachers might be stimulated to pay more attention to the teaching of this language competency.

> **Writing/speaking:** We have used the terms ‘writing’ and ‘speaking’ to refer to production competency; this competency refers to the ability to produce oral and written messages. One example from the project unit sample concerns ‘*the writing of a short paragraph describing the basic parts of a desktop computer*’ (see Write it Right sub-rubric, p.167). Again, this column may familiarise both teachers and learners with syllabus objectives. Once learners are made aware of these objectives, they might be encouraged to work towards achieving them. And teachers would, then attempt to incorporate them into their teaching both in regular lessons and in project work. This can ultimately develop especially learners’ oral reporting skills, which were found deficient in the observed project lessons (see 3.2, pp-85-87).

4.1.1.2. Content & theme

Principle four: Use spontaneous language and aural teaching aids

Teachers' and learners' questionnaires and documents suggested that the textbook lacks authentic materials, that is, aural dialogues which contain features of natural language use (see teachers' answers to Q 27 and learners' answers to Q 23, pp 64-65). Besides, many teacher-participants in the follow-up interview raised the point of lack of aural teaching aids such as CDs.

In the light of these findings, we suggest the use of authentic listening conversations that can be presented to learners in audio/ video CDs. With reference to our project unit sample, the listening transcript presented to learners in the rubric Listen & Check is an authentic text, which can be exploited by means of audio or video aids. Also, the use of this authentic spoken text has come in response to learners' deficiency in terms of language functions and spoken interaction strategies (see 3.2, p.86). Such type of language as *'Are you kidding?'*, *'What about that..?'* and *'You know'* included in the listening dialogue of the suggested unit is likely to equip learners in term of oral interaction strategies (see listening script p.157) and to overcome the absence of spontaneous language use during project implementation (see 3.2, p.86).

However, as Brown & Yule (1981) assert "*'authentic' conversations which are to be used as conversational models should not... be extended for a very long at a time*" (p.33). Rather, their use should aim at noticing language features being used and prompting learners to reproduce them (Ibid.). For this reason, we have included in the suggested unit sample only one authentic conversational model and, then exploited its oral interaction features such as *'answering and reflecting questions'* (see task 1, p.159). This latter feature of interaction will be, first spotted in the listening dialogue and then, practised mechanically through a repetition task. After this, it will be used in a cued dialogue and, finally reproduced in a freer manner (see the sequencing of activities 1-4 on the same page).

Principle five: Use theme-centred interaction

Document analysis showed that Unit 1 in '*At the Crossroads*' develops three topics related to communication (i.e., *communicating through the internet*, *communicating through telephoning* and *communicating through letters or e-mails* (see 3.1.3.2, p. 63). Because of this, the textbook seems to fail in relating the sequences of the unit to project work. In order to address this weakness, we propose the use of one single topic throughout the whole unit. This principle is reflected in the suggested project unit sample through focusing the entire unit on '*communicating through the internet*'. Apart from this, as shown in the review of the literature (p.14), projects are theme-based; consequently, as the first year syllabus does not allow researching various topics because of the grammatical syllabus running in parallel, it is advisable to focus them on one topic in order to give learners time to develop ideas about the topic of instruction that they can exchange and share in interaction with their peers. As Psychologists such as Kelly (1955), Maslow (1970), and Vygotsky (1978) argue, deeper learning needs time (in Breen & Littlejohn, 2000, p.24).

4.1.1.3. Methodology

Principle six: Ensure task continuity

Document analysis showed that the tasks in the course book, '*At the Crossroads*', seem to be isolated activities that do not contribute to the overall objectives of a sequence of instruction or the general curricular objectives (refer to the discussion of this issue in 3.1.3.4, pp.65-66). In our case, we suggest developing tasks that grow gradually from comprehension (comprehensible input) to production (comprehensible output). An instance of this from the suggested project is that of tasks in the Developing Skills sequence which move the learner from the acquisition of the functions of a screenshot to applying them creatively in a lifelike task. Indeed, in these particular tasks, the learner will start, first matching the fields in a screenshot with their functions in a table, then applying the acquired functions to ask and give instructions in a semi-controlled activity and, finally re-investing the acquired knowledge and skills creatively in a reasoning-gap activity (refer to these activities on

pages 170-171). This psycholinguistic sequencing of tasks gradually equips learners with interaction skills that they develop when moving from individual to paired and group activities. Our task chaining obeys to this reality in the sense that most of the activities used in the suggested project unit start in a form of individual activities and end in paired or group activities.

Principle seven: Structure the interaction

Textbook analysis showed that '*At the Crossroads*' does not make it clear as to when learners should work in groups because most of group work activities are optional, that is, they can be carried out individually, in pairs, or in groups (see teachers' answers to Q 30 and learners' answers to Q 26, p. 67). In order to address this important drawback to interaction, we propose structuring contexts in which learners can truly interact and teachers cease to play the role of knowledge transmitters. This can be achieved through carefully planned group work activities which would engage learners in meaning negotiation and cooperative work. As an instance of the latter, we can cite activity 4 (p.173) in the project unit sample. In this group work task, each student should be given a piece from an e-mail letter which has been cut; then, each individual reads and shares the information with others in order to sequence the e-mail. This information-gap activity can promote cooperative work, stimulate and encourage positive interdependence (i.e., each learner depends on the contribution of his peers in order to complete a task). Indeed, in order for learners to complete the task, they have to interact and negotiate information among themselves. This activity that mainly depends on collaboration can bring learners to practise spoken language and view each other as sources of knowledge.

Also, as the learners complained in the follow-up interview of the lack of cooperation in project work (see comments on table 9, pp.74-75), we suggest the use of the following grid, which may ensure that all learners are contributing to the overall effort of the group.

Role	Name
Group manager	
Group corrector	
Group secretary	
Group reporter	

Figure 6: Group work grid

The group work grid above contains two major columns: role and name.

- **Role:** in this column, we have four roles to be assigned by teacher for learners
 - > **Group manager:** assigns each group member his task and manages group work.
 - > **Group corrector:** listens and writes down all the mistakes which will be corrected in group.
 - > **Group secretary:** writes down and organises what group work yielded.
 - > **Group reporter:** reports to the class what the group agreed on
- **Name:** each learner writes down his name in the box that matches his role.

Principle eight: Make provision for oral production

To enhance learners' oral competencies, we propose providing learners with extended opportunities to sustain conversations, give and take turns, negotiate meanings, and ask for and give information through reporting and open-ended tasks. Unlike '*At the Crossroads*' which generally culminates the sequences of units in written productions (see 3.1.3.4, pp.65-66), we propose exploiting the Listening & Speaking sequence which focuses on oral interaction to develop learners' interaction abilities such as asking for clarification, enquiring and giving information, and giving and taking turns. With reference to the suggested project unit sample, the Listening & Speaking sequence culminates in an information-gap activity (refer to 'Say it' sub-rubric, p.159), which provides learners with opportunities to practise interaction skills freely and to re-use creatively the language and skills previously introduced in the whole sequence. Indeed, this open-ended task, which is also a 'target situation' (refer to the footnote page 15 for the definition of this concept), gives learners a chance to

use the vocabulary words related to computers (e.g., *mouse*, *screen*, and *monitor*) and to interact meaningfully about the different components of desktops; also, it encourages learners to ask and give information and agree or disagree. Such an activity, as already noted in the review of the literature, may prepare learners for taking part in give-and-take spoken interaction in project work.

4.1.1.4. Assessment

Principle nine: Use self-assessment

The findings from this study showed that the textbook, '*At the Crossroads*', is defective in terms of self-assessment procedures (see 3.1.3.5, p. 68). This is because the self-assessment tool it employs (see Appendix N) does not lend itself to on-going process assessment. For instance, although the interaction is the first competency targeted in first-year syllabus and supposedly extended in project work, it is only superficially evaluated in the self-assessment grid of the existing textbook (please refer again to Appendix N). Understandably, in the absence of the assessment of interaction, learners will attend and pay attention to the language components such as grammar and vocabulary, which constitute the target of assessment (see 3.1.4.8, pp.80-81). In order to do away with this washback affect that usually results from the neglect of the assessment of the interaction competency, we have suggested the use of project diary (see page 95) to allow learners reflect on their achievements in terms of skills during project work process. Indeed, we have argued in this study that communication skills such as the ability to interact meaningfully can be measured only through alternative methods of assessment such as self-assessment diaries and grids. It follows, then that the self-assessment project diaries we have suggested for the evaluation of project goals in terms of content, language, and skills will provide learners a chance to assess the pre-specified goals of project work and will motivate them to work towards achieving them.

Principle ten: Use peer-assessment

According to data collected from questionnaires, documents, and observations, no peer-assessment grids are applied either in the first-year textbook or classroom sessions (teachers' answers to Q 32 and learners' answers to Q 28, p.68; and 3.2, pp. 85-87). In the present study, peer-assessment is used in the project proposal not only to familiarise pupils with assessment standards and levels of achievements, but also to trigger negotiation between project students. Ready-made assessment grids such as the following have been supplied in the project unit.

Aspects of the task	Yes	No
The group mentioned seven words related to the internet		
The group mentioned three words related to the internet not used in class		
The group correctly pronounced four words related to internet		
The group used the imperative form		
The group used modals such as 'must' and 'have to'		
The group used sequencers		
The group provided new information about the internet		
The group thanked the audience for listening		
The group invited the audience for asking questions		
The group kept the conversation going on for about two minutes		
The group gave and took turns		

Figure 7: Peer-assessment grid

(This peer-assessment grid is taken from the project sample, p. 161)

This pseudo-assessment grid is likely to stimulate interaction between learners in their attempt to assess project tasks. One of ways to carry out this assessment would be to engage learners in discussing assessment criteria such as '*The group mentioned seven words related to the internet*' (Item 1 in the above grid). By doing so, students would strive to reach a consensus on the number of words used by their classmates. In this process, participants might be led to engage in purposeful and meaningful interaction.

In addition to this, as noted above, since both teachers and learners were found unfamiliar with peer-assessment, we propose providing practice for both of them in devising their own peer-assessment checklists. This is realised in the suggested project sample through the use of ready-made and other incomplete peer-assessment grids; the complete ones can serve as prototypes for working out the incomplete ones. The content of items in these assessment checklists, as in the one given above, is to be derived by learners from the task to be assessed. By doing that, learners will hopefully

develop their study skills and raise their awareness to what is expected from them especially when carrying out oral interaction activities which they consider so far much like games than learning tasks (see 3.1.4.6 ,pp. 77-78).

Now that we have discussed the ten driving principles which can be applied for the development of a more interactive project work, we shall turn to discussing the task typology that serves as the basis of their methodology.

4.1.2. Typology of interactive tasks

Since the students' and teachers' questionnaires and documents showed that the methodology (i.e. tasks) used in the textbook, '*At the Crossroads*', is the major hurdle for promoting freer interaction between learners, we have come up with a task typology that we think appropriate for preparing learners to interaction in projects. Unlike the tasks in the existing project units, which tend to be controlled and simulation activities, the suggested typology of tasks, which we derived from our reading in the fields of project work and classroom interaction, has been shown to promote spontaneous language use and prepare learners for open tasks such as projects (Littlewood, 1981; Prabhu, 1987; Legutke & Thomas, 1991; and Nunan, 2004). It goes without saying that these tasks form the basis for achieving most of the ten principles outlined above.

4.1.2.1. Simulation and role playing

In simulation activities, learners imagine themselves in situations which can occur in real-life settings. As already noted above, the first-year textbook, '*At the Crossroads*', makes a wide use of these types of activities, but most of them seem to serve the purpose of controlled language practice. That is, they do not move the learner to freer language use. Contrarily, the simulation activities we suggest for the new project framework do not merely aim at practising language-the kind of activities that can be found in pre-communicative activities, but rather to progressively train learners for learning through genuine interaction. This can be illustrated with an example from the suggested project unit sample. In activities 2,3,4, (p.159) , learners

are asked in a simulation activity to practise the targeted structure (i.e., *answering and reflecting questions*) mechanically just as it is presented in the listening text (task 2) ; then, they are invited to use it in a less controlled way in a substitution dialogue (task 3); finally, they are encouraged to use the new structure in a freer way in an activity that determines the language functions and leaves the learners use language forms already acquired (task 4). This series of activities prepares learners in terms of interactional language and strategies for the information-gap task that will come next.

4.1.2.2. Information-sharing activity

In information-sharing activities, one learner holds an information that is unknown by his partner. This gap that exists between them stimulates interaction to transfer the relevant information from one participant to the other. The present inquiry showed that the textbook, *'At the Crossroads'* is void of such type of activities which, as already discussed in the review of the literature, promote meaningful interaction (Pica, 1987). To address this serious defect, we have suggested incorporating these communicative activities into the innovative project framework. Activities 5, p.159 and 4, p.173 in the sampled project unit are examples of these types of communication activities. In activity 5, p. 153, learner A asks a number of questions and uses a variety of language forms and vocabulary to find out which picture student B is holding. This activity does not simply allow learners to use the language forms practised in previous activities (such as *larger* and *smaller*), but also gives them a chance to use new ones such as *'Is there a web camera on the top of the monitor'* and *'Does the computer have a printer?'*

4.1.2.3. Reasoning-gap activity

Reasoning-gap activity "*involves deriving some new information from given information through the processes of inference, deduction, practical reasoning or perception of relationships and patterns*" (Prabhu, 1987, p. 46). With reference to first-year textbook, such activities are quite inexistent. By contrast, the present project proposal attempts to exploit them because they have been shown to promote dialogic interaction (Prabhu, 1987). Activity 6 (p. 170) in the project unit sample is an instance

of reasoning-gap activities. In this particular task, learners have to carefully observe a computer screenshot in order to perceive some patterns concerning sending multiple e-mail messages; then, they have to apply the tips they have deduced in order to send multiple e-mail copies of their own. These types of activities stimulate more interaction because, as pointed out by Prabhu (1987), they bring sustained pre-occupation with meaning. That is, in the process of deriving one information from another, learners are not merely trying to bridge the gap, but also to work out a solution, thereby resulting in the flow of conversational interaction.

4.1.2.4. Opinion-gap activity

According to Prabhu (1987), an opinion-gap activity “*involves identifying and articulating a personal preference, feeling or attitude*” (p. 46) in response to a particular theme, topic or task. With regard ‘*At the Crossroads*’, though it actually uses opinion-gap activities, most of them are carried out individually (see activity 1 in ‘*Say it in Writing*’ rubric in Appendix K). In this particular activity, the learner is asked to express his opinion on the usefulness and the hidden dangers of computers in an oral report; this means that he is invited to formulate and state his personal opinion without defending it or arguing with his peers. Unlike these activities, the tasks we have suggested in the new project framework seek to engage learners in the process of interaction in order to bridge the gap in opinion and arrive at a better understanding. In activity 3 (p.167), for instance, learners are asked to organise themselves into groups so as to discuss their preferences either for laptops or desktops. By doing this work, each learner is given the opportunity to express his opinion and argue with his peers.

In this section, we discussed the rationale for the design of a more interactive project work. In the next section, we shall describe the project unit sample.

4.2. Description of the suggested project unit sample

In order to develop a more interactive project work for first-year students, we have restructured the first unit (*'Getting Through'*) of the textbook on which we base the review of the whole project included in the textbook. This unit, which originally involves twenty hours teaching load, is presented in the suggested project unit sample in a form of twenty lessons and re-named *'Communicating through the internet'*. In what follows, we shall state its interactive objectives, present its general aims, and discuss its organisation and layout.

4.2.1. The unit learning outcomes in terms of interaction

As we assume in this study that the objectives of project work are not open to discussion since we are dealing with a syllabus imposed by educational authorities, the objectives of the existing project are kept unchanged. Although these objectives have been stated in the introduction and explained in the research methodology chapter, we deem worthwhile reminding them to the reader.

- Negotiate project work subtopics and objectives
- Ask and give information in project work
- Work collaboratively in project work
- Give the presentation of project work end-product
- Use communication strategies in project work
- Express opinions and preferences
- Sustain a short conversation
- Request repetition, reformulation, and clarification
- Give and take turns

4.2.2. Layout of the suggested unit

In our attempt to design a new project work, we were led to follow the design of the original unit with few changes. The differences between the new and the existing project units are listed in the map below.

Existing Project Unit			Suggested Project Unit			
Sections /sequences	Rubrics	Sub- rubrics	Sections /sequences	Rubrics	Sub- rubrics	Lessons
/	/	/	Section 1: Project Opening	/	/	One lesson
Sequence 1: Listening & Speaking	-Anticipate Listen & Check -Say it Clear - It's your Turn	- Say it in Writing	Sequence 1: Listening & Speaking	- Anticipate - Listen & Check - It's your Turn -Project Workshop .Language & Skills Review	- Say it	Five lessons
Sequence 2: Reading & Writing	-Anticipate -Read & Check - Discover the language -Write it Right		Sequence 2: Reading & Writing	-Anticipate -Read & Check - Discover the language -Project Workshop -Language & Skills Review	-Write it Right	Six lessons
Sequence 3: Developing Skills	/	/	Sequence 3: Developing Skills	- Skill Building -Write it -Project Workshop - Language & Skills Review	/	Four lessons
Stop & Consider	/	/	/	/	/	/
Sequence 4: Consolidation & Extension	- Write out - Work it out	/	Sequence 4: Consolidation & Extension	-Write it out -Work it out -Project Workshop -Language & Skills Review	/	Three lessons
Project Work Section	/	/	Section 2 : Project Presentation	/	/	One lesson
Check your Progress Section	/	/	/	/	/	/

Figure 8: The layout of the existing and the suggested units

4.2.3. Justification for altering the layout of project unit

As can be noted in the table above, both the original and the new units contain four sequences and three/two sections; however, whereas the sequences of the units follow nearly the same pattern with few changes in rubrics, the sections have been completely altered. The two sections in the original unit, Stop & Consider and Check your Progress, have been incorporated into the sequences of the unit. The former, which concerns itself with grammar review, is dropped in the suggested project unit because the language review of this rubric is dealt with gradually at the end of each sequence of the unit. Similarly, the latter, which focuses on self-assessment, is deleted in the suggested unit because both self-and peer-assessment are dealt with through assessment grids and students' diaries during project implementation.

4.2.4. Content and aims of sequences and sections in the suggested unit

In what follows, we shall discuss the content and aims of the sequences and the sections in the suggested unit and show how and why they differ from the existing ones. For a better understanding of the differences between the new and the existing projects, please refer to the original layout of the unit in chapter two (pp. 38-39).

Section 1: Project Opening. It includes one lesson.

This new section is incorporated into the new project unit to establish project work at unit opening. Although the existing first-year project work invites learners to start working on their projects at unit opening (refer to the project assignment in chapter three, p.63), it provides no guidance on how to work on it. For this reason, the new project workshop incorporates activities to brainstorm project topic, discuss its outline and subtopics, make groupings, and negotiate its objectives (please refer to activities 1-4, pp.155-156 in the suggested project unit sample).

Sequence 1: Listening & Speaking. It includes four lessons.

Although this sequence focuses on the same objectives (i.e., promoting listening and speaking skills) as the existing one, it follows a different rationale for achieving its

goals. The suggested rationale and the reasons for its change are explained and justified when discussing its following rubrics:

Anticipate: This rubric, which already exists, serves the aim of activating learners' background knowledge about the topic of the unit and setting up expectations for the content of the listening text. What makes it different from the existing one is the fact that it gives clear instructions for teacher and learners to carry out its activities orally (see activities 1 and 2, pp. 156-157). This is because, as we have argued in this study, first-year teachers and learners need explicit instructions in the textbook to carry out and focus their attention on interaction tasks.

Listen & Check: Very much like the existing one, this rubric attempts to develop the listening skill. Nevertheless, the present one uses authentic oral dialogues which contain features of oral interaction.

It's your Turn: It is noteworthy, here, to state that 'Say it Clear' rubric, which precedes this rubric and focuses on stress patterns and intonation, is completely removed from Listening & Speaking sequence. The language features included in this rubric are dealt with in Language & Skills Review rubric. The reason for this is that the learner at this stage needs focusing his attention on interaction features included in the listening text rather than turning to explicit study of phonology. As far as 'It's your Turn' rubric is concerned, although it is reproduced, some problems of the earlier model have been addressed. For instance, while the existing rubric focuses on controlled language practice (refer to teachers' answers to Q 28 and learners' answers to Q 24, p.65), the suggested one attempts to offer learners freer speaking practice through semi-controlled simulation activities (see activity 4,p.159) and information-gap activities (see activity 5 on the same page). It should also be noted that 'Say it in Writing' rubric, which culminates this sequence in writing, is changed for 'Say it' rubric, which supplies an information-gap activity to culminate the whole rubric for speaking purposes. This change in the design of the rubric is due to the fact that we believe that this stage should constitute the culminating point in the building of oral skills rather than written ones.

Project Workshop: This sequence is new in the sense that the existing project incorporates no project workshops at the end of the sequences of the units. Its aim is, firstly to permit learners re-use or reinforce the language, content, and skills previously introduced in the sequence of the unit and, secondly to guide them through the process of project implementation.

Language & Skills Review: This is another new rubric; it pays attention to explicit study of language items previously introduced in the unit and helps learners with research and study skills (such as summarizing and interviewing) needed in project work (see activities 1-3, p.169 in the appended project unit sample). One of its distinguishing features is its attempt to provide the teacher with opportunities to prepare activities of his own in order to remedy to learners' weaknesses in project work.

Sequence 2: Reading & Writing. It includes six lessons and divided into five rubrics: Anticipate, Read & Check, Discover the Language, Project Work, and Language & Skills Review.

Anticipate: as in Listening & Speaking sequence, the aim of this rubric is to prepare learners for the reading task. Again, this rubric differs from the existing one in that it instructs learners to carry out activities in an oral mode.

Read & Check: Unlike the existing rubric, its substitute uses authentic reading texts. This is because we have thought that when the learner deals with authentic materials s/he might realise the immediate aims of his learning and, consequently increase his motivation and involvement in learning tasks.

Discover the Language: Since our study concerns itself mainly with interactional skills and since this rubric deals with the reading and the writing skills, we have selected for the project proposal activities that follow the same pattern as those in the '*At the Crossroads*'. Accordingly, these activities attempt to analyse features like paragraph or sentence structure through the study of grammar items such as comparatives (T's Book, 2006). However, the content of the language input is related to our project topic (i.e., *communicating through the internet*). Besides, this rubric

incorporates into the writing tasks oral practice mainly through reporting (see activity 6, p. 167 in the project unit sample). Adding an oral dimension to writing tasks is likely to equip learners with presentation and reporting skills such as summarising content, using eye contact, and thanking the audience for listening.

Project Workshop: For the content and aims of this rubric, please refer to its corresponding one in sequence Listening & Speaking discussed above (p.111).

Language & Skills Review: Please refer to its corresponding one in sequence Listening & Speaking discussed above (p.111).

Sequence 3: Developing Skills. It is divided into four lessons and includes four rubrics: Skills Building, Write it, Project Work, and Language & Skills Review.

Although the ultimate aim of this sequence is, as it is the case in the original one, to further develop the primary skills in social contexts (T's Book, 2006), we have re-designed the entire layout of the sequence in order to address deficiencies in the original model. The reasons behind the re-structuring of the whole design of the sequence and the differences between the existing and the new sequences will be explained below when discussing the rubrics of this sequence. So, unlike the Developing Skills sequence in '*At the Crossroads*', its substitute includes the following rubrics: Skills Building, Write it, Project Work, and Language & Skills Review.

Skills Building: Because our documentary analysis showed that the Developing Skills sequence fails to promote oral interaction practice, which it supposedly develops (see teachers' answers to Q 28 and learners' answers to Q 24, pp.65-66), we have incorporated into the project proposal this new rubric. Its aim is to gradually lead the learner to freer language use, which seems to be absent in the existing project model (see teachers' and learners' answers to the same questions). Instead of relying on controlled language practice through memorization of dialogues and substitution drills techniques to develop the interaction competency (for an example of substitution drills, please refer to the paired activity from at the '*At the Crossroads*' in Appendix L), we employed communicative activities such as reasoning-and information-gap,

which, as (Richards, 2004) points out, might promote classroom authentic interaction. Activity 5, p.159 is an example of information-exchange activities included in the project unit sample and task 6, pp.170-171 is an instance of reasoning-gap activities.

Write it: In accordance with the objectives of the sequence stated in the teacher's book (2006), this new rubric engages the learner in applying his knowledge of the writing skill in different social situations (i.e., writing a letter of application or a complaint letter). However, unlike the existing ones, the activities in this sequence are designed to be carried out in groups and some of them are information-gap tasks, which might develop not only the learner's writing skills, but also his/her ability to actively participate in oral interaction. As an instance of this, activity 2 (p. 172) from the suggested project sample engages learners in the process of applying both their knowledge of the layout of the letter and their interaction capabilities to bridge the information gap.

Project Workshop: This rubric also follows the same pattern as the preceding ones.

Language & Skills Review: Again, please refer to its corresponding rubric in Listening & Speaking sequence.

Sequence 4: Consolidation & Extension. It contains three lessons.

Apart from the two main rubrics included in the existing project unit (i.e., Write it out and Work it out, the suggested project unit incorporates another rubric-namely, Project workshop.

Write it out: As in the textbook, '*At the Crossroads*', the present sequence aims primarily at expanding the writing skill (T's Book, 2006). Again, the writing skill is embedded in social situations. That is, the learner will apply what s/he will learn in terms of language and skills in social contexts. To illustrate this from the suggested project unit, in activity 7 (p.177), the learner will apply the link words such as '*in order to*' and '*so as*' and the *imperative form* previously practised to writing tips for computer maintenance. However, as the focus of this study is on interaction, the features of written language introduced in this rubric will be re-invested in oral

interaction. Activity 6 (p.177) in the suggested project model shows how the transfer of skills from written to oral mode can occur. In this activity, the learner is invited to re-use the *sequencers* and the *imperative* previously studied in written activities to instruct each other orally on computer maintenance.

Work it out: In comparing the existing ‘Work it out’ rubric with the new one, one can note that the suggested rubric focuses not only on problem-solving and social skills, but also on reinforcing the phonological aspect of the interaction competency. The dialogues and conversations used in problem-solving situations are exploited for promoting learners’ oral competency through the study of English phonological features such as rising and falling intonation; also, the conversation strategies portrayed in these dialogues are highlighted and practised. For instance, in activity 1(p.178), the interaction formulaic features such as ‘*excuse me*’ and ‘*what, what you say?*’ are highlighted through focusing learners’ attention on their intonation patterns; then, they are presented in a repetition drill (please refer to the paired activity, p. 179); finally, the interaction strategies and expressions, the intonation patterns such as ‘*rising intonation in clarification questions*’, the new lexical expressions (such as ‘*re-start*’, ‘*unplug*’, and ‘*power supply*’), and the new information (e.g. ‘*press Ctrl Alt Delete to make a frozen PC functions*’) are re-invested , in accordance with the principles of competency-based approach, in a novel problem-solving context (see task 5,p.179).

Project Work: It follows the same procedure as its corresponding ones in the previous sequences.

Section 2: Project Presentation .It includes one lesson.

Whereas the ‘*Project Work*’ section in ‘*At the Crossroads*’ aims at supplying the project outline, this second project section has the aim of adding an oral dimension to project work (i.e., oral presentation of the end-product). This has come in response to the fact that both the teachers and the learners in this study seem incapable of handling adequately the final oral presentation of project work (refer to 3.2, pp-85-87). Accordingly, this section will, hopefully, help teachers and learners carry out more

interactive project work presentations since it attempts to show them how to perform, discuss, and assess project work oral presentations.

Conclusion:

In this chapter, we established the rationale for the design of a more interactive project work. We identified the ten principles that underlie it. This was followed by a typology of interaction tasks that serve the basis of the methodology for suggesting an alternative project work for first-year secondary school students. We then described the suggested project unit sample. The interaction objectives and the layout of the latter were stated. After that, we gave justifications for altering the layout of the original unit. Finally, the content and aims of the sequences and sections of the suggested unit sample were presented in relation to the existing ones.

General conclusion

General conclusion

In conclusion, this study showed that project work in the first-year secondary school, as it stands, fails to achieve its objectives in terms of interaction, i.e., it neither sets up contexts for interaction nor reflects the objectives of the interaction competency. We have shown that this is primarily due to three major obstacles, i.e. the textbook, the teachers' beliefs about foreign language teaching / learning and project work, and the learners'.

Firstly, the textbook was found inappropriate for exploiting the interactional potential of project work mainly in terms of project layout, methodology, and assessment. Specifically, the project plan, which is rather ambiguous, does not clearly show when and how to work on the project itself; the tasks used in the course book seem to be inappropriate for communicative and interactive language learning/teaching because they do not equip learners with the give-and-take interaction skills to be exploited and further developed in project work; and the assessment methods, which mainly focus on accuracy in terms of grammar and vocabulary, are incompatible with both project work and teaching/learning through oral interaction.

Secondly, teachers' beliefs about the nature of foreign language teaching/learning and project work were examined and found a hindrance to stimulating and promoting interaction in project work; most of these negative beliefs such as equating language learning to vocabulary and grammar acquisition, considering peer-peer interaction as a waste of time, and perceiving project work as a means of entertainment seem to have been acquired from teachers' previous experience in teacher-centered classes; as for the positive ones, they seem to stem from the pedagogical innovations (such as the use of self-assessment) introduced in the first-year textbook, *'At the Crossroads'*. Moreover, although some teachers showed their awareness of the importance of interaction in project work, they seem to lack the required skills and techniques to carry out this activity successfully.

Thirdly, students' beliefs about English language teaching/learning and project work such as the perceiving the teacher as a knowledge transmitter, considering group

activities as a waste of time, and regarding project work as inefficient for language learning ,also, seem to be detrimental to the use of interaction in project work. The students' misconceptions about language teaching/learning and project work, which tend to be identical with the teachers', seem to be influenced and reinforced by classroom practices, that is, students appear to have acquired them from observing their teachers teaching.

However, these presumably major barriers to learning/teaching through interaction in project work can only partially account for the findings of the current study. Factors such as shortage of time, examination pressures, cultural expectations, and project work being difficult and too much work seem also to affect negatively learning/teaching through interaction in project work.

On the basis of the findings yielded from the investigation of the three project obstacles in the first-year, we developed a rationale for the design of a more interactive project work. Ten principles were identified on the basis of our research and applied to the first unit of the first-year textbook to remedy, firstly to textbook weaknesses and, secondly to overcome potential conflicts between teachers' and learners' beliefs and the project intended interaction objectives.

These major suggestions incorporated into the project proposal consist mainly of altering the project layout in the textbook and making it firmly linked to the sequences and objectives of the unit, catering and equipping learners with interactional skills through preliminary activities, setting up contexts for interaction, and providing explicit guidance for both teachers and learners especially through the use of pedagogical tools such as project diary and project planning. As teachers' professional development neither eliminates nor addresses teachers' beliefs, the textbook is used in the present project framework as an agent of change to address and alter both teachers' and learners' incorrect conceptions of project work and foreign language teaching /learning.

As the time and the scope of this study did not allow evaluating the innovative material, we cannot state with confidence that this new project framework will

contribute successfully to challenging and altering teachers' and learners' beliefs about project work and, thereby fulfilling its objectives in terms of interaction. However, at least, this alternative project addresses the major obstacles to the use of interaction in project work such as the following beliefs collected from first-year project classes:

'What can we have in the exam? We didn't study grammar'

'This teacher is not explaining lessons. He is just setting activities'

Finally, we should acknowledge that further research on first-year project work is needed to examine how factors such lack of appropriate teacher training, examination pressures, and difficulty of PBL affect creating contexts and promoting interaction through project work, and ultimately how to overcome these barriers.

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Appendices

Appendices:

Appendix A

Observation Schedule I

Project Opening

Do students ...	Yes	No
brainstorm the project work topic?		
negotiate project subtopics?		
state their point of view about project work topic and explain it?		
discuss how to investigate project work?		
discuss its evaluation criteria?		
discuss the format of project work end-product?		
discuss project work resources?		
discuss project work goals?		

How often do students...	Often	Sometimes	Never
ask and give information?			
express their opinions and preferences?			
sustain conversations?			
organise ideas to make them easier for listeners?			
request repetitions, reformulations, and clarifications?			
give and take turns?			
use language to gain time?			

How often do students...	Often	Sometimes	Never
work in groups?			
work in pairs?			
work individually?			
interact with the teacher?			
interact with their peers?			
listen passively?			
assess themselves ?			
assess their peers?			

Appendix B

Observation Schedule II

Project Presentation

Do students ...	Yes	No
make an oral report?		
interact with the audience?		
give a clear presentation?		
give a well-organised presentation?		
thank the audience for listening?		
explain the report with no script?		

How often do students.....	Never	Sometimes	Often
use language strategies?			
ask and give information?			
express their opinions and preferences?			
sustain conversations?			
organise ideas to make them easier for listeners?			
request repetitions, reformulations, and clarifications?			
give and take turns?			

How often do students.....	Never	Sometimes	Often
work in groups?			
work in pairs?			
work individually?			
interact with the teacher?			
interact with their peers?			
listen passively?			
assess themselves ?			
assess their peers?			

Appendix C

Teachers' Questionnaire

Dear colleagues,

Would you please kindly spare some of your time to fill out this questionnaire in order to determine whether the first-year project work achieves its objectives in terms of interaction and to investigate its major obstacles. We are interested in your opinions and your answers will be treated with confidence. Thank you for your cooperation.

1. What is your degree?

- 1) Licence in English ☐
- 2) Licence in English language teaching (ENS) ☐
- 3) Licence in interpretation/ translation ☐
- 4) Master in English ☐
- 5) Others (please, specify).....

2. How long have you been teaching English at secondary school?

- 1) 1-5 years ☐
- 2) 6-10 years ☐
- 3) 11-15 years ☐
- 4) More than 15 years ☐

3. Look at the type of training courses below and indicate any training you have had about them since 2005. Please specify the date, the name of institution, the days attended, and the trainer of these in-service training subjects.

Subjects of in-service training	Date	Name of Institution	Dates Attended	trainer
Project work				
Task-based approach				
Competency-based approach				
Textbook Evaluation				

4. Did these training courses help you improve your teaching practices? If yes, say how and if no, say what did you expect?

Put a (+) in the box that best corresponds to your answer according to the following table.

	<i>How often do your learners.....</i>	Always	Often	Sometimes	Rarely	Never
5	negotiate projects subtopics?					
6	plan how to achieve their objectives?					
7	enquire for projects information?					
8	work collaboratively in projects?					
9	make the final oral presentation of projects?					
10	work in groups in projects?					
11	interact with their peers in projects?					
12	assess themselves in projects?					
13	assess their peers in projects?					
14	use language strategies in projects (e.g. well, you know)?					
15	ask and give information in projects?					
16	express their opinions, preferences in projects (e.g. I think, I prefer)?					
17	sustain conversations in projects?					
18	organise ideas to make them easier for listeners in projects?					
19	request repetitions, reformulations and clarifications in projects (e.g. what do you mean, could you repeat please?) ?					
20	give and take turns in projects (e.g. well, I think/how about you, what about you?)?					

Circle the appropriate number that best corresponds to your answer according to the following scale:

1: strongly agree 2: agree 3: disagree 4: strongly disagree

21. The textbook and teachers' book provide guidance on how to implement project work

1 2 3 4

22. The project outline is listed at the beginning of the unit

1 2 3 4

23. The project outline in the textbook is referred to throughout the unit.

1 2 3 4

24. The topics of projects relate to students' age

1 2 3 4

25. The topics of projects relate to the general theme of the unit

1 2 3 4

26. The content of the textbook is relevant to students' needs in project work

1 2 3 4

27. The content of texts and dialogues in the textbook is authentic

1 2 3 4

28. The tasks (activities) used in the textbook encourage interaction

1 2 3 4

29. The tasks in the textbook require the use of pair work

1 2 3 4

30. The tasks in the textbook require the use of group work

1 2 3 4

31. The textbook uses self-assessment techniques (learners assessing themselves)

1 2 3 4

32. The textbook uses peer-assessment (learners assessing each other)

1 2 3 4

33. What do you think language learning means?

(Indicate by numbering from 1-5 in order where 1 is the most important)

- 1) To learn to communicate
- 2) To acquire more knowledge
- 3) To learn social skills
- 4) To learn new words
- 5) To learn new grammar rules

34. What do you think should be the learner's role in the classroom?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- 1) Listening passively to the teacher explaining the lesson
- 2) Listening and interacting with other students
- 3) Listening and interacting with the teacher

35. Where do you think learners can best learn English from?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- 1) The teacher (textbook)
- 2) Interaction with others (teacher and students)
- 3) Other resources (e.g. books, the internet, and newspapers)

36. Which activities can best facilitate learning/teaching English?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- 1) Pair work activities
- 2) Individual activities
- 3) Group work activities

37. What do you think project work in the first-year is?

(Indicate by numbering from 1-5 in order where 1 is the most important)

- 1) A means for acquiring social skills
- 2) A means for acquiring more knowledge
- 3) A means for learning new grammar rules
- 4) A means for learning new words
- 5) A means for re-investing what has been acquired in the unit

38. Do you think that project work..

(Tick in the appropriate box)

- 1. hampers preparing learners for exams? Yes ☐ No ☐
- 2. is better than traditional lessons? Yes ☐ No ☐
- 3. is a means for relaxing students from academic studies? Yes ☐ No ☐

39. In your view, what is more important in project work?

(Tick in the appropriate box)

1. The steps involved in project realisation ☐ or 2. The final product ☐

40. What do you think should be assessed in project work?

(You can tick more than one box)

- 1) Language (e.g., lexical expressions, and grammar) ☐
2) Content(new information about the topic) ☐
3) Language skills (listening, speaking, reading, and writing) ☐
4) Visual presentation ☐
5) Social skills ☐

41. What do you suggest to make project work more interactive?

Appendix D

Learners' Questionnaire

Dear students,

Would you please kindly spare some of your time to fill out this questionnaire in order to determine whether the first-year project work achieves its objectives in terms of interaction and to investigate its major obstacles. We are interested in your opinions and your answers will be treated with confidence. Thank you for your cooperation.

	<i>How often do you.....</i>	Always	Often	Sometimes	Rarely	Never
1	negotiate projects subtopics?					
2	plan how to achieve their objectives?					
3	enquire for projects information?					
4	work collaboratively in projects?					
5	make the final oral presentation of projects?					
6	work in groups in projects?					
7	interact with your peers in projects?					
8	assess yourself in projects?					
9	assess your peers in projects?					
10	use language strategies in projects (e.g. well, you know)?					
11	ask and give information in projects?					
12	express your opinions, preferences in projects (e.g. I think, I prefer)?					
13	sustain conversations in projects?					
14	organise ideas to make them easier for listeners in projects?					
15	request repetitions, reformulations and clarifications in projects (e.g. what do you mean, could you repeat please?) ?					
16	give and take turns in projects (e.g. well, I think/how about you, what about you?)?					

Circle the appropriate number that best corresponds to your answer according to the following scale:

1: strongly agree 2: agree 3: disagree 4: strongly disagree

17. The textbook provides guidance on how to implement project work
1 2 3 4
18. The project outline is listed at the beginning of the unit
1 2 3 4
19. The project outline in the textbook is referred to throughout the unit.
1 2 3 4
20. The topics of projects relate to students' age
1 2 3 4
21. The topics of projects relate to the general theme of the unit
1 2 3 4
22. The content of the textbook is relevant to students' needs in project work
1 2 3 4
23. The content of texts and dialogues in the textbook is authentic
1 2 3 4
24. The tasks (activities) used in the textbook encourage interaction
1 2 3 4
25. The tasks in the textbook require the use of pair work
1 2 3 4
26. The tasks in the textbook require the use of group work
1 2 3 4
27. The textbook uses self-assessment techniques (learners assessing themselves)
1 2 3 4
28. The textbook uses peer-assessment (learners assessing each other)
1 2 3 4

29. What do you think language learning means?

(Indicate by numbering from 1-5 in order where 1 is the most important)

- | | |
|-------------------------------|----------------------|
| 1) To learn to communicate | <input type="text"/> |
| 2) To acquire more knowledge | <input type="text"/> |
| 3) To learn social skills | <input type="text"/> |
| 4) To learn new words | <input type="text"/> |
| 5) To learn new grammar rules | <input type="text"/> |

30. What do you think should be the learner's role in the classroom?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- | | |
|---|----------------------|
| 1) Listening passively to the teacher explaining the lesson | <input type="text"/> |
| 2) Listen and interact with other students | <input type="text"/> |
| 3) Listen and interact with the teacher | <input type="text"/> |

31. Where do you think learners can best learn English from?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- | | |
|---|----------------------|
| 1) The teacher | <input type="text"/> |
| 2) Interaction with others (teacher and students) | <input type="text"/> |
| 3) Other resources (books, the internet, and newspaper) | <input type="text"/> |

32. Which activities can best facilitate learning/teaching?

(Indicate by numbering from 1-3 in order where 1 is the most important)

- 1) Pair work activities
- 2) Individual activities
- 3) Group work activities

33. What do you think project work in the first-year is?

(Indicate by numbering from 1-5 in order where 1 is the most important)

- 1) A means for acquiring social skills
- 2) A means for acquiring more knowledge
- 3) A means for learning new grammar rules
- 4) A means for learning new words
- 5) A means for re-investing what has been acquired in the unit

34. Do you think that project work..

(Tick in the appropriate box)

1. hampers preparing learners for exams? Yes No
2. is better than traditional lessons? Yes No
3. is a means for relaxing students from academic studies? Yes No

35. In your view, what is more important in project work?

(Tick in the appropriate box)

1. The steps involved in project realisation
- or
2. The final product

36. What do you think should be assessed in project work?

(You can tick more than one box)

- 1) Language (e.g., lexical expressions, grammar).
- 2) Content(new information about the topic)
- 3) Language skills (listening, speaking, reading, and writing)
- 4) Social skills
- 5) Other(s) (please specify).....

37. What do you suggest to make project work more interactive?

Appendix E

Teachers' Follow-up Interview

1. How do your students get project information?
2. What does it mean to you working collaboratively in project work?
3. Do you think that the reading/listening texts and conversations are real examples of spoken and written language?
4. What do you focus on when teaching—grammar or communication? Please, explain.
5. Could you give examples of social skills that you taught your learners in the first-year?
6. Do you think that your learners can enrich classroom lessons through their participation? Please, explain.
7. Do you think that your learners can learn independently from you?
8. What do you think are the objectives of first-year project work?
9. Do you think project work can help you teach English to your students? Why or why not?
10. What do you focus on in project work—process or product? Please explain.
11. How do you prefer teaching English through—traditional lessons or project work? Explain.

Appendix F

Students' Follow-up Interview

1. How do you get project information?
2. What does it mean to you working collaboratively in project work?
3. Do you think that the reading/listening texts and conversations are real examples of spoken and written language?
4. What do you focus on when learning English—grammar or communication? Please, explain.
5. Could you give examples of social skills that you have learnt/ practised in the first-year?
6. Do you think that learners can enrich classroom lessons through their participation? Please, explain.
7. Do you think that you can learn independently from the teacher?
8. What do you think are the objectives of first-year project work?
9. Do you think project work can help you learn English? Why or why not?
10. What do you focus on in project work—process or product? Please, explain.
11. What do you prefer—traditional lessons or project work? Please, explain.

Appendix G

Questionnaires results from the evaluations of project work in terms of interaction

Items	Teachers' responses							Learners' responses							
	always	often	sometimes	rarely	never	No Response	total	Items	Always	Often	Sometimes	Rarely	Never	No Response	Total
5	1	2	2	5	3		13	1	0	4	22	15	26	5	72
6	0	1	3	7	2		13	2	0	10	19	14	26	2	72
7	0	3	2	4	4		13	3	33	16	16	4	1	2	72
8	1	0	3	2	7		13	4	40	15	10	4	0	3	72
9	0	6	1	5	0	1	13	5	12	14	15	18	7	6	72
10	1	1	2	8	1		13	6	7	6	11	28	17	3	72
11	0	1	3	4	5		13	7	4	13	10	26	17	2	72
12	2	1	2	4	4		13	8	7	9	9	22	18	7	72
13	2	1	2	6	2		13	9	6	6	20	16	23	1	72
14	0	2	3	6	2		13	10	8	4	3	30	23	4	72
15	0	1	2	4	6		13	11	4	10	19	15	21	3	72
16	0	0	3	5	5		13	12	5	6	6	26	23	6	72
17	1	1	2	6	3		13	13	9	2	11	20	28	2	72
18	0	2	1	5	5		13	14	9	8	8	21	22	4	72
19	1	0	2	6	4		13	15	5	8	11	33	14	1	72
20	1	2	3	4	3		13	16	2	9	5	23	29	4	72

Appendix H

Results from textbook evaluations questionnaires

Teachers' responses							Learners' responses						
Items	Strongly agree	Agree	disagree	Strongly disagree	No Respons	Total	Items	Strongly agree	Agree	disagree	Strongly disagree	No Respons	Total
21	1	5	3	4	/	13	17	12	11	30	18	1	72
22	0	0	2	10	1	13	18	4	15	29	23	1	72
23	0	2	6	5	/	13	19	5	6	31	29	1	72
24	3	7	2	1	/	13	20	33	25	8	5	1	72
25	5	3	2	2	1	13	21	25	30	8	8	1	72
26	2	6	3	2	/	13	22	10	28	19	12	3	72
27	2	4	3	4	/	13	23	7	30	25	8	2	72
28	1	3	4	5	/	13	24	8	8	28	28	0	72
29	5	4	3	1	/	13	25	21	23	15	11	2	72
30	2	2	3	6	/	13	26	10	7	38	16	1	72
31	7	3	0	3	/	13	27	8	7	26	28	3	72
32	1	1	5	6	/	13	28	3	6	22	40	1	72

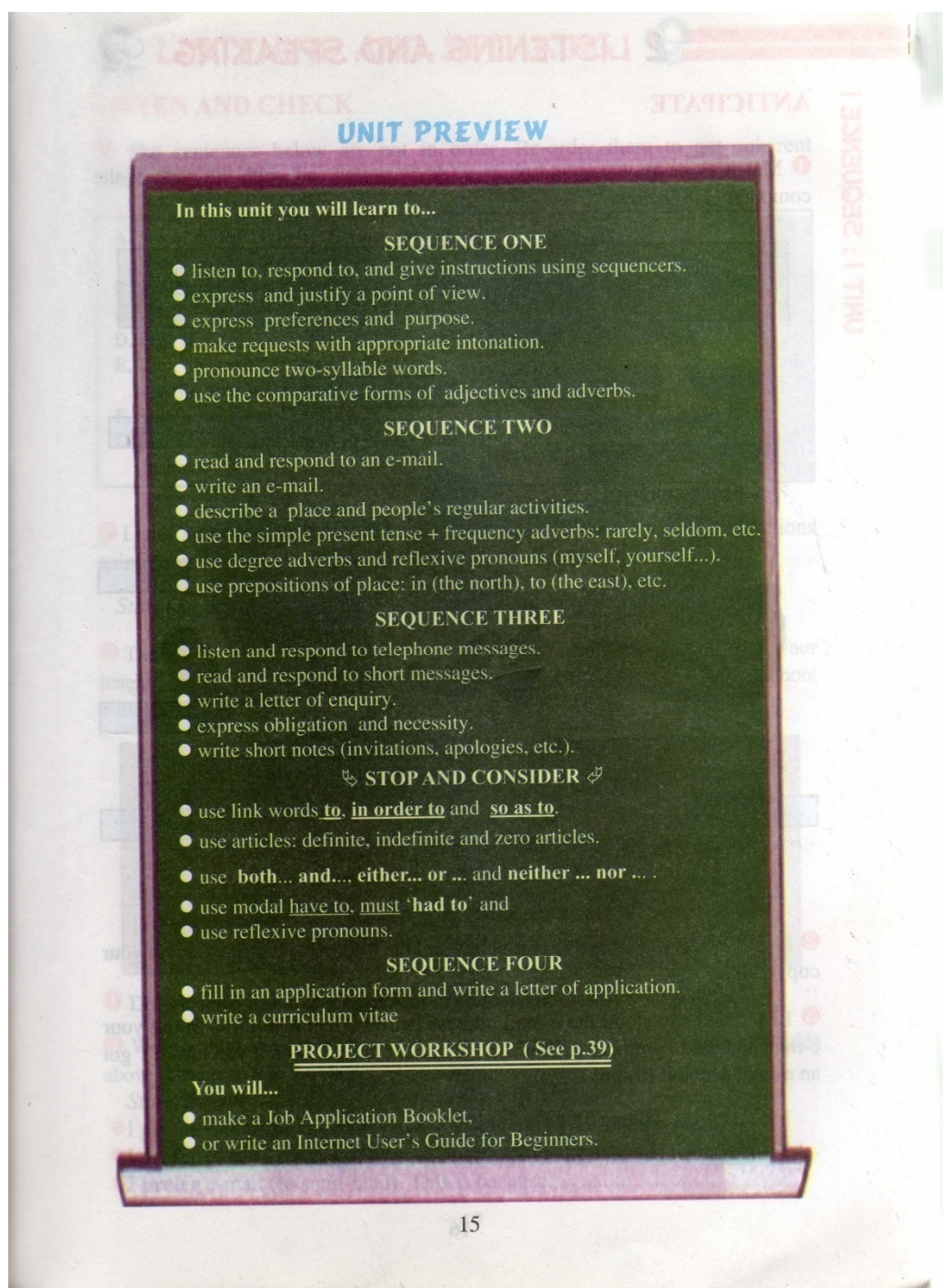
Summary of the above results

	strongly agree/agree		disagree/strongly disagree	
	teachers	learners	teachers	learners
project layout & guidance	20,51%	24,88%	79,48%	75,17%
project topics	71,79%	79,57%	28,20%	20,42%
content	53,84%	53,96%	46,15%	46,03%
methodology	43,58 %	36,33%	56,41%	63,66%
assesment	46,16%	17,21%	53,84%	82,79%

Appendix I

Unit Preview

It shows the small note in the unit preview, which sends learners to the project outline placed nearly at the end of the unit (from the textbook, '*At the Crossroads*',p.15)



Appendix J To the students

It shows the short paragraph, entitled '*Project Work*' from '*To the students*' section, which explains to students project work (from '*At the Crossroads*', p.11)

SEQUENCE THREE: DEVELOPING SKILLS

This sequence helps you to further develop the listening, speaking, reading and writing skills at the same time as it improves your ability to communicate in and outside school. You may also have to identify and practise aspects of language not covered in the previous sequences.

STOP AND CONSIDER

At this point in the unit you are given the rules of how the language 'works' in terms of grammar, spelling, sound system, sentence structure. Do the accompanying exercises; they will help you to acquire automatisms in language use and get ready for the next sequence.

SEQUENCE FOUR: CONSOLIDATION AND EXTENSION

This sequence has two rubrics: **WRITE IT OUT** and **WORK IT OUT**. The first will help you to consolidate and extend your writing skill. The second gives you the opportunity to solve problems related to the sounds of English as well as finding your way out of problem-solving situations.

PROJECT WORKSHOP

This section provides you with a sample project and with suggestions and guidelines on how to materialise it. The project can be done in groups, in pairs or individually. All you have learnt so far must be made visible for all to see and appreciate. Don't forget that the project runs in parallel with the sequences. So start work on it as soon as possible.

CHECK YOUR PROGRESS

As the end of the unit draws near, you must assess what you have really learnt to understand, to say, to write, to do. You will do this through a series of revision exercises which test you on most aspects of the unit studied. Your performance will be translated in the **Progress Portfolio** preceding the **Glossary** and the **Test your Word Power** rubric. Fill in the **Progress Portfolio** and do the vocabulary test and hand a copy of each to your teacher who will decide what components of the unit s/he will review with you. We hope there won't be too many.

Appendix K It's your turn I

This appendix illustrates the type of activities and language used in 'It's your Turn' rubric, which supposedly develops freer language use; it also shows the culminating point of this sequence, that is, the sub-rubric, 'Say it in Writing' (from 'At the Crossroads', p.19)

2 LISTENING AND SPEAKING

IT'S YOUR TURN

1 Match clauses in column A (1-4) with clauses in column B (A-D) to get coherent sentences.

A	B
1. In order to start the computer,	A. you must click on the e-mail option in the menu.
2. If you want to create an e-mail account,	B. you have to switch on the central unit and the monitor.
3. To choose a site,	C. in order to open the page for personal details.
4. You need to click on the 'sign up' icon	D. you need to go to the address section.

2 Now, re-order the sentences in exercise 1 above to get coherent instructions for creating an e-mail account.

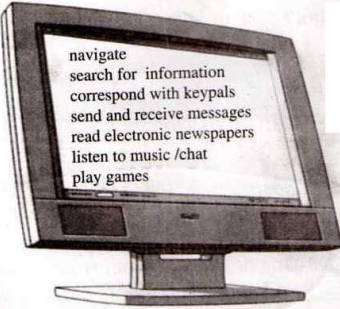
3 Pair work. Take turns to show your partner how to create an e-mail account. Use the instructions above and the modals **must**, **need to** and **have to** to emphasize what must be done at each step of the process.

Start like this:
A: You want to create an e-mail account, don't you? It is easy. First, you **need to**/have to...
B: What must I do next?

SAY IT IN WRITING

1 Use the notes on the computer screen below to write a short speech about the usefulness of the Internet and its hidden dangers.

Start like this:
I think that the Internet is a very useful invention. First, \$1
The Internet can also be dangerous.. First, ___ (Give examples of your own.) ...\$2



2 Correct your mistakes before reading your speech to the class.

Appendix L

It's your turn II

It illustrates how the textbook determines the language and the topic of oral interaction tasks, which relate to learners' lives (from 'At the Crossroads', p.81)

LISTENING AND SPEAKING

IT'S YOUR TURN

Pair work: Use the information in the horoscope page below to act out short dialogues.

Example:

Ali: Tell me Ryan. What's your star sign?

Ryan: It's What does it say?

Ali: Well, it says that...

Ryan: Oh! That's absolutely / completely / quite / totally right / wrong!

Your star signs

AQUARIUS 21 st Jan.-18 th Feb. You like to be free and different. Children and animals love you.	LEO 23rd Jul. - 23rd Aug. You want to be rich and important. You like buying presents for your friends.
PISCES 19 th Feb. - 20 th Mar. You are friendly and kind. You tend to dream a lot.	VIRGO 24 th Aug. - 22 nd Sep. You work hard. You are very tidy. Your homework is always perfect.
ARIES 21 st Mar. - 20 th Apr. You like jokes and loud music. You hardly ever ask for advice.	LIBRA 23 rd Sept. - 23 rd Oct. People like you because you say nice things. You hate quarrelling.
TAURUS 21 st Apr. - 21st May You work hard. You are good at making money.	SCORPIO 24 th Oct. - 22 nd Nov. You are a very strong person. You always get what you want. You are a good friend.
GEMINI 22 nd May - 21 st Jun. You love surprises. You like learning English and chatting with your friends.	SAGITTARIUS 23rd Nov.-21st Dec. You spend money like water. You always tell the truth. You love adventure.
CANCER 22 nd June - 22 nd Jul. One minute you are happy, and the next minute you feel sad. You like collecting things.	CAPRICORN 22 nd Dec.-20th Jan. You are a quiet and hardworking person. Exams are very important to you. You want to have a good job when you finish your studies.

SAY IT IN WRITING

❶ Ask your partner to tell you what his/her star sign is. Then write down what the stars say about him/her. Start like this:
The stars say that (partner's name) ...

❷ Correct your mistakes before reading what you have written to the class.

Appendix M Developing Skills I

This Appendix illustrates the type of tasks used in the 'Developing Skills' sequence, which supposedly promote interaction in social contexts, and shows the culminating point of the tasks, which is a paired simulation activity (from 'At the Crossroads',p.24)

UNIT 1 : SEQUENCE 3

DEVELOPING SKILLS

❶ What would you expect interlocutors on the phone to say in situations A-D below? Circle the right item a, b or c. Help yourself with the tactics summary on the next page.

A. The person at the receiving end says the number called (027322).

- a. zero twenty-seven thousand three hundred and twenty-two b. zero - two - seven-three - double two. c. zero two seventy-three twenty-two.

B. The caller forgets to announce his/her identity: the person at the receiving end asks:

- a. What's your name? b. Who's calling, please? c. Who are you?

C. The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted.

- a. Don't go away! b. Wait please! c. Could you hold on, please?

D. The person at the receiving end answers that the person wanted is not there.

- a. Well, you can't talk to him. He isn't here.
b. I'm afraid, he isn't here at the moment.
c. Call later.

❷ Now, listen to telephone conversations 1 and 2 and check your answers to exercise 1 above.

❸ Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion. **Example:**

A: I've bought a mobile phone.

B: Congratulations! Do you mind giving me your number?

A: It's _____.

B: Say it more slowly, please. I want to register it in my mobile repertory.

❹ Pair work: Use the tactics summary on the next page to prepare a telephone onversation. Act it out once you are ready.

Situation 1: You are at home and a friend of yours phones you to suggest that you go out for a football match. Accept or refuse the invitation.

Situation 2: You are a company secretary. The person the caller wants to talk to is not there. Take the caller's name and phone number and the message.

Situation 3: You phone a friend of yours, but s/he is not there at the time you are calling. Leave a message for him/her.

Appendix N

Self-assessment grid

It shows the self-assessment rubric used in the textbook to assess learners' achievements in terms of language and skills (from '*At the Crossroads*', p.43).

CHECK YOUR PROGRESS

① Write a letter of about 15 lines to a pen-friend of yours following the plan below.

- Introduce yourself.
- Mention three things you like doing, and the times of the day at which you like doing them.
- Mention three other things you don't like doing. Explain why.
- Talk about your preferences in matters of clothes, food, etc.
- Talk about your ambition. (What you would like to be later?)
- Include an appropriate ending.

Tick (✓) the things you can do in the Progress Portfolio below. Hand a copy to your teacher. Do not write your name on your assessment sheet.

I can	Very well	Fairly well	A little
describe people's regular activities using frequency adverbs.		✓	
describe a process using sequencers.			
express obligation using 'have to' and 'had to'.			
read and write short notes to invite, refuse and accept invitation.			
read and write short notes to express sympathy and apology.			
write a short letter of enquiry.			
fill in a résumé form.			
write a letter of application.			
hold a telephone conversation.			
pronounce two-syllable words with the right stress.			
express purpose using 'in order to', 'so as to' and 'to'.			
use stress in two-syllable words			
use degree adverbs (very, extremely ...) and extreme adjectives.			
send messages through the Internet.			

Appendix O

Project outline

This appendix displays the project plan, which is positioned at the end of the unit, i.e., in the 'Project Work' section (from 'At the Crossroads', p.39).

PROJECT WORKSHOP

I- Making a job application booklet

Overall purpose: Designing a booklet intended for teenage job seekers

Your booklet should include the following items:

- adverts with job descriptions,
- phone enquiries about job vacancies,
- résumés or C.V.s,
- letters of reference,
- letters of application,
- replies (positive, negative) from administration/company,
- letters of acceptance.

PROJECT ROUND-UP (I)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your booklets.

II- Making an Internet user's guide for beginners

Overall purpose: Designing an Internet user's guide for beginners.

Your Internet User's Guide should include the following items:

- Description of a workstation / PC = (Personal Computer),
- A set of instructions for using a PC (opening an e-mail account/ homepage, etc.),
- Maintenance tips (eg. no smoking, protection from dust, etc.),
- Tips for solving problems when PC goes wrong,
- Manners to be observed when using the Internet.

PROJECT ROUND-UP (II)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your Internet User's Guide.

Appendix P **Developing skills II**

The Appendix below illustrates how the textbook makes provision for the type of language used in oral interaction (from '*At the Crossroads*', p.149).

DEVELOPING SKILLS

Tactics summary for conducting a meeting

1. Opening the meeting - Right. Can we start, please ? - Shall we begin? 2. Expressing the purpose of the meeting - The main purpose of this meeting is to... - The first thing we must do is... 3. Asking for initial contributions - Perhaps you could start, Ahmed... - I'd like you to start with ... 4. Asking for opinions - What do you think, Ryan? - What's your opinion, Ourida? - What's the view of ...? - How do you feel about...? - What's your reaction to Ahmed's suggestion? 5. Agreeing/half agreeing - I agree / We accept that / You're right. - I agree , but ...	6. Disagreeing - I beg to disagree with.../ I don't think it will work. - I'm sorry, but I don't agree with... 7. Interrupting - Can I come in here? / Just a minute! - Could I say something? 8. Dealing with interruptions - Just a minute. Let me finish. - Hang on... I haven't finished. 9. Bringing a meeting to its targets - Right. Let's see what we've got. - OK. Can we come to a decision on this? 10. Summarising and concluding - O.K. Let's recapitulate/sum up ... - Right. We have decided then to... 11. Closing the meeting - Let's finish there. - OK. Let's call it a day.
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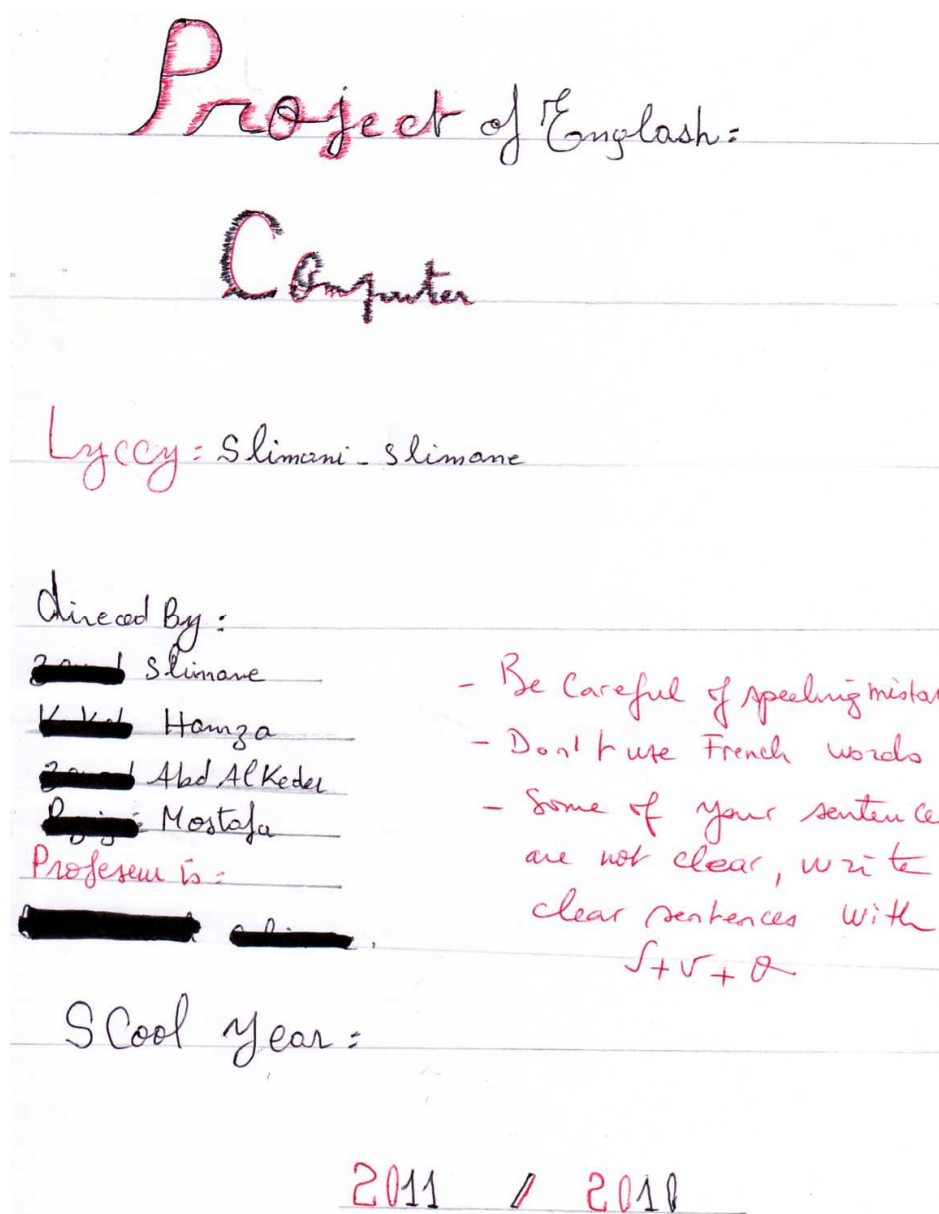
4 Group work: Use the tactics summary above to prepare a dialogue about an environment problem that your town or country faces. Conduct the meeting in turns.

5 Write down the minutes of your meeting. Use the minutes on the previous page as a model and include the following details.

A. Items on the agenda	C. Summary of the discussion
B. List of participants	D. Decisions taken

Appendix Q
Student end-product project sample

A sample of a page from learners' end-products showing the focus of assesment



Unit sample to introduce the project

‘Internet Users’ Guide’

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General aims of the unit: The table below summarizes the teaching and learning objectives of the unit in term of skills, functions and language forms.

Unit One	Skills	Functions	Language Forms	Phonology
Section One: Project Opening	/	/	/	/
Sequence One: Listening & Speaking	-Listening and understanding instructions -Accessing internet with a desktop	-Instructing -Expressing obligation	-The imperative -Modals: must, mustn't, and needn't	-Stress in two-syllable words
Sequence Two: Reading & Writing	-Reading and interpreting the basic parts of a computer and their functions -Writing a paragraph describing the components of a PC and their functions -Summarizing texts	-Describing -Comparing -Expressing preferences	-Comparatives of adjectives	
Sequence Three: Developing Skills	-Creating email accounts -Sending multiple email messages -Writing and replying to formal and informal e-mails	-Expressing purpose	Link words: in order to/ so as	
Sequence Four: Consolidation & Extension	-Writing computer maintenance tips -Troubleshooting computer problems	-Instructing -Expressing obligation -Expressing purpose	- The imperative -Link words: so as... -Sequencers: first/ next...	-Intonation in information questions
Section Two : Project Presentation	/	/	/	/

Figure 10: The map of the suggested unit

To the teacher

This unit, '*Communicating Through the Internet*', is designed for first-year secondary school students of English. It complies with the first-year English syllabus set up by the Ministry of Education in 2005. Though its focus is upon the interaction competency, it also provides learners opportunities to practise and promote the interpretation and production competencies targeted in the first-year syllabus. Three complementary language teaching/learning approaches-namely, competency-based approach, task-based learning, and project work, are introduced to achieve these objectives.

The language and the skills are presented gradually. The vocabulary portrayed in listening and speaking texts is, firstly introduced in brainstorming stages (i.e., Anticipate rubrics) and, then, dealt with explicitly at later stages (i.e., in Language & Skills Review rubrics); the language competencies of interaction, interpretation, and production are practised and promoted through controlled activities which gradually move the learner to freer communicative tasks such as information-and reasoning-gap activities. In order to make these language competencies visible for assessment, according to the principles of competency-based approach, learners are provided with extended opportunities to re-use them concretely in project workshops.

The unit covers twenty lessons of one hour's teaching each and comprises four sequences and two sections: Project Opening, Listening & Speaking, Reading & Writing, Developing Skills, Consolidation & Extension, and Project Presentation.

Project Opening Section: This section establishes project work, which runs in parallel with the unfolding of the lessons. In collaboration with students, brainstorm the project topic, select project subtopics, make the groupings, decide on each student's role, select the resource materials (such as books, magazines, dictionaries, and newspapers), agree on the language objectives, select the format to be used to present the project (e.g., a booklet, a play, a brochure, a poster, or an article for a school magazine). In so doing, your students should be able to reach a consensus on the next project task.

Listening & Speaking: This sequence focuses on the interaction and interpretation competencies; it is subdivided into five rubrics:

- **Anticipate:** This rubric brainstorms the vocabulary portrayed in the listening task. Learners should be guided to carry out the suggested activities orally and to interpret the content of the pictures.
- **Listen & Check:** It introduces the listening task. Learners are required to listen for a gist, for details, or for specifics. Also, a project diary in which learners can take notes of their daily learning is introduced in this rubric, that is, at the end of the first lesson. This self-assessment grid should be completed after each lesson in order to encourage learners re-invest in project work what they have acquired so far in the lessons of the unit.
- **It's your Turn:** It focuses on the practice of the speaking skill. Learners are encouraged to re-use the language features portrayed in the listening text in oral interaction and to interact without scripts.
- **Project Workshop:** In this rubric, learners should re-use and assess in project work what they have previously acquired in the unit. In collaboration with your students, work on the first project subtopic. Monitor and guide them to discuss and compile the project information that may have been collected by different students, ask them to exchange drafts for peer correction, invite them to sum up their new information about

the project topic and to present it to the whole class, identify the skills and strategies (such as eye contact, turn taking, and interrupting strategies) that the learners will need to present orally their work to their peers, monitor them to interact orally during the presentation, and invite them to use the suggested peer-assessment grid to assess their oral presentations.

- **Language & Skills Review:** You are required to use the information collected from learners' project diaries and portfolios to prepare a set of activities to overcome their weaknesses in terms of language (vocabulary, grammar, and pronunciation), and skills (such as writing, summarizing, and note taking). Alternatively, a set of suggested activities can be used to consolidate learners' mastery of language and skills essential to project implementation.

Reading & Writing: It is mainly categorized with the interpretation and production competencies, and it is subdivided into Anticipate, Read & Check, Discover the Language, Project Workshop, and Language and Skills Review.

- **Anticipate:** This rubric brainstorms the vocabulary portrayed in the reading text. Your role is to monitor and guide learners to carry out the suggested activities orally and to interpret the content of the pictures.
- **Read & Check:** It presents the reading task. The illustrations (i.e., pictures) provided in the unit should be exploited to encourage students interact orally with you and among themselves, while the reading tasks should give them a chance to practise reading for a gist, for details, and for specifics.
- **Discover the Language:** This rubric highlights the language structures and lexical words modelled in the reading text. Learners are encouraged to gradually transfer these language forms into their own writing through the given activities and to re-invest and report orally in Write it Right sub-rubric what they have acquired in this sequence.
- **Project Workshop:** Follow the guidelines provided in its corresponding rubric in Listening & Speaking sequence to tackle the second project subtopic.
- **Language & Skills Review:** Please refer to its corresponding rubric in Listening & Speaking sequence.

Developing Skills: This section develops the primary skills in social contexts; it contains four rubrics: Skill Building, Write it, Project Work, and Language & Skills Review.

- **Skills Building:** This rubric promotes freer language use in social contexts such as interacting on creating and exchanging e-mail addresses.
- **Write it:** This rubric prompts learners to apply the knowledge of writing in social contexts.
- **Project Work:** Again, please refer to the guidelines supplied in its corresponding rubric in Listening & Speaking sequence to carry out the third project subtopic which concerns this sequence.
- **Language and Skills Review:** It follows a similar pattern as its corresponding rubrics in both Listening & Speaking and Reading & Writing sequences. So, please refer to the guidance provided in Listening & Speaking sequence.

Consolidation & Extension: This sequence consolidates the primary skills already practised in the previous sequences of the unit; it comprises three rubrics: Write it Out, Work it out and Project Workshop.

- **Write it out:** This rubric aims at expanding the writing skill in social contexts. Learners carry out tasks that draw their attention to functional writing (i.e., writing for a purpose) and that familiarise them with the language needed in writing.
- **Work it out:** In this rubric the give-and-take interaction skills are embedded in problem-solving situations and in social contexts. Learners carry out activities that highlight the interaction skills/strategies (such as asking for repetition or clarification) and the socio-cultural knowledge (e.g., reading telephone numbers in English).
- **Project Workshop:** Please refer to its corresponding rubric in Listening & Speaking sequence.

Project Presentation: This section aims mainly at promoting the interaction and presentation skills. You will be well advised to invite the learners select and use the appropriate interactional and presentation skills (such as starting a presentation, stating a point of view, asking for repetition or reformulation, and concluding) supplied in this rubric; it is, also, recommended to encourage them interact among themselves, take notes during presentations, enquire and provide information, and evaluate the final oral presentation of each project group.

To the students

This unit called '*Communicating Through the Internet*' attempts to help you listen, speak, read, and write in English.

It contains four sequences Listening & Speaking, Reading & Writing, Developing Skills and Consolidation & Extension as well as two sections Project Opening, and Project Presentation.

Project Presentation: The unit opens with a project lesson because you will be doing a project related to the internet throughout the whole unit. This project will help you listen, speak, read, and write in English; nearly all what you will learn in unit lessons (e.g., new information, vocabulary words, and grammar rules) should be re-used in project work. This is why you should take notes of what you will learn in the project diary given to you. Try to use all what you have noted in the diary in project work whenever possible; this may help you do your project. You will be given an opportunity to work on your projects and to show what you have learnt at the end of each sequence.

With the help of your teacher, try with your classmates to find out the words that you will probably use in your project, select from the project outline what you wish or you want to include in your project, make your project groups, decide what project task you want to carry out, select from where you are going to collect project information (the internet, books, teachers of other subjects, and dictionaries), agree on the language (grammar rules and vocabulary words) that you may need to do your project, and select what you want to produce in project work (a booklet, a poster, an article, or a play).

Listening & Speaking: This section intends to improve your listening and speaking skills; it comprises five rubrics:

- **Anticipate:** This rubric provides you with the key words that will need to understand the listening text. You should speak in English when you carry out the activities or discuss the pictures in the unit.
- **Listen & Check:** Here, you should listen carefully to understand what is said in the recording. But you need to listen several times to understand the topic of the listening text. Start taking notes of the vocabulary or listening tactics you have acquired in your project diary because you will probably need them in your project work.
- **It's your Turn:** In this rubric, you are given more opportunities to practise speaking with your teacher and with the other students.
- **Project Workshop:** At this stage, you should show what you have learnt in the whole sequence in a project task. By this time, you should have collected new information for your project work. With the help of your teacher discuss in groups what information you agree to include in your project; try to explain for each other what is unclear or difficult; then, help each other write a summary of your work; next, exchange drafts with other groups to correct the spelling and grammar mistakes; after that, present it to your class. Remember that you should listen carefully during the presentation, take notes, and ask questions once the presentation is over.
- **Language & Skills Review:** Here, you will revise the grammar, the vocabulary, and the skills (such as summarizing and note taking) you will need to carry out your project work. Also, you can ask your teacher to help you solve the language problems you have encountered in project work.

Reading & Writing: It helps you develop your reading and writing skills; it contains: Anticipate, Read & Check, Discover the Language, Project Workshop, and Language & Skills Review.

- **Anticipate:** This rubric provides you with the vocabulary you will need to understand the reading text. As in Listening & Speaking sequence, here, too, you should speak in English when you carry out the activities or discuss the pictures in the unit.
- **Read & Check:** You must learn to read, find the general idea of the text, look for specific information in the reading passage, and deal with difficult words (e.g., divide the word into prefix, root, and suffix or look it up in a dictionary).
- **Discover the Language:** In this rubric, you will study the language (words and grammar rules) used in the reading text and you must learn to use them in your writing.
- **Project Workshop:** This project workshop should be carried out in the same way as the preceding one in Listening & Speaking sequence.
- **Language & Skills Review:** Please, refer for guidance to its corresponding rubric in Listening & Speaking sequence.

Developing Skills: This section develops the speaking and writing skills and attempts to help you use them in real situations; it contains four rubrics: Skills Building, Write it, Project Work, and Language & Skills Review.

- **Skills Building:** It improves your ability to speak English in lifelike situations (such as creating and exchanging e-mail addresses), and it gives you a chance to speak English in a freer way and carry out outside school activities such as creating e-mail accounts and sending e-mail messages.
- **Write it:** This rubric attempts to improve your ability to write about outside school activities such as writing e-mails to ask for information.
- **Project Workshop:** Work on your project in the same way as explained in Listening & Speaking sequence.
- **Language & Skills Review:** It is the same as the one explained in Listening & Speaking sequence.

Consolidation & Extension: This sequence further develops your speaking and writing skills; it contains three rubrics: Write it out, Work it out, and Project Workshop.

- **Write it out:** It further develops your writing skill about inside and outside school activities.
- **Work it out:** This rubric consolidates your speaking skill in problem-solving situations (e.g., when a PC stops working).
- **Project Workshop:** Work on the project task for this sequence as explained in Listening & Speaking sequence.

Project Presentation: This section attempts to help you presenting your project work orally. At this stage, you should have completed your project. Try to communicate with your teacher and with the other students in English. Remember that at this stage you should show all what you have learnt in the unit (listening, speaking, reading, writing, vocabulary expressions, grammar rules, pronunciation, and new information).

Unit: Communicating Through the Internet

Project Opening

Lesson One

• Project workshop I

Project Topic: Internet users' guide for beginners

*Brainstorming

1. Interact orally to answer the following questions

How do you get information for your school projects? Explain.
How do you send your messages (mail)? Explain.
What do you use the internet for?

2. Pair work. Complete the following grid with more words of your own.

Useful vocabulary for your project

Computer	Internet	E-mail
e.g., Monitor	e.g,Modem	- e.g., In-box
-	-	-
-	-	-

*Preparation

3. Group work. Discuss the project outline provided below to decide which element to include for designing an internet users' guide for beginners. You can keep the same project outline, change some project tasks, or alter it entirely.

Project outline: suggested project subtopics

Internet access
Description of a computer
A set of instruction for using a computer
Writing and replying to e-mails
Managing e-mails
Making an e-mail address

Use the following table to organise yourselves into groups of four:

Role	Name
Group manager	
Group corrector	
Group secretary	
Group reporter	

4. Group work. Discuss in groups the project sub-tasks, the students' roles, the resources, the language functions and forms, and the lexical expressions that you will probably need to carry out your project work. Use the following project planning.

Tasks	Students	Resources	Language Functions	Language forms	Lexical expressions
-Interviewing -Distributing / collecting questionnaires -Drawing pictures -.....	-e.g., Rashid will bring photos -.....	-Books -Internet -Teachers -Family members -Textbook -Friends -.....	-Describing -Instructing -Comparing -Expressing purpose -Expressing obligation -.....	- Imperative - Modals -Comparative of adjectives -Link words: in order, so as. -Sequencers -.....	- Desktop - Modem - Plug in - Log on -Sign out/in -Browser -.....

5. Make your own project planning and keep it in your project portfolio.

*Data Collection

Start working and searching information for the first project subtopic according to what is agreed in activities three and four.

Note: The first sequence, Listening & Speaking, is firmly linked to the following project subtopics:

- Internet access with a desktop
- Setting up a computer
- The basic parts of a computer

Listening & Speaking

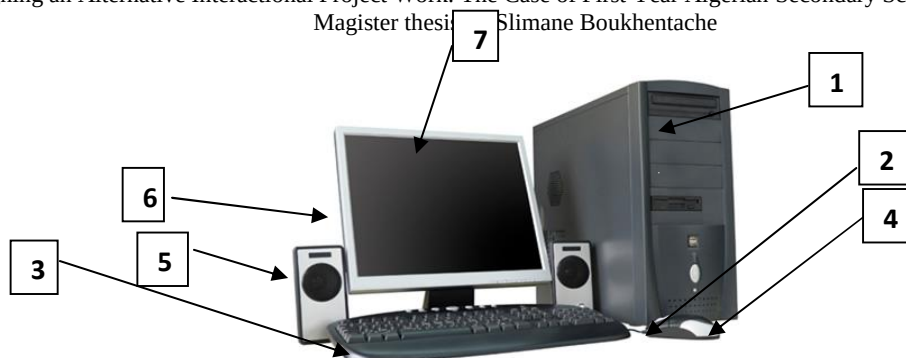
Lesson Two

• Anticipate

1. Interact orally to match the parts of the computer (1-7) in the picture with their appropriate names (a-g) from the box below. Write the appropriate letter under each number.

a. Screen b. Monitor c. Central unit d. Wire or cable e. Mouse f. Keyboard g. Speakers

1	2	3	4	5	6	7



2. Talk for about two minutes describing the different parts of a PC and their functions.

• **Listen & Check**

Listening script

Louis: I think we are ready.

Anita: You're ready to get surfing?

Louis: Surfing! No....I ...I ...thought you gonna teach me how to get on the internet! Oh! Oh! Surfing on the internet.

Anita: Yes.

Louis: We've gonna work world wide web.

Anita: World Wide Web, absolutely. I guarantee by the end of today you will take your wife and kids surfing on the net like you were a pro. You should have computer with a mouse, a modem and you should also have at least 4mb of system ram

Louis: So I'm on the net.

Anita: no, dialogue, log in. What do you wanna do?

Louis: How about that World Wide Web place?

Anita: Web surfing. I think your son will enjoy this NASA website.

Louis: Are you kidding .So, what I?

Anita: Where do you want to go next?

Louis: You know, I don't know how to ask. You know, is there something on the web about sports?

Anita: Yes, there are hundreds of sites. Which one do you have in mind?

From Internet Users Guide from 1990 (www.you tube.com)

1: Listen and circle the idea that best summarises the conversation between Anita and Louis.

- Louis wants to learn surfing on the internet.
- Louis wants to learn using a computer.
- Louis wants to learn about sport site.

⇒ **Tick or note the learning objectives you achieved in this lesson**

Knowledge , skills, and competencies					
what I have learnt in this sequence /section					
Language (e.g., vocabulary expressions and grammar)	Content (new information about your topic)	Social Skills	Competencies		
			Speaking	Listening/ reading	Writing / speaking (reporting)
- Modem - Browse -Desktop -Surf, mouse -Keyboard -Wires -Sites, log in -WWW - Monitor -The imperative -Modals: 'to have', must, mustn't and needn't. - Stress in two syllable words -.....	-Internet connection requires a modem - Different parts of a computer - How to access internet -.....	-How to access the internet -Working cooperatively -Listening carefully to others -.....	- Sustaining a conversation - The language used to gain time (e.g.: you know / well) - Responding and reflecting a question -..... -.....	- Identifying and interpreting a context - Listening and understanding the sequencing of ideas - Interpreting an attitude -.....	Producing a written text describing a PC. -.....

Project diary for sequence Listening & Speaking

Listening & Speaking

Lesson Three

2. Listen and write numbers 1-4 next to the things and steps Anita asked Louis to have or follow to start surfing on the net.

- dialogue, log in
- have a computer, a mouse ,a modem and at least 4mb of system ram
- visit sport sites
- start web surfing

3. Listen again and answer the questions.

- Why was Louis surprised when he heard the word “surfing”? React to your mates' answers.
- Which site did Anita recommend for his son?
- Which site did Louis like?

4. In pairs, imagine the rest of the conversation between Anita and Louis in the listening script above and complete it.

⇒ **Take notes of your daily learning in the project diary that is above.**

Listening & Speaking

Lesson Four

• It's your Turn

1. Go back to the listening text and complete the following table with conversation strategies indicated in the table.

Functions and abilities	Language forms
- surprise	- e.g., surfing!
- agreement	-
-obligation	-
-instructing	-
-responding and reflecting a question	-
-using language to gain time	-
- agreeing strongly	-
- reflecting the question of others	-
-expressing opinion	-
-initiating a conversation	-

2. **Pair work.** Act out the following snippet with your partner.

- You: What do you wanna do?
- Your partner: How about that World Wide place?

3. Use the following cues to write similar exchanges with your partner. Act them out in front of the class.

- a) Watch / sport channel
- b) Read/ classic book
- c) Wear / blue suit
- d) Go/ FIFA official site

4. Imagine your friend invites you to surf with him on the internet. Write the conversation that follows using the following conversation strategy. Then act it out in pairs.

A and B meet at a cybercafé

- A: Greet B
- B: Greet A
- A: Ask B which site he prefers to visit
- B: Suggest visiting a site
- A: Express your opinion about the site

• Say it

5. **Pair work:** The following pictures are very similar in content, but contain a number of distinguishing features. Teacher gives B a duplicate copy of one of these pictures. Learner A must find out which of the pictures learner B is holding, by asking him questions about it. Use the language and the vocabulary provided in the box.

Useful vocabulary: *desktop, mouse, speakers, monitor, keyboard.*

Useful language: *consists of, comprises, to the right, to the left, behind. It has.*



⇒ Take notes of your daily learning in the project diary that is on page 158

Listening & Speaking

Lesson Five

• Project workshop II

* Data analysis

Work on the first project basic task

1. In groups, discuss and analyse the data gathered for the first project sub-topic. Use the questions below to guide the discussion. If the questions are not relevant to your project, decide on a set of questions of your own.

- What are the different components of a desktop?
- What each of them is used for?
- What do you need to access the internet?
- How can you access the internet?

2. In groups write the summary of the data gathered.

3. Exchange drafts with other groups

4. Write a feedback letter to the group you are correcting. The letter could look like this:

*Dear peers,
We like your project. It is interesting and clear. But, the description of the desktop needs improvements. The mistakes are underlined.
Good luck!*

5. One group or two report their work to the whole class.

6. Complete the following peer-assessment grid to evaluate other groups while reporting their work.

Aspects of the task	Yes	No
The group mentioned seven words related to the internet		
The group mentioned three words related to the internet not used in class		
The group correctly pronounced four words related to the internet		
The group used modals such as 'must' and 'have to'		
The group provided new information about the internet		
The group thanked the audience for listening		
The group invited the audience to ask questions		
The group kept a conversation going on for about two minutes		
The group gave and took turns		

- Teacher collects the final draft of each group.

*Data Collection

Start working and searching information for the second project subtopic.

⇒ Take notes of your daily learning in the project diary that is on page 152 and hand it in.

Listening & Speaking

Lesson Six

• Language & Skills Review

⇒ To the teacher

Use the information from students' project diaries to prepare a set of activities to remedy to learners' language deficiencies both in project work and in sequence

Listening & Speaking

Suggested activities

1. Listen to the teacher and write the words in the box below in Column A or B according to their stress pattern. What do you notice?

desktop	keyboard
laptop	camera
remove	connect
speaker	erase

Column A	Column B
Desktop/'desk.tDp/	Remove /ri 'mu:v/

2. Put in *must* , *mustn't* , or *needn't* form.

- a) Youswitch on the computer before quitting.
- b) You.....send a message. Just phone them.
- c) You plug in the monitor and the central unit to start the computer.
- d) Youbookmark all sites.
- e) Youclick on the browser to start surfing on the internet

3. Write sentences as shown. Use the words in brackets.

- Peter advises buying a laptop.(good)
That's a good idea. Buy a laptop.
- Peter advises selling the printer.(not good)
That's not a good idea. Don't sell the printer.

Peter advises:

- a) Installing an anti-virus. (good)
- b) Unplugging the computer if it is frozen when completing a task. (not good).
- c) Ask for help if the monitor is dark. (good)
- d) If the computer is frozen for the second time restart it. (good)
- e) Switch off the computer from the power button.(not good)

⇒ **Take notes of your daily learning in the project diary that is on page 158**

Reading & Writing

Lesson Seven

- **Anticipate**

Note: The content of this sequence relates directly to the following project subtopics:

- What a computer is.
- The basic components of a desktop computer and their functions
- The basic parts of a laptop and their functions

1. Look at the pictures and interact orally to guess the appropriate number in front of each title.

Laptop computer	
Inside of the computer	
Keyboard	
Personal computer	
Hard drive	
Back of the computer	



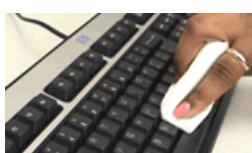
1



2



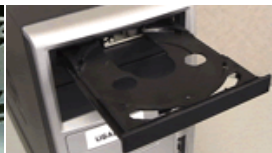
3



4



5



6

Reading text

What is a Computer?

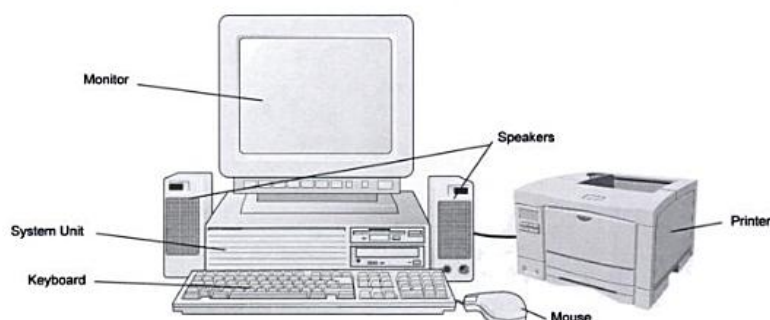
An electronic device that can store, retrieve and process data, and can be programmed with instructions that it remembers. The physical parts that make up a computer (the central processing unit, input, output and memory) are called "hardware". Programs that tell a computer what to do are called "software".



The computing concept

A computer (also referred to as a PC) can be used for various functions, eg word processing, spreadsheets, databases, business accounting, desktop publishing, accessing the Internet, sending email, playing games, movies, music, etc.

A typical standalone home computer system is shown below.



Monitor (or Screen or VDU - Visual Display Unit)

The monitor (or screen) enables the operator to view data (and to alter it before printing it out).

System Unit containing CPU (Central Processing Unit)

The System Unit can contain storage devices such as a hard disk, floppy disk drive and CD ROM drive. A chip (called a Central Processing Unit) within the system unit processes data and relays messages to and from the keyboard, monitor, disk drives and printer.

Keyboard

The computer keyboard has the standard QWERTY layout with extra keys for specific functions.

Speakers

The speakers play sound when sound-capable features are accessed on the computer.

Mouse

A mouse is used to select menu options, text and graphics displayed on the monitor.

Printer

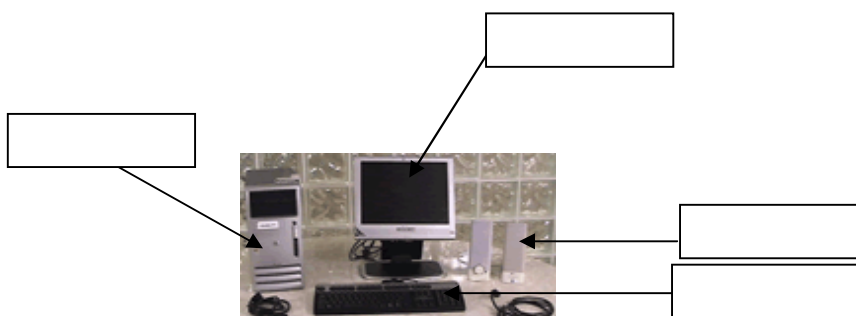
A printer is used to print text and graphics onto paper.



From Cheryl Price & Julia Wix, Operate a Personal Computer (Windows 2002), p.1, 2004.

• **Read & Check**

1. Read the text and mark from 1-4 the basic parts of the computer in the picture in the order they are described by the writer.



2. Read the text again and answer the following questions.

- What are the main functions of a computer?
- What is the function of the monitor?
- What does the system unit contain?

⇒ **Tick or note the learning objectives you achieved in this lesson in project diary below.**

Knowledge , skills and competencies what I have learnt in this sequence /section					
Language (e.g., vocabulary expressions and grammar)	Content (new information about your topic)	Social Skills	Competencies		
			Speaking	Listening/ reading	Writing/ Speaking (reporting)
- Hard drive - Soft/hardware -Menu/portable -Using 'prefer' -Data display -Plug/unplug -Comparing using short and long adjectives - Using comprise/consist to describe parts of objects -.....	-The different parts of a desktop and a laptop -.....	-Cooperating with a partner to find the missing information -Describing a laptop and a desktop -.....	-Interacting with a partner to find out the missing information - reporting orally describing the differences between a laptop and a desktop -.....	- Reading a text and interpreting the sequencing of ideas. - Interpreting the difference between two objects in a picture -.....	- Writing a short text describing a laptop -.....

Project diary for sequence Reading & Writing

Reading & Writing

Lesson Eight

3. Read the differences between the monitor and the central unit in the table and tick where appropriate.

Features	Monitor	Central unit
costs less		
takes more space		
saves more energy		
takes less space		
costs more		

4. Using the information in the table above, take turns with your partner to ask and answer questions on the differences between the monitor and the central unit.

⇒ Take notes of your daily learning in the project diary that is on page 165

Reading & Writing

Lesson Nine

• Discover the Language

1. Go back to the text and take out the verbs used to describe the components of a desktop and their functions.
2. Use the verbs you took out from the text in activity one above to describe the components of the desktop and their functions in the picture below.



3. Group work: There are two main types of computers that you can purchase: a desktop or a laptop. Work in groups to complete the following table. Then, give a speech to the class arguing which one you prefer. Use the language provided in the box.



Desktop



Laptop

Laptop	Desktop
- small - can be used everywhere - expensive -	- large - put on a desk - cheap -

I prefer...to/ personally /I'd rather choose/like /love /hate/prefer...rather than.

⇒ Take notes of your daily learning in the project diary that is on page 165

Reading & Writing

Lesson Ten

4. Read the text and pick out words whose definitions follow.

Definition	word
Information in an electronic form that can be stored or processed by the computer	
When something is shown electronically such as on a computer screen	
To connect an electrical device to an electrical system so that it can be used	

5. Find the components of computers that the following parts include: power button, USB ports, DVD or CD drive, numerical keys, ports, screen. Write each of them under its appropriate heading.

Monitor	Central unit	Keyboard	Modem	Printer

• **Write it Right**

6.Group work : Write a short paragraph describing the basic parts that a laptop can have and describe their functions. Then, report it to the whole class. Use the reporting strategies provided in the box.

briefly summarise the content
make sure that everyone in the class can hear
look at students rather teacher when reporting
thank the audience for listening
invite the audience to ask questions

⇒ **Take notes of your daily learning in the project diary that is on page 165**

Reading & Writing

Lesson Eleven

• **Project workshop III**

Work on the second project subtopic

* **Data analysis**

1. In groups, discuss and analyse the data gathered for the second project subtopic. Use the questions below to guide the discussion. If the questions are not relevant to your projects, decide on a set of questions of your own.

- *What are the basic parts of a desktop and their functions?*
- *What are the basic parts of a laptop and their functions?*
- *How can you connect to the internet with a laptop?*
- *How does compare a laptop to a desktop?*

2. Write a summary of the data gathered

3. Exchange drafts with other groups

4. Write a feedback letter to the group you are correcting

5. One group or two report their work the whole class

6. Complete the following peer-assessment grid with the aspects of the project task you are working on. Then, use it to assess the reporting group.

Aspects of the task	Yes	No
Vocabulary e.g. the group used two new words related to computers		
Grammar e.g. the group used comparatives		
Pronunciation e.g. the group correctly pronounced three words related to computers		
Content (new information) e.g. the group brought new information about the topic		
Interaction(fluency,clarity,response to questions) e.g. the group maintained a conversation for two minutes		

Teacher collects the final draft of each group.

***Data Collection**: start collecting information for the third project subtopic

⇒ **Complete the project diary that is on page 165 and hand it in to the teacher.**

Reading & Writing

Lesson Twelve

• Language & Skills Review

⇒ To the teacher

Use the information derived from project diaries to prepare learners for information gathering demands of project work (i.e. summarising, holding an interview, and searching information on the internet).

1. The followings are characteristics of a good or a bad summary. Classify them accordingly by ticking where appropriate

Features	Good	Poor
It uses the exact words of the original text		
It is about 10% of the original text		
It is about 50% of the original text		
It simplifies what is said in the original text		
It explains the main idea of the text		

2. Read the text below and pick out the sentence which best expresses the main idea of the text.

Computers range from the very small to the very large. Some are capable of doing millions of calculations in a single second, while others may take long periods of time to do even the most simple calculations. But theoretically, anything one computer is capable of doing, another computer will also be able to do. Given the right instructions, and sufficient memory, a computer found in a wristwatch should be able to accomplish anything a supercomputer can — although it might take thousands of years for the wristwatch to complete the operation.

3. Write down the summary of the text.

⇒ Take notes of your daily learning in the project diary that is on page 165.

Developing Skills

Lesson Thirteen

Note: the content of this sequence relates directly to the following project subtopics:

- Sending e-mail messages
- Replying to e-mail messages
- Making e-mail accounts

• Skills Building

1. Look at the e-mail address below and write its parts under appropriate headings in the table that follows.

Khaled@yahoo.fr

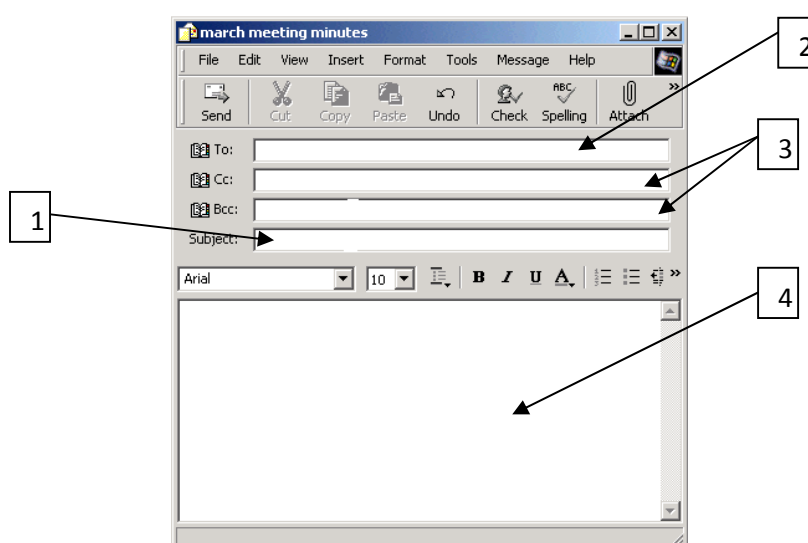
Extension	User's name	Email server	Dot	Symbol

2. Write down your own e-mail or invent one and read it to the whole class.

3. In pairs, take turns to ask each other your e-mail address.

4. Match the fields 1-4 in the screenshot with their functions (A-D)

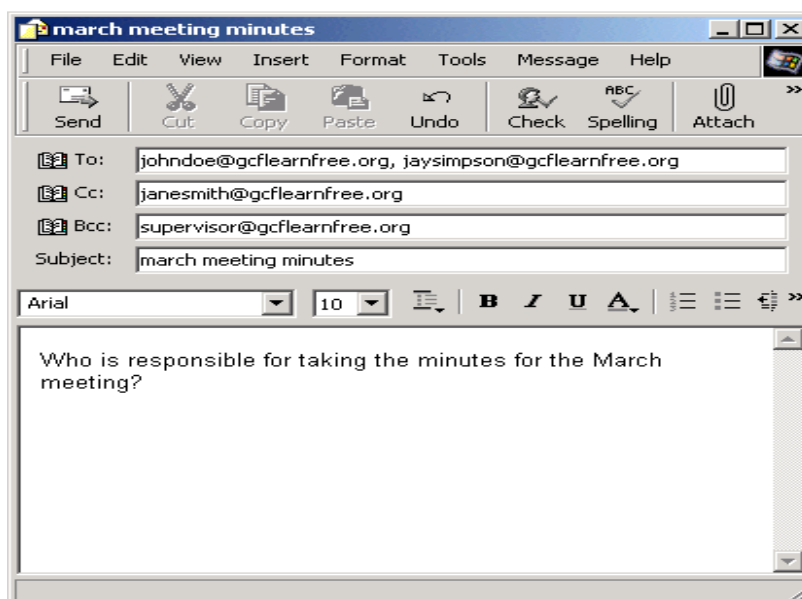
- A. Used to write recipient's e-mail address. ☐
- B. Used to send multiple copies of a message. ☐
- C. Describes the topic of e-mail message. ☐
- D. Used to type the body of the e-mail message. ☐



5. **Pair work:** Take turns to ask and instruct each other on how to complete the blank fields in the screenshot above. Use the language strategies provided in the box below.

Do you understand? / Do you get what I'm saying? / Is it clear? / Oh, so you are saying.../I don't understand exactly... / Could you speak more slowly, please? / Would you repeat, please?/ Wait, wait, please.../ Wait a minute ,please.

6. **Group work:** Imagine you are members of the school magazine and you want to ask a group of people about who will be in charge of printing. Send multiple messages to whom it may concern. Use the screenshot below as a model.



- Which tips for sending multiple messages that you deduced from the above model? Write them down and report them to the whole class?

⇒ Take notes of your daily learning in the following project diary

Knowledge , skills, and competencies what I have learnt in this sequence /section					
Language (e.g., vocabulary expressions and grammar)	Content (new information about your topic)	Social Skills	Competencies		
			Speaking	Listening reading /	Writing/ speaking (reporting)
- Carbon copy -Recipient - Screenshot -Formal/ informal -Reply/file/send -Forward/delete -Using in order to / to/ so as to -Deciphering a transcribed message -.....	-It's feasible to send multiple e- mail messages -Yahoo is an e-mail server -The type of language used in e- mails depends on the status of the addressee - We have to use extension to create an e-mail address -.....	-Making an e-mail address -Sending multiple e- mail copies -Using formal and informal language in e-mails -Working cooperatively to sequence an e-mail -Responding to semi- formal e- mails -.....	-Interacting with a partner on how to complete a screenshot -Reporting orally the tips for sending multiple e- mail messages -.....	- Interpreting the functions of a screenshot -..... -..... -..... -..... -.....	- Writing an e- mail message -Writing a reply to a semi-formal letter -..... -.....

Project diary for sequence Developing Skills

Developing Skills

Lesson Fourteen

• Write it

1. Different types of language forms and words are used when writing e-mails. They can vary from formal, semi-formal to informal depending on the person you are writing for. Classify the language provided in the table according to its degree of formality. Tick in the appropriate box.

S = Semi-formal

I = Informal

F = Formal

Language used in e-mails	S	I	F
Dear Djanet,			
Hi !			
Dear Mr. Edora Smith,			
Nice to hear from you.			
Could you let me know?			
Good news! We have ...			
I am sorry to have to inform you that we are forced to terminate your employment.			
Could you possibly...			
If it's all right with you, I'd like to go....			
That's fine.			
Sure, go ahead.			
You have my authorization.			
I'm sorry that we...			
I must apologize for			
Please, contact me if you need further information.			
Best regards!			
Love.			
Yours sincerely.			

2. Pair work: The following letter of enquiry about summer courses is provided in disorder. Work in pairs to reorder it according to the plan provided in the box below.

Subject Salutation Why you are writing Ask for information Inviting for further contact Closing
--

I've got a few questions:
Do you do a course for university students, which help them with their essay writing skills?
How many hours a week are the courses?
What sort of accommodation do you offer?
What after-school activities are there?
Do you do any trips to other towns in the UK?

I'm a university student from Finland and I'm writing to get some information about your language courses this summer.

Information about summer courses

Best regards,
Jaana Nikkinen

Dear Mr. Jones,

3. Is the letter above formal or informal? Justify your choice with formal or informal language from the letter.

4. Group work: Make sub-groups of 4 and each group should be given a letter which has been photocopied and cut into several pieces as shown in the worksheet below. Each individual reads and shares the information with others. Then, the group tries to sequence the e-mail.

Worksheet: To be retyped , photocopied and cut up into strips

Subject: Dani is back in Bournemouth

Hi Jack,

Remember me, Dani from last summer? How could u forget, we had such a good laugh every weekend, didn't we? How's it going?

Anyway, just writing to let u know that I'm coming back! I'm gonna be working in a hotel in Bournemouth from June till September. Brilliant, eh?

Actually, there was something else* Do u reckon it would be possible to have my old homestay family? We got on so well, and the mum was a fantastic cook! Dunno if it's possible, but just thought I'd ask.

Would be great to catch up sometime, so gimme a bell*I've still got the same SIM, so my number's the same: 0786 8757652.

Cheers, mate!

Dani

- Report to the whole class the sequenced and coherent e-mail. Decide whether the e-mails are formal, informal, or semi-formal and justify your answers with concrete language forms from the e-mails.

5. Imagine you are Mr. Jones and want to reply to Jaana Nikkinen, in which order would you write the following? Write number 1-4

- A. Saying you are enclosing an information prospectus
- B. Thanking Jaana Nikkinen for her letter
- C. Persuading her to follow summer courses
- D. Inviting further contact/enquiries.

6. Follow the re-ordered plan in exercise 3 above to write a formal and a semi-formal letter of reply to Jaana Nikkinen.

⇒ Take notes of your daily learning in the project diary that is on page 171

Developing Skills

Lesson Fifteen

• Project workshop IV

*Data analysis

Work on the third project subtopic

1. In groups discuss and analyse the data gathered for the third project task. Use the questions below to guide the discussion. If the questions are not relevant to your projects, decide on a set of questions of your own.

- How can you make an e-mail address?
- How can you create an e-mail address?
- How can you send multiple e-mail messages?
- How can you write an e-mail?

2. Write a summary of the data gathered.

3. Exchange drafts with other groups

4. Write a feedback letter to the group you are correcting

5. One group or two report their work to the class

6. Complete the following peer-assessment grid with aspects of the project task you are working on. Then, use it to assess the reporting group.

Aspects of the task	Yes	No
Vocabulary e.g. the group used three words related to managing e-mails		
Grammar e.g. the group used 'in order to' form		
Pronunciation e.g. the group correctly pronounced words related to e-mail box.		
Content (new information) e.g. the group brought new information about managing e-mails		
Interaction (fluency, clarity, response to questions) e.g. the group responded appropriately to questions.		

Teacher collects the final draft of each group.

***Data Collection:** start collecting information for the fourth project subtopic

⇒ **Take notes of your daily learning in the project diary that is on page 171 and hand it in.**

Developing Skills

Lesson Sixteen

• Language & Skills Review

⇒ **To the teacher**

Use the information from learners' project diaries to prepare learners for the language demands of project work.

Suggested activities

1. Read the following snippet and answer the questions 1-2.

A: *Why did you send her a message?*

B: *I send her a message to / so as to / in order to congratulate her*

Questions: read what B said and answer the questions

1- Which part of the sentence expresses purpose?

2- What are the negative forms of the words in bold type?

2. Fill in the blanks in messages A-D below with 'to', 'in order to', 'so as to' or their negative forms. There may be several answers.

A: We are writing....(1) congratulate you for your success in the competition.

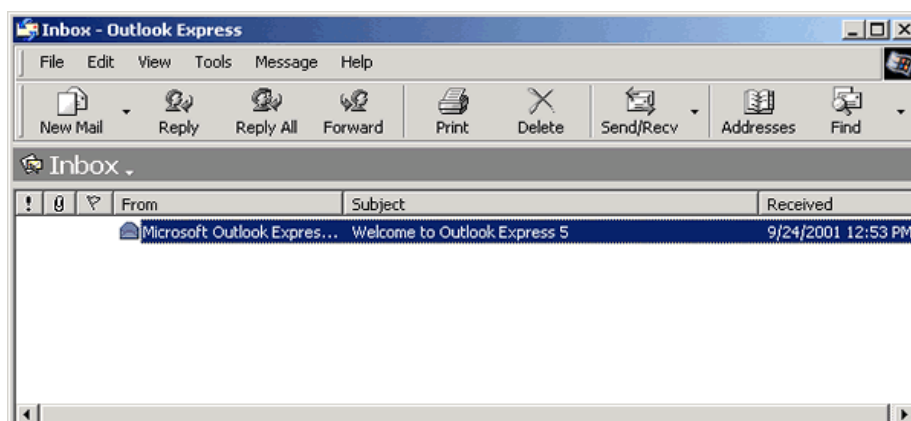
B:(2) complete your registration, you have to pay the fees before September 12.

C: I will go to the university ...(3) study Mathematics, but ...(4) study literature.

D: Read your message silently ...(5) disturb the other internavts.

3. In which positions can these link words (in order to, so as to, to) occur?

4. Look at the screenshot below to help you match words with their definitions.



Definition	Word
Information stored in the computer as one unit with one name	send
To cause something to go from one place to another especially by post	file
To answer	reply
To remove, or draw a line especially through something written	address
A place where a person lives or where letters can be sent	in-box
A place on a computer where e-mail messages sent to you are kept	forward
To send a letter, e-mail or something you have received to someone else	delete

5. Decipher the following message and write it with the letters of the alphabet

| hɑ: tɒ m plɪ:z tʃ ɛk jə ɪnbɔ ks ənd fɑʊnd mɑ mesɪdʒ | plɪ:z rɪplɑ əz su:n əz
pɒsəblɪ ənd fɔ :wəd ɪt tə ʌ ðə mɛmbəz ɒf ju hæv ðeər ədresɪz |

⇒ Take notes of your daily learning in the project diary that is on page 171

Consolidation & Extension

Lesson Seventeen

Note: the content of this sequence firmly relates to the following project subtopics:

- Internet troubleshooting
- Computer maintenance

• Write it out

1. Look at the picture below and interact orally about what it shows.



2. The following instructions (A-C) about computer maintenance are not in order. Read the following topic sentence and reorder them accordingly. Write letters 1-3 in the following table.

A	B	C

Topic sentence: To clean our computers from dust, moisture and other particles, the three obvious places to look are the keyboard, the monitor and the central unit.

A - To clean the screen, the first thing to do is to turn the central unit off. If you don't have a mild cleaning kit, use a cloth and gently wipe the screen starting from the top wiping it down.

B- To clean inside the keyboard, unplug the keyboard first. Turn it upset down and gently shake to remove in dust or cud.

C- To clean a computer central unit, turn it off and unplug. Then wipe down the case with a cloth or a paper towel.

3. Rewrite the above sentences using ‘ **in order to** ’ or ‘ **so as to** ’.

4. Look at the example and do the same thing for sentences A, B and C in activity two above.

Example:

- To clean your computer from dust, look at the keyboard, the monitor and the central unit
- In order to / so as to clean your computer from dust, you must/ have to look at the monitor and the central unit

5. Check the answer to exercise 2 above then, rewrite the instructions about computer maintenance using the link words ‘ **in order to** ’ , ‘ **so as to** ’ ; the modal ‘ **must** ’ and ‘ **have to** ’ , and ; and the following sequencers: **first, then, next, after that and finally.**

Start like this: In order to clean your computers from dust, moisture and other particles, you must do the following...

6. Pair work: Take turns to show your partner how to clean computers. Use the instructions above.

Start like this:

A: You want to clean your PC, don’t you? It’s easy. First, you need to / have to...

B: What must I do next?

7. Transform the following paragraph into a set of tips about computer maintenance.

To maintain a clean computer is to maintain a healthy computer. Here is what you can do. First, make sure the anti-virus software is up-to-date. Next, delete the most temporary files and copies. Last, make sure to clean the back of the computer at least once a week.

⇒ **Work out a project diary for this sequence. Some examples are given.**

Knowledge , skills and competencies					
what I have learnt in this sequence /section					
Language (e.g.vocabulary expressions and grammar)	Content (new information about your topic)	Social Skills	Competencies		
			Speaking	Listening/ reading	Writing/ Speaking (reporting)
-e.g.Dust,unplug in order to -.....	-e.g. Press on Ctrl Alt delete to make a frozen computer function -.....	-e.g. Troubleshoot a frozen PC -.....	-e.g. Interacting with a partner on how to clean a PC -.....	- .Interpreting a picture -..... -..... -.....	- e.g.Writing tips for computer maintenance -.....

Consolidation & Extension

Lesson Eighteen

• Work it out

1. Identify the problems in dialogues 1-4 below. Then, complete with sentences A-D on the right.

A: What's the matter Tom?

B: It freezes.

A: Excuse me? 1

B: _____

A: Mmhm. Press Ctrl,Alt,delete.

B: What?

A: I said press Ctrl, Alt and Delete key.

A: Then, what?

B: Click on task manager. Look at the application tab to see which programme is causing problem. End the task it needed.

A: Ok! 2

A: Oh My god!

B: what?

A: _____

B: Restart it.

A: yeah, yeah. 3

A: _____

B: Check out the cords if everything is plugged in.

A: _____

B: Unplug the power supply.

A: What, What you say?

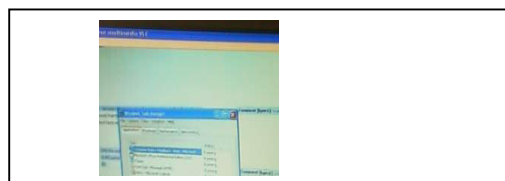
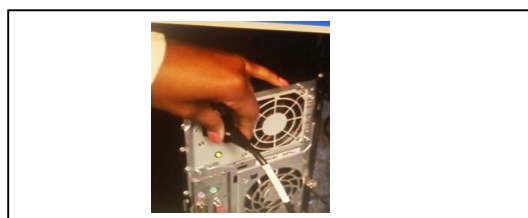
B: Unplug the power supply and the computer plug.

A: And then what?

B: Wait a few minutes and then plug everything back in. 4

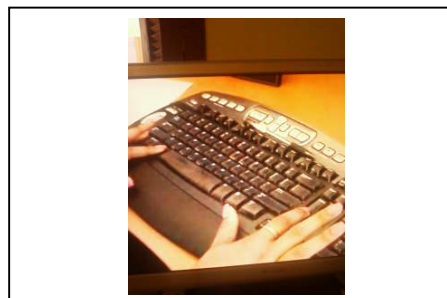


b) It doesn't want to turn on.



a) My computer is frozen.

c) It still nothing.



d) It's frozen again.

2. Listen to the teacher reading the dialogues and use the appropriate arrow (↗ or ↘) to mark the intonation in the end the words written in bold in dialogues 1 and 4)

3. Check the answer to the above exercise and study the intonation patterns. Then, complete the rules A and B with what follows:

1) Rising intonation 2) Falling intonation

A.: _____ is used more often to clarify acoustic problems and suggest speaker's lack of the control of the information especially in information questions and clarifications.

B.: _____ is used to indicate speaker's commitment to the content especially in response to information questions and assertions.

4. Pair Work: Act out dialogues 1 and 4 paying attention to the use of intonation.

5. Match the problems in column A in table below with their solutions in column B. Then, imagine you have one of these problems. Make the best use of the above dialogues to write your own. Then, act it out in the front of the class.

Column A	Column B
The monitor and the central unit don't work.	You need to sign up with an internet provider.
I can't get the Internet.	Press control, Alt, delete and shut it down.
My computer has crashed.	They are not plugged in.
Nothing works on my computer	Turn it off and turn it on again.
It still doesn't work.	It's not turned on.

- use information questions and clarifications
- use responses to information questions and clarifications
- pay attention to the use of intonation

⇒ Take note of your daily learning in the project diary you have worked out on page 177

Consolidation & Extension

Lesson Nineteen

• Project workshop V

Work on the fourth project subtopic

*Data analysis 4

1. In groups discuss and analyse the data gathered for the third project task. Use the questions below to guide the discussion. If the questions are not relevant to your projects, decide on a set of questions of your own.

- *What can you do when your computer crashes?*
- *What can you do to secure your computer from cyber attacks?*
- *How can you keep your PC healthy?*
- *How can you write an e-mail?*

2. Write a summary of the data gathered
3. Exchange drafts with other groups.
4. Write a feedback letter to the group you are correcting
5. One group or two report their work to the whole class.
6. Work out and complete the following peer-assessment grid to evaluate other groups while reporting their work.

Aspects of the task	Yes	No
Vocabulary e.g. the group used three words related to computer troubleshooting		
Grammar e.g. the group used the imperative		
Pronunciation/ intonation e.g. the group correctly used intonation to express acoustic problems		
Content (new information) e.g. the group brought new information about computer maintenance		
Interaction(fluency,clarity,response to questions) e.g. the group used clarification checks		

Teacher collects the final draft of each group.

⇒ **Take notes of your daily learning in the project diary that is on page 177**

Project Presentation

Lesson Twenty

• **Project workshop VI**

***Final presentation**

1. Each group gives the presentation of its project product
- Use the language forms in the box below to make project presentation more interactive.

dear peers / our presentation is about / as far as ...is concerned/ with regard/ as for/
the floor is yours /thank you for your kind attention / thanks for your questions /please ask
your questions / I'm sorry. I didn't quite catch what you said /could you repeat, please. /
could you speak more louder, please?

2. Take down notes and ask questions when the presentation is over.
3. Two or three learners from different groups complete the following assessment grid to evaluate their peers while making the final presentation of their work.

The group.....	Very well	Fairly well	A little
describes a PC using appropriate vocabulary			
describes the functions of computer components			
expresses obligation using 'have to' and 'must'			
expresses instruction using the imperative form and the sequencers (first, second. ...).			
expresses purpose using 'in order to', 'so as' and 'to'.			
expresses its opinion			
expresses preferences			
compares between two things			
pronounces the words related to computers appropriately			
uses appropriate intonation to express acoustic problems			
asks for clarifications			
uses confirmation checks			
checks comprehension			
provides new information about project topic			
summarizes the content of the project			
uses transition words such as 'now', 'as for', 'as far ..as'			
uses eye contact			
uses give-and-take turn strategies			
thanks the audience for listening			
invites the audience to ask questions			

Project sample

Topic: Internet users' guide for beginners

In what follows, we illustrate how project work should be implemented in order to help both the teacher and students get an overall idea of the project they will be carrying out. The present project framework includes the following main steps: brainstorming, preparation, data collection, data analysis, and final presentation.

(i) Brainstorming: This stage serves the aim of activating learners' previous knowledge concerning the project topic (i.e., *'the internet'*) and stimulating their interest and motivation towards the project itself. That is, for instance, by asking learners questions such as *'what do you use the internet for?'* and inviting them to find out more words about the internet, they might feel more interested in learning new words and information about the internet.

(ii) Preparation: learners form their groups, negotiate project subtopics (such as *'internet access'* / *'creating e-mail accounts'*), and make their project planning. The latter specifies project subtopics (e.g., *'describing a PC'* / *'accessing the internet'*), learners' roles in the project (e.g., *'Rashid will bring photos of computers'* / *'Bashir will conduct the interview'*), the resources to be used in the project (e.g., *'the internet'* / *'books'* / *'dictionaries'*), the language functions (e.g., *'describing'* / *'instructing'*), the language forms (e.g., *'the imperative'* / *'have to form'*), the lexical expressions (e.g., *'desktop'* / *'laptop'*), and the final format of the product (e.g., *'a booklet'* / *'an article'*). Also, learners are supplied with a project diary in which they can take notes of their learning on a lesson basis in order to re-use it in project work.

(iii) Data collection: At this stage, learners should start collecting information for their projects. Each group should use a portfolio in which to keep essays draft, articles, and project diaries. One of the specificities of the present project framework is that learners are given clear indications at the end of each unit sequence to collect data for pre-specified project subtopics.

(iv) Data analysis: After undertaking the task of data collection for one of the project subtopics, learners should pool down in a data analysis project workshop what new information they have collected to enrich the project topic. By the end of this session, each group should have a clear idea of project subtopic under discussion. This should be achieved through the process of discussion and negotiation. For instance, through discussing questions such as *'How can you maintain a healthy computer?'* and *'How can you protect your PC from cyber attacks?'*, learners will, hopefully, learn new ideas from their peers and improve their understanding of the project subtopic under investigation.

(v) Final presentation: At this final stage of the project, each group should present his final work orally. And, each learner in the project group can be given, for instance, the presentation of one of the project subtopics. This last step in the project provides a chance for learners to show and assess their achievement of the learning objectives of the unit.

Acknowledgements

Text credit:

- The listening script on page 151 is taken **from Internet Users Guide from 1990 (www.youtube.com)**

- **The reading text** on page 158 is taken from Cheryl Price & Julia Wix, Operate a Personal Computer (Windows 2002), p.1, 2004.

-**The e-mail worksheets** on page 167 are taken from **Solutions for English Teaching**, Macmillan Publishers Ltd, 2004 (downloaded from ESOL section in www.onestopenglish.com).

Credit for tables and grids

-**The project planning** on page 150 is adapted from a handout distributed in **Teacher Development Workshops at the British Council**, Algiers, March 13th, 2010.

- **The project diary** is adapted from Beckett, G.H. & Slater, T. 2005. "The project framework: A tool for language, content, and skills integration". ELT Journal Vol. 59/2 :108-116.

-**The group work grid** that is on page 149 is adapted from Onushco, M.2005. "Setting the stage for autonomy in self-assessment". In Proceedings of the 4th International Conference on English Language Teaching. University of Algiers 10-12 December, 2005, pp 181-187. Thala Edition, El Biar.

