An In-depth Investigation into the Project-Based Learning in Algerian Secondary Education: Teachers' and Learners' Perceptions, Challenges and Difficulties.

بحث معمق في التعلم القائم على المشروع في التعليم الثانوي بالجزائر. تصورات المعلمين والتلاميذ، التحديات والصعوبات.

*Belmekki Asma[1], Baghzou Sabrina[2]

بلمكي اسماء[1]، بغزو صبرينة[2]

Abbes Laghrour University of Khenchela – Algeria

جامعة عباس لغرور بخنشلة– الجزائر

belmekki.asma@univ-khenchela.dz [1]
bsabrina083@gmail.com [2]

Abstract:

This descriptive research aims to investigate the status of Project-based Learning which has been adopted by the Ministry of National Education as a reform to smoothly shift to a learner-centered pedagogy. Most educators face a myriad of challenges in applying the approach. Pupils, on the other hand, are apathetic and refuse to take over responsibility. With an aim to shed light on the difficulties those teachers and pupils encounter, this paper focuses on providing an accurate description of how projects are being implemented in secondary schools. Two questionnaires were posted online. The study consisted of teachers from nine provinces and pupils from different levels studying at Elhachemi Bouzidi School, Khenchela. The results revealed that English projects are not properly dealt with. While pupils need more support and motivation, teachers prove to be lacking the necessary skills, training, and guidance.

Keywords: Project based-Learning, Teachers, Pupils, Perceptions, Challenges, Difficulties

ملخّص البحث

---

* Asma Belmekki. belmekki.asma@univ-khenchela.dz

يهدف هذا البحث الوصفي إلى التحقيق في وضعية منهج التعلم القائم على المشروع والذي تبنته وزارة التربية الوطنية بوصفه إصلاحا للانتقال بسلاسة إلى مبادئ التدريس المتمحورة حول المتعلم. يواجه معظم المعلمين عددا لا يحصى من التحديات في تطبيق هذا المنهج.و من جهة أخرى ، يظهر التلاميذ لامبالاة شديدة و يرفضون تحمل المسؤولية. بهدف تسليط الضوء على الصعوبات التي يواجهها هؤلاء المعلمين و التلاميذ، يركز هذا البحث على تقديم وصف دقيق لكيفية تنفيذ المشاريع في المدارس الثانوية.شملت الدراسة أساتذة التعليم الثانوي من تسع ولايات و تلاميذ من مختلف المستويات يدرسون في ثانوية الهاشمي بوزيدي ،خنشلة حيث تم وضع استبيانين على الانترنت لكل منهما. كشفت النتائج أن مشاريع مادة اللغة الانجليزية لا يتم التعامل معها بالشكل الصحيح. بينما يحتاج التلاميذ إلى مزيد من الدعم و الدافعية لتطبيق المشروع ، أثبت المعلمون أهم يفتقرون إلى المهارات الضرورية والتدريب والتوجيه.

الكلمات المفتاحية: التعلم القائم على المشروع، الأساتذة، التلاميذ، التصورات، التحديات، الصعوبات.

I- Introduction

Today, the ever-growing demand for English language learning has given priority to finding appropriate ways to improve this language teaching. Many reforms have been implemented to ameliorate the status of English in Algerian schools, and the most recent educational reform the "Competency-based Approach" (CBA) has been adopted since 2012 to cope with globalization and to develop the education system as well. And since Project-based Learning (PBL) occupies a prominent place in language curricula around the world today, the Algerian Ministry of Education has also adopted it to be part of the curriculum under CBA. In fact, PBL can be considered as an integral part of CBA and this is clearly stated in the teacher's book AT THE CROSSROADS "One of the most distinctive features of the Competency-Based Approach is its integration of project work as part and parcel of learning strategy." The authors also stated that "…, it is only through carrying out project work that we and our learners can live up to the basic principles of the Competency-

580

Based Approach...” (Riche et al., 2011, pp. 26-27). Accordingly**,** the Ministry of National Education applied a project-based design, and it became popular especially in EFL classrooms.

In secondary EFL classes, learners have project works to present at the end of each unit of teaching. Those projects are supposed to motivate pupils and improve the way they learn the language. Learners work to make a final product that includes written and oral forms. However, there is a serious problem concerning the implementation of this approach in EFL classrooms, which will consequently affect its success in Algerian schools. Unfortunately, based on the author's observation as being a secondary school teacher for 9 years the project work is not dealt with properly either by teachers or learners. Most secondary school teachers are not knowledgeable enough about its implementation, and most of them consider it a boring and time-consuming activity. On the other hand, pupils are not interested in doing English projects, and most of them prepare their work a few days before their presentation even though they have a period of almost a month or more to do so. They come to class and they barely read the findings from the paper that they have copied from the internet.

Therefore, this research study sheds light on the way PBL is addressed in Algerian secondary schools. Becket (2002) stressed the significance of studying both teachers' and learners' practices and experiences to better examine the application of the approach. Accordingly, in the present study, we focus on both teachers' and learners' perceptions, as well as the difficulties that they encounter when dealing with English project workshops.

II - Literature Review
1. The Project-based Approach

During the last 20 years, teaching has extremely changed. Learning has moved to the learner-centered approach which requires an understanding of learners' individual needs, learning styles, differences, interests and preferences. The emphasis now is more on PBL principles that necessitate creativity as well as the ability to solve real life problems.

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

Project-based Learning is an approach in which a group of learners work on issues of their interest to find solutions and share the findings with a wider audience (Wrigley, 1998). It is a model of teaching that shifts learning from teacher-centered to learner-centered. Diffily (2001) defines PBL as conducting an in-depth investigation where the educator prepares research-based tasks that should be related to the learners' personal interests and preferences. It gives more control to the pupils who are supposed to direct their own learning. In this approach, learners have to prepare complex tasks with challenging questions that pave the way for developing autonomy through solving real-life problems over an extended period of time to get a final product using the target language (Blumenfeld,1991; Thomas, 2000; Diffily, 2001; Harun, 2006; Simpson,2011). This means that it is a systematic teaching learning method that allows learners to interpret, analyse and make judgments; it also requires real understanding, questioning, planning scheduling, monitoring, assessing, and evaluating (Hrun,2006).

Based on what has been stated above, we can say that PBL is an in-depth inquiry-based approach in which pupils have to be involved in a long term activity that necessitates a set of complex tasks and skills that require planning, preparing, analyzing, revising, sharing and evaluating.

Project Based Learning (PBL) Origins

Project-Based Learning is not a new educational practice (Simpson, 2011). Larmer, Mergendoller, and Boss (2015) spoke about its history stating that it dates back to the 16th century, where architects, sculptors, and other craftsmen needed to practice what they learn in schools in real life, and they were given assignments, called "progetti", to work on churches, palaces,…etc. This was the first time when the word "project" was used. However, the first scholar who related project work to education was John Dewey's pupil Kilpatrick in the 1918's. Kilpatrick (1918) described it as a "hearty purposeful act" (p.1); stating that if a person has a purpose in mind and heart willing to do something that needs to go through steps, we can call it a project.

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

PBL ideas can also be rooted in Vygotsky's theory of social interaction (Wrigley, 1998), where he emphasized the importance of social interaction in learning. These purposeful interactions with society, peers, and teachers can help learners, with lower abilities, to face the challenges they find in learning (Wrigley, 1998).

2. Benefits of PBL

Several studies have been conducted with the aim to determine the importance of applying PBL in EFL classes.

In 1991, Blumenfeld et al. emphasized the idea that students cannot learn appropriately when they are unengaged and bored, which makes their learning superficial. So, to motivate and engage learners to become creative, autonomous, problem solvers, and critical thinkers, researchers have focused more on learners' project works that improve pupils' learning through launching real-life investigations.

A study conducted by Yazzi-Mintz (2010 as cited in Larmer et al., 2015) reveals that the majority of the informants (high school students) complain about getting bored in class due to the uninteresting, irrelevant old methods of teaching, and when asked about other alternatives, the majority preferred group projects.

Using PBL in EFL classrooms has a lot of benefits as it allows learners to include what they learn in real-life situations unlike traditional teaching (Markham, Larmer, and Ravitz, 2003). Being passive learners who just pay attention, receive the information and repeat it is no longer acceptable (Harun, 2006). Now learners are requested to use what they learn in class to solve real-life problems, and direct their own learning guided by well-trained educators.

PBL is an efficacious method that facilitates educators' teaching, and prepares learners for college (Larmer et al., 2015). After graduating from secondary schools, students will face courses that are more research-based; thus, using PBL in secondary schools is the perfect way to accustom those kids to the skills needed for courses that necessitate problem-solving, critical thinking and decision making skills. Furthermore, this approach prepares learners to be future researchers; it can also help them become

independent active members able to discuss and negotiate their needs, and evaluate the world around them (Larmer et al., 2015).

There are multiple steps that help augment the benefits of project work. Alan and Stoller (2005) state that both educators and learners have first to agree on the theme of the project, set clear the project's final outcome, and negotiate their audience. The authors added that teachers and learners then have to construct the project's details, and set learners' roles and responsibilities. They insisted on providing learners with pedagogical activities, resources and material depending on the task they are going to carry out. Finally, students should gather the information they need using different methods, then they have to analyze the data, and submit their project to be evaluated by both learners and educators (Allan and Stoller, 2005).

3-Teachers 'and Learners' Roles in PBL

In Algerian secondary education, learners have become passive participants due to the traditional educational approaches and teacher centeredness. However, the new educational reform PBL under (CBA) has come to engage passive learners to be responsible for their own learning. The teacher; therefore, becomes a facilitator rather than instructor who directs students' learning. In Project-based Learning, the teacher's role is pivotal; it changes from an educator who transmits knowledge, commands and directs learners, to the one who guides and facilitates learning (Wrigley, 1998). John Dewey sees that the teacher's role is crucial as teachers create appropriate learning contexts for their pupils; design creative projects with engaging topics, scaffold materials, and assess learners' progress (Larmer et al., 2015).

Teachers have to be familiar with their learners' needs and interests. In some cases, teachers can even adjust the curriculum according to the needs of their learners (Little, 2007). To reach this stage, they have to be well trained and equipped with the necessary skills that allow them to guide and help learners perform their best based on their own choices and interests (Wrigley, 1998).

Following this, the teachers' and learners' roles are then interrelated. While teachers guide, learners become active

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

members able to use the target language; they become embroiled in the process of education (Simpson, 2011).

Regarding the literature on implementing PBL in EFL classes, studies by (Wanchid & Wattanasin, 2015; Phuong, 2017) explored students' attitudes towards project activities, and stated that learners had positive feelings toward the English project and were aware of its benefits. In another study, Baghoussi & El Ouchdi (2019) investigated the obstacles that teachers of exam classes face when implementing PBL in the Algerian EFL context. The study highlighted the difficulties that EFL teachers encounter when dealing with project works, and reported that the implementation of this approach is really challenging due to many reasons.

However, it is worth noting that most of the findings regarding the implementation of PBL focused on just one side, either teachers or learners. The research literature on the subject of PBL and its' implementation and challenges is for this reason limited. As a result, this study is an attempt to fill this gap by investigating both students' and teachers' perceptions toward the use of Project-based Learning in EFL classes to better pinpoint and examine the obstacles, and find concrete solutions eventually.

III- Methodology

1. Method

In the present study, we opted for the descriptive method. We made use of two questionnaires to collect quantitative and qualitative data.

The web-based surveys were constructed using Google forms. We placed a link to the teachers' questionnaire on a social media network so that it can be shared, and to attract a wide range of respondents from all over Algeria. For the pupils' survey, a link to the author's school website was placed, with a simple invitation for pupils to fill it in.

We analyzed teachers' perceptions and challenges as well as pupils' views and difficulties with regard to PBL. Teachers from nine cities: Annaba (5), Biskra (8), Chlef (5), Guelma (2), Khenchela (15), Oum Elbouaghi (7), Skikda (3), Tlemcen (4), and Ain Mlila(1)) participated in this study. The second questionnaire

included fourty four pupils of different levels: 1st year (13), 2nd year (25)' and 3rd year (06) who study at Elhachemi Bouzidi Secondary School, Khenchela.

2. Aims

The main aim of the present research paper is to investigate the real situation of Project workshops in Algerian Secondary schools. Our purpose is to explore teachers' views and obstacles as well as pupils' difficulties in PBL.

VI- Results

1. Teachers' Questionnaire results

a. Teachers' perceptions of the position of project-based learning in Algerian secondary schools.

With regards to teachers' perceptions of the position of PBL in Algerian secondary schools, Table 1. Shows that most teachers (90%) agree that PBL is given an important position in EFL classes under the Competency-based Approach, and the majority (88%) say that PBL gives learners more freedom and control over their learning unlike the traditional methods of teaching. Furthermore, the number of teachers who think there are difficulties in applying the project set in the syllabi make up (96%). In addition, (96%) of the informants assert that they really need guidance on how to implement PBL under CBA. Finally, almost all of the participants (96%) complain about the topics presented in textbooks saying that they don't motivate and engage learners.

Table 1. Teachers' perceptions of the position of project-based learning in Algerian secondary schools.

Item (N=50)	Agree	Disagree	Neutral
CBA gives PBL a significant role in EFL classes	90%(45)	4%(2)	6%(3)
PBL gives learners more control over their learning	88%(44)	8%(4)	4%(2)
There are difficulties in applying the project set in the syllabi	96%(48)	4%(2)	0%
I need guidance about how to implement PBL under CBA	96%(48)	2%(1)	2%(1)
The topics proposed in the textbook don't motivate learners to be more creative	96%(48)	2%(1)	2%(1)

b. The implementation of PBL

Table2. shows that the majority of the participants (70%) never collaborate when they plan for project work. Most of them (66%) rely on the topics available in textbooks, only a minority (24%) used to sometimes adapt topics and look for creative ways to motivate their learners. Specifically, the majority (64%) report that they don't provide learners with materials and guidance that would facilitate their work. In addition, most of the participants never devote sessions for their pupils to do their projects in class or even check their progress due to shortage of time and the overloaded curriculum. In short, most teachers disregard the key elements of a successful project work which are: planning, creative adaptation, collaboration, guidance, and progress checking, which will negatively affect learners' project performances.

Table2. Teachers' way of applying PBL.

Item (N=50)	Always	Sometimes	Rarely	Never
I collaborate with my colleagues when I plan for the project work	4%(2)	8%(4)	18%(9)	70%(35)
I rely on the topics presented in the textbook	66%(33)	24%(12)	4%(2)	6%(3)
I provide my pupils with resources, materials(websites, books,…etc) to help them for their project	10%(5)	6%(3)	20%(10)	64%(32)
I devote weekly sessions for pupils to do their projects in the classroom and check their progress	8%(4)	12%(6)	14%(7)	66%(33)
I teach my pupils how to work cooperatively	6%(3)	20%(10)	24%(12)	50%(25)

c. Teachers' evaluation of project work

As shown in Table 3 only (30%) of the participants prepare special grading rubrics when assessing pupils' performances. Interestingly, most teachers (62%) do not allow for self/peer evaluation, and they do take into consideration their pupils' class participation, tests, and exams scores when evaluating their completed work. Surprisingly, (74%) of the informants used to give shared group grades to motivate pupils to work together , and put emphasis on the importance of cooperation. Some teachers even want to elude the challenges of individual group member grading, and get rid of the difficulty of monitoring who exactly

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر
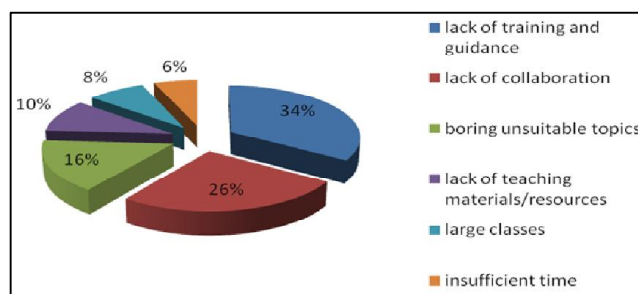
does what. Giving the same mark to all the members of a team is unfair; it reduces motivation and enthusiasm, and hinders the positive outcomes of group work.

Table3. Teachers' evaluation of the project work

Item(N=50)	Yes	No
I prepare special grading rubrics that help me focu on the skills I am looking for in each project	30%(15)	70%(35)
I allow my pupils to conduct self/peer evaluation	38%(19)	62%(31)
When I evaluate, I take into consideration my pupils' class participation, test and exam scores	84%(42)	16%(8)
I focus on grading pupils individually	26%(13)	74%(37)
Members of the same group receive the same mark	74%(37)	26%(13)

d. Challenges that teachers face when applying project work.
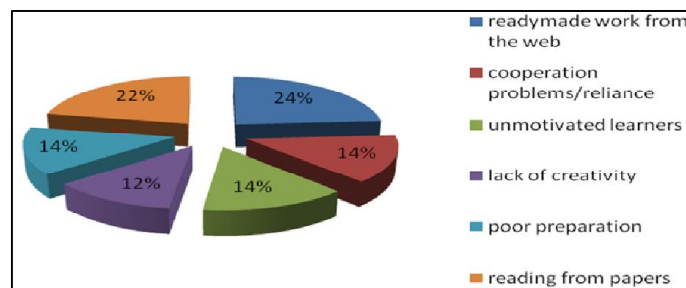
Fig. 1 shows that the majority of the respondents (34%) declare that applying English projects is challenging due to the lack of training and guidance on PBL. Some of the informants complain about the poor coordination and collaboration between teachers while others criticize the topics of the textbooks being boring and unsuitable. Some teachers (10%) mention the incredible lack of teaching materials and resources that would facilitate the application of the approach, and others (8%) say that overcrowdedness is a real problem, where teachers have to control up to 40 pupils and manage their work. Finally, (6%) of the participants claim that PBL is an approach that needs time to be appropriately implemented; its application is even harder with exam classes due to the extended curriculum and the full exhaustive time table.

Figure1. **Challenges faced by EFL teachers.**

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

e. Teachers' difficulties with their pupils' projects

The difficulties that teachers encounter with their pupils' projects are shown in Fig. 2. A large number of respondents (24%) say that their pupils usually present ready-made projects that they copy directly from the internet without any addition or modification. Others (22%) add that their pupils come to class and hardly read their completed work from papers, so it becomes a boring reading session. Another group of respondents complain about lack of motivation, creativity, critical thinking, and problem-solving skills among their learners. In addition to that, teachers (14%) notice repetitive team conflicts, and report that the majority of their pupils prepare their projects a day or two before presenting the work.

***Figure2.* Teachers' difficulties with pupils' projects.**

2. **Pupils' questionnaire results**
a. **Pupils' attitudes towards English projects**

Table 4 shows that most participants are not interested in doing English projects, this may be due to the nature of topics that teachers select, or the way in which teachers launch the project and assign team roles. This can trigger negative feelings like fear, negligence, and boredom when it comes to project presentation. More specifically, more than half of the respondents (65%) are unaware of the benefits that projects may provide because they believe that projects are for assessment purposes only. However,
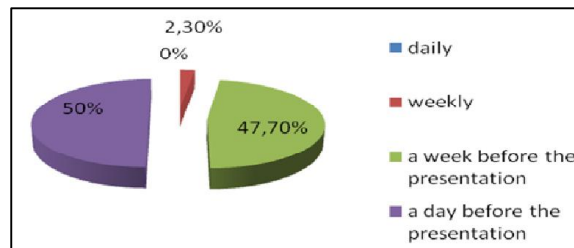
University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

most of the respondents prefer doing their projects in class during school hours under the teacher's supervision and guidance.

Table 4. Learners' attitudes towards English projects.

Item(N=44)	Yes	No
Projects help me extend my knowledge and use it in real life	15(34%)	29(65.9%)
Projects help me improve my English and be more responsible	21(47.7%)	23(52.2%)
I am interested in doing projects of English	13(29.5%)	31(70.4%)
The topics of English projects are fun and motivating	5(11.4%)	39(88.6%)
I like to work on my project in class with my peers and teacher	40(90%)	4(10%)

b. Pupils' preparation of their project work
As illustrated in Fig. 3, half of the participants prepare their project work a day before sharing it with the class, and (47.7%) of the informants prepare their work a week earlier. Only a minority (2.3%) works on a weekly basis.

Figure 3. **Pupils' preparation of the project work.**
c.   Pupils' presentation and self-evaluation of their projects
Results in Table 5 show that the majority of the informants (86.3%) do not integrate ICT's in their work. Instead, they just copy what is found on the web, without any modification. In addition, most of them (86.3%) never meet to rehearse before sharing the findings, and it appears that more than a half of them (63.6%) tend to depend on some team members to complete the assignment. As far as self/ peer evaluation is concerned,
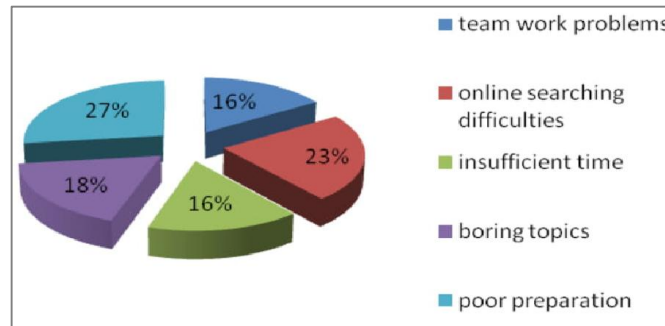
respondents (65.9%) declare that they are not allowed to evaluate their own or their peers' work.

Table 5. Pupils' presentation and self/peer evaluation

Item(N=44)	Yes	No
I use power point, videos, pictures, songs,…etc in my project	6(13.6%)	38(86.3%)
I copy what I find on the web with, no modifications are made	37(84.0%)	7(15.9%)
I rehearse with my peers before presenting the project	6(13.6%)	38(86.3%)
I depend on some group members to do the work for me	28(63.6%)	16(36.3%)
I used to evaluate my own and my peers' work	15(34.0%)	29(65.9%)

d. Pupils' difficulties with Projects of English

The third block presents the difficulties that secondary school pupils encounter while doing their English projects. As shown in Fig.4, the majority of pupils (27%) struggle to get their projects done on time, for their teachers launch the project and then never check their work progress. Furthermore, a large number of pupils (23%) face difficulties with online information searching, so they get confused and can't decide on which information to take and which to leave out. Some learners (18%) complain about the topics of their English projects being old- fashioned and boring; they even say that this type of topics encourages them to bring ready-made information from the web. (16%) of the correspondents experience conflicts within their teams; they could not decide on team roles, and most of them usually rely on the most active member to complete the assignment. Besides, some of those pupils add that it is difficult for them to meet outside school time. Finally, most third-year pupils   complain about insufficient time and full-time tables. So, they prefer to study hard for the baccalaureate exam rather than waste time on project work.

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

Figure 4. **Learners' difficulties with project workshops**
V- Discussion
Results of the current research paper indicate that secondary school educators are aware of the position and importance of PBL in EFL classrooms under CBA. They approve that the new way of teaching is no more teacher-centered, and that it gives learners the steering wheel. However, the current results show that teachers are facing a lot of challenges while implementing the projects available in English textbooks. This tells us that teachers are not knowledgeable enough about how to apply this kind of teaching method that is why they need more help and guidance.

The pupils' questionnaire results, on the other side, reveal that most secondary school pupils show negative feelings about the project of English considering it a boring useless session. They are unaware of its importance and the effects it has. They seem careless, uninterested, and unmotivated when it comes to project workshops, and this is due to several reasons.

First, teachers' answers highlight the total absence of collaboration and coordination between pedagogues when preparing and planning for project workshops. Collaboration plays a significant role in making PBL, and any other teaching/learning, successful. When planning, teachers have to make sure that teaching trough PBL is delightful and challenging.
Second, most teachers often use the topics of the textbooks even though they complain about it being boring and unsuitable, and this what pupils hate the most. They think those topics are old-fashioned, boring, and demotivating. Thus, educators should not only rely on the text book. They have to adapt and look for creative topics that fit the students' age, interest, and ability so as to guarantee motivation.
Then, pupils seem disoriented when it comes to probing for the required information as they find difficulties in doing their investigation on millions of different websites and sources. So, teachers ought to provide learners with different resources and materials, and guide them through online searching techniques that clarify what search codes to use in search engines, what

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

results to pick, and how to limit, analyze and share the information according to the objective set for the project.

Additionally, most teachers do not devote sessions for pupils to work on their projects in class; nevertheless, they complain about pupils' late preparation, ready-made work and bad performance. It is the main reason why pupils forget about the assignment, and prepare their work days or hours before handing it. It is also the main reason why it turns out into a boring reading session. So , keeping a weekly track of the pupil's work progress changes everything.

Furthermore, teachers rarely prepare special grading rubrics when assessing their pupils' work. Rubrics are important, for they contain criteria that let pupils know what is expected of them. They also enable teachers to objectively monitor and evaluate the performances. Likewise, teachers rarely allow for self or peer evaluation, and their learners still see evaluation as an intricate part of classroom activity. Self/ peer evaluation raises students' autonomy, and encourages them to be more responsible. As usual, teachers often take into consideration pupils' participation, tests and exam scores when evaluating their pupils' work. This is completely damaging to those shy learners who do not participate in class but actually do their best to perform well, or even those less talented pupils who did not use to get high scores and work well in projects. Correspondingly, educators used to give the same grade to all team members, so pupils see that there's no need to put in extra effort since they all get the same mark.

Finally, the majority of pupils do not know how to deal with team conflicts effectively; they feel excluded from taking their real part in a team, and view group assignments with suspicion and dread as it takes time and effort to arrange schedules and meetings, interact, make decisions, integrate the work of group members and learn from one another. Cooperation in PBL is compulsory and educators had better teach their pupils the art of working in groups since cooperation empowers and challenges pupils to use the target language to express their views, share knowledge, and negotiate matters. It is the only way through which pupils use the target language freely.

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

VI- Conclusion and Recommendations

This research paper has attempted to investigate the implementation of PBL in EFL classrooms in Algerian secondary schools. The findings of the research study show that Project-based Learning is not given the importance it deserves in EFL classrooms. It reveals that most pupils have negative feelings about project workshops of English, and are unaware of the benefits that they provide. In a similar vein, the teachers' results uncovered the different problems and difficulties that they face when implementing the approach. Close results with the study of Baghoussi & El Ouchdi (2019) were obtained. These results reveal the challenges that teachers face that include: lack of training, collaboration, and pedagogical meetings. They also reveal the lack of material that would facilitate the application of such activities.

Project work helps learners improve the target language, be autonomous and gain control over their learning. Teachers should change the way they see things first in order to get things changed for the best. Learners have huge talents that can be discovered if their teachers put them on the right path. Thus, it is up to the teacher to change learners' visions and attitudes, and turn failures into opportunities that lead to great accomplishments. Based on the previous discussions and research studies, we suggest the following key elements that would help improve the results of project activities in Algerian secondary schools and maximize its benefits:

- The Algerian Ministry of Education had better devote more pedagogical meetings, seminars and training sessions to guide teachers on how to implement the project based pedagogy effectively. We also insist on collaboration between teachers when planning for pupils' projects.
- Teachers have to devote sessions to let their pupils work on their projects in class, provide them with the necessary materials, sources, guide them and check their progress as frequently as possible. They should also try different

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

cooperative learning models and techniques in order to engage pupils and raise their motivation to learn.

- Teachers should urge their pupils to share their final work with other classes, friends, or even parents. They can organize a special day for project presentations, prepare certificates or small prizes for the best work and ask pupils to record and share online.

- Finally, educators should take advantage of social media services to get in touch with their pupils (the responsible of each group) to frequently check the work of each member and make sure they are in the right direction. Pupils will like it and it will improve the teacher-learner relationship and build trust.

Bibliography:

1. Alan, B., & Stoller, F. L. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching, Forum*, 43 (4), 10-21.

2. Baghoussi, M., & El Ouchdi, I. Z. (2019). The Implementation of the Project-Based
Learning Approach in the Algerian EFL Context: Curriculum Designers' Expectations and
Teachers' Obstacles. *Arab World English Journal, 10* (1), 271-282.

3. Beckett, G. (2002). Teacher and Student Evaluations of Project-Based Instruction. *TESL Canada Journal*, *19*(2), 52-66.

4. Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist, 26*(3-4), 369–398.

5. Diffily, D. (2001). Real-World Reading and Writing through Project-Based Learning. Retrieved October13, 2020 from
https://files.eric.ed.gov/fulltext/ED453520.pdf

6. Harun, Y. B. (2006). *Project-Based Learning handbook "Educating the Millennial Learner''*. Kuala Lumpur: Educational Technology Division Ministry of Education.

7. Kilpatrick, W. H. (1918). The project method. *Teachers college record*, *19*(4), 319-335.

8. Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning*. Alexandria, USA: ASCD.

University of Tamanghasset- Algeria   جامعة تامنغست – الجزائر

9. Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, *1*(1), 14-29.

10. Markham, T., Larmer, J., & Ravitz, J. (2003). Project-Based Learning Handbook: A Guide to Standards Focused Project-Based Learning for Middle and High School Teachers. Novato, CA: Buck Institute for Education.

11. Phuong, Hoang Yen. (2017, May 20). Students' Attitudes Towards Project Activities In Pilot English Textbooks.Tesol Conference Proceedings 2017 Innovation And Creativity In Teaching And Learning Foreign Languages, Ho Chi Minh City, Vietnam. Retrieved December10, 2020 from https://www.researchgate.net/publication/323412895_STUDENTS'_ATTITUDES_TOWARDS_PROJECT_ACTIVITIES_IN_PILOT_ENGLISH_TEXTBOOKS

12. Riche, B., Arab, S. A., Hami, H., Ameziane, H., & Louadj, K. (2011). At *the Crossroads: Secondary Education Year One*. Algeria: ONPS.

13. Simpson, J. (2011). Integrating project-based learning in an English language tourism classroom in a Thai university (doctoral Thesis). Australian Catholic University, Australia.

14. Thomas, J. W. (2000). A review of research on project-based learning. San Rafael, California: Autodesk Foundation.

15. Wanchid, R., & Wattanasin, K. (2015). The Investigation of Students' Attitudes toward Project Work in Enhancing Independent Learning in English I at King Mongkut's University of Technology North Bangkok. *Mediterranean Journal of Social Sciences*, *6*(5), 581.

16. Wrigley, H. S. (1998). Knowledge in action: The promise of project-based learning. *Focus on Basics*, *2*(D), 13-17.