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Title

**The Role of Project-Based Learning in Enhancing Learners' Communicative
Competence**

The case of Second Year Undergraduate Students of English at KMU

Publicly Defended

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Dedication

This work is dedicated

To our parents

To our best friends

To all our relatives

Acknowledgements

We would like to express our gratitude to our dear parents, brother, and sisters especially the pharmacist: Senoussi Sarah who helped us along our trip.

Special thanks go to my lovely supervisor: Mrs Sadoune Farida for her patience, support, and guidance.

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List of Abbreviations

CA	Communicative approach
CBE	Competency -based education
CBLT	Competency- based language teaching
CC	Communicative competence
CLT	Communicative language teaching
DA	Disagree
DQ	Deriving question
EFL	English as a foreign language
LC	Linguistic competence
NA	No answer
PBA	Project-based approach
PBL	Project- based learning
SA	Strongly agree
SD	Strongly disagree
TBI	Task-based instruction

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General Introduction

Background to the Study

Language is a tool of communication with others where speech takes place. Language proficiency needs the interconnection of the four language skills speaking, reading, listening and writing to create a well rounded communicator. Speaking can provide any language learner with a various distinct advantages inside and outside the classroom such as taking part in the process of negotiating meaning, ie such mutual intelligibility is reinforced by sharing the speakers own thoughts, opinions and feelings to make themselves clear. The consecration of speaking appeared with the introduction of the communicative approach (henceforth, CA) The CA prioritizes fluency over accuracy in modern language teaching methodology.

The CA in language teaching starts from a theory of language as communication; it was developed by Hymes (1972) as a reaction to Chomsky's linguistic competence concept (1965) and gained a great world wide acceptance for many years. Furthermore, the CA is classified as one of the best communicative approaches that engage students in an authentic communication through developing their use of the four skills.

Communicative language teachers use many strategies to engage learners in the classrooms such as running a project-based Learning (henceforth PBL) which would encourage students to develop many skills through learning by doing using different planned projects. Projects are usually done by groups of students who share a common goal, through which students apply the course materials in real world situations to analyze problems and enhance both their communicative competence (henceforth, CC) skills and other critical-real life skills.

CC is the ability to use language correctly for successful communicative goals, the term was coined by Hymes (1966) introduced the sociolinguistic dimension of language as a reaction against Chomsky's linguistic competence. In his influential book *Aspects of the Theory of Syntax* (1965) Chomsky draws a distinction between the two concepts of competence and performance. Soon after the distinction made by Chomsky, advocates for a communicative view in Applied Linguistics (e.g. Savignon, 1972) found the alternative to Chomsky's concept of competence in Hymes CC which they believe to be more realistic notion of competence .

Statement of the Problem

The goal of most language learners is to be able to communicate appropriately and fluently in the target language in an attempt to develop their communicative competence. Therefore, for foreign language teachers it is challenging to adopt the appropriate techniques to meet and

enhance their learners' communicative needs especially in case of oral classes, then enhancing their strategic competence.

Purpose of the Study

As mentioned above, communicative competence is the goal of any language teaching and learning process. The current research aims to unwrap the role of PBL in enhancing language learners' communicative competence. Thus, it seeks to raise teachers' awareness about implementing and conducting Project-Based Approach (henceforth PBA) in their classrooms which will help students to improve their communicative skills then improving the teaching methods in the Algerian educational system. Moreover, through this study we aim to investigate the constraints that prevent teachers to conduct PBL in their classrooms.

Research Questions

This research aims at answering the following questions:

1-To what extent is PBL a safe basis for communicative language teachers in classrooms?

2-What is the role of PBL in language classrooms?

3-What competency (ies) can PBL promote the most?

Research Hypotheses

Based on the research questions mentioned above we state the following hypotheses:

- According to Canale and Swain model, PBL can promote communicative competence at many levels.
- Learners CC can only be developed if the PBL is properly used in classrooms.
- PBL can best improve students' strategic competence.

Research Methodology

This study adopts a descriptive approach to show the correlation between Project-Based Learning, which is an independent variable, and learners' communicative competence, as a dependent variable, through interviewing the teacher about PBL in her communicative classroom. In addition to conducting a students' questionnaire as a second instrument to collect and evaluate data for this research in which we will focus on how students' linguistic

competence, discourse competence, sociolinguistic competence, and strategic competence are affected by projects presentations.

Structure of the Dissertation

The current study is divided into three chapters; the first chapter under Project-Based Learning, the second chapter untitled Communicative competence, and the third chapter under Method and Results contains a description, administration, and interpretation of both teacher's interview and the students' questionnaire.

Chapter one: Project-Based Learning

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1.5.5.1 Teacher Assessment

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1.6 The Teacher's Role in Project-Based Learning

1.7 Challenges and Problems with Implementing PBL

1-7-1 New Role of Facilitator for the Tutor

1-7-2 Time and Resources Needed for PBL

1.8 Conclusion

1.0.Introduction

In the past and according to the traditional approaches to language classroom, practicing a language is a sign for a well rounded education. However, recent approaches are more interested in engaging learners in the process of learning in general; one of these approaches is The Project-Based Approach (henceforth PBA) to learning. In this chapter, we will deal with a general overview of the concept of CBLT, then we will account for the PBL as a method that takes place in ESP and EAP in particular, moving to a historical overview of PBT method, features of PB, benefits of PB, the role of the teacher conducting a PB in addition to the role of the learner in the classroom.

1.1. Competency-Based Language Teaching

The Algerian educational system has witnessed some reforms during the last 10 decades in an attempt to implement a new approach and curricula based on competencies, what gave the chance to CBLT to bright in the new Algerian Educational system. CBLT was introduced after the Behaviorism paradigm shift, for (Auerbach, 1986, p.411) is “the state of art approach to adult ESL”, “that is necessary for individuals to function proficiently in the society in which they live” (Grognet & Crandall, 1982, P.3).

CBLT, focuses on the “functional and interactional perspective on the nature of language” (Richards & Rodgers, 2001, p.143), that is the process of learning a language has to be contextualized in the social environment where learners will take part in the process of negotiating meaning. Furthermore, CBLT focuses on the outcomes of the process of learning rather than on the process of learning itself, and for Richards and Rodgers (2001), CBLT is an approach because it does not offer or prescribe a specific sequence of tasks or actions for the classroom. Alternatively, CBLT for (Marcelo Concário, p. 646) “unites a set of principles about the nature of language, of learning, and of both teachers’ and students’ roles in those processes”.

1.2. Project-Based Learning

Introducing projects to the curriculum is not a revolutionary or new idea. However, nowadays attempts are to actively involve the student in the learning process. Most teachers see that the common way to do so is by assigning projects for students. The projects’ topics may widely vary, but they all start from a challenging question that requires deep research and investigation. The close resemblance of these projects to real life problems is an attempt to create from a simple learner a problem solver, decision maker, documentarian and an investigator by developing learners’ research and communication skills.

PBL emerged as a reaction to John Dewey's, an American theorist and philosopher, idea of "learning by doing" that is mentioned in his book "My Pedagogical Creed" (1897). Dewey describes students belonging to the traditional view of language teaching as "passive recipient" of knowledge (and the teacher as the transmitter of facts) Dewey argues that "The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences" (Dewey, 1987, p.77-80). Maria Montessori shares Dewey's perspective with her approach to early-childhood learning, Montessori shows that children acquire knowledge through experiencing things in their environment not by repetition or listening to words, she also suggests that in well prepared environments, children are able to direct their own learning and teach them. What is more, the Swiss developmental psychologist Jean Piaget, helped us to understand how we make meaning on the basis of our previous experiences at different ages, Piaget's knowledge established the framework for the constructivist approach to education in which students by investigating, asking questions interacting with others, reflect and build on their past knowledge and experiences.

1.2.1. Roots of Project-Based Learning

The roots of project based learning traced back to the development of two important traditions over the last twenty five years, the revolution in learning theory, and the changing world.

1.2.1.1. Revolution in Learning Theory

Neuroscientists and psychologists based their research on behavioral and cognitive models of learning arguing that learning is to some extent a social activity that involves community culture, and past experiences. Relatively, learners don't only respond to what they are given but they also use their prior knowledge to explore, create, negotiate, and create solutions to the encountered problems. So the process of learning starts taking place. In addition, research in cognitive development has focused more on the nature of problem solving. The cognitive research was the forerunner of education as enabling the teacher to build up effective learners by improving their skills and capabilities.

1.2.1.2. The Changing World

Due to the industrial development, and the interdependence that the world has witnessed during the 19th and 20 the century, this urges to call for an adaptation in the organization as well as school methods in American education. The aim was not only to increases the numbers of

employees who can effectively communicate and collaborate but also for young people to raise their awareness of civic responsibilities and their roles as citizens. PBL was then the pathfinder to the emergence of new instructional practices that reflect the environment where children now learn and live, and as the world remains changing, so the does definition of PBL.

In short, PBL is a learner –centered that integrates authentic skills, and processes information from the outside life in order to improve students’ autonomy, self confidence, and the language skills.

1.3. Features of Project-Based Learning

1.3.1. Learning by Doing

The central idea of PBL approach is that learning effectiveness can be achieved when students practice what they learn. In PBL students’ role changes from “learning by listening to learning by doing” (Stauffer et al., 2006, p.255). This shift in roles took part firstly in Dewey’s philosophy and appeared later in other studies (Cooper, 2000, Danford, 2006 & Nation, 2006). Reading about how seeds grow will not provide us with much information about the different stages involved in plant growing unless we plant the seeds and watch them growing, by watering them and help keep them alive.

1.3.2. Real World Connectedness

PBL is related to authentic learning in which projects are designed to address and fit real world problems. This connectedness between the external environmental and the academic one is to keep students motivated and interested in the classroom. Relatively, this connectedness encourages students to search and learn more about issues around them. The selected problems have to be open -ended so that it permits several solutions.

1.3.3. A Guide on the Side (the Tutor’s Role)

“The teacher’s role changes from a distributor of knowledge to a process manager, helping students in their learning process by initiating reflection processes and supporting them, if necessary, on substantive matters” Stauffer et al. (2006, p.255). (Morgan, 1983) describes the role of the teacher in PBL approach as “facilitator”. What is more, learning flow also from students interacting with each others, exchanging knowledge and ideas when trying to accomplish a task.

1.3.4. Collaboration and Group Work

A further key characteristic of PBL is the use of group work. Accordingly, group discussion allows students to get more insights about the unsolved issue arising from a particular topic, experience the language, and try to convey their ideas in their own words and ways. Moreover, group discussion is an opportunity for students to direct and take responsibility for their own learning; it is also argued that group learning context allows students to develop key skills like active listening, team work, negotiation of meaning in order to solve a particular issue.

1.3.5. An End Product

The main focus of PBL approach is what learners have to know and be able to do by the end of the project. The project outcomes appear in the form of presentation or performance for the class which help students' to improve their communicative competence, and for (Danford, 2006, p.14) "the output is usually shared among members of the classroom and the outside community this connection with the real world permits students to create a useful, meaningful, and shared output".

1.4. Benefits of PBL

As we have mentioned above that PBL is a model that engage students in a authentic problem-solving activities, collaborations ,and other forms of communication that rise their motivation and engagement in learning, and improves the mastery of 21st skills such as negotiation, and communication.PBL introduces a range of benefits for students including:

1.4.1. For Students

PBL is a learner- centered approach that emphasizes on the authenticity of the research, in other words, students are given essential questions that direct them to represent their attained knowledge in the form of videos, photography, arts, drawing....

PBL serves learners with best ways of promoting self-directed learning. Instead of remembering information they are given, PBL allows learners to investigate and apply what they are given to find solutions to real life problems that are significant beyond the classroom. In addition, adopting PBL in classrooms make the process of learning enjoyable and creative Since PBL is organized around open –ended derived questions related to a particular debates, or challenges, students are engaged in the process of inquiry, asking and searching for answers to questions with an ending conclusion, which help them to explore and construct something new such as a product, or an idea, in other words, new understandings requires new skills.

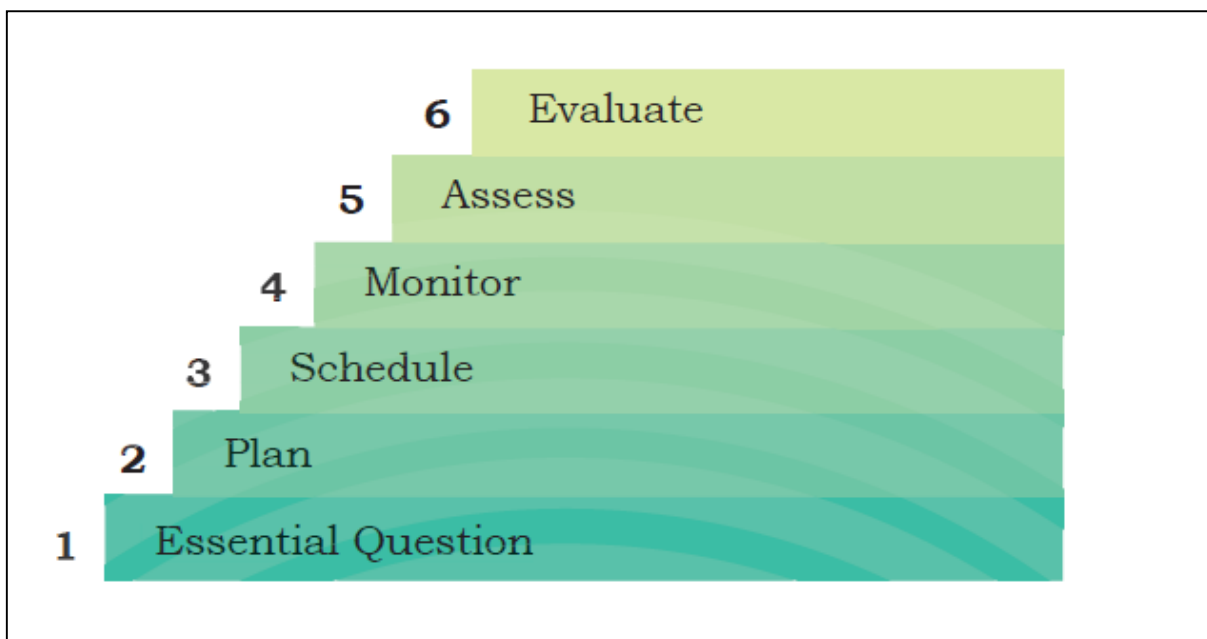
PBL students' authenticity of projects and motivation to do high quality work is enhanced when PBL students involve public audience when presenting their work in front of their classmate, and teachers. Finally, PBL is an adaptable technique for diverse learners regardless their mental capacities, or their learning styles.

1.4.2. For Teachers

Teachers, who adopt PBL in classrooms, have to take the role of facilitator i.e. providing situations that enable students to promote communication among students. In addition, with each new project, teachers receive new information about the learning habits of their class when students undertake a particular project that would give teachers a glance about their students' interests, motivations, and passions. Furthermore, PBL enhances collaborations and consolidates relations among students and teachers.

1.5. The Implementation of PBL

PBL requires much planning and preparation, it begins with an idea and ends with designing a project that tackles an authentic real life situation or topic .The implementation of PBL in classrooms is not an easy task, it involves six of steps which are detailed below:



(Figure 1: steps in PBL according to PBL Handbook)

Adopted from PBL Handbook (2006, p.30)

1.5.1. Starts with the Essential Question

The project topic is arranged with the curriculum and always guided by a driving question (henceforth, DQ). Writing a DQ is one of the hardest parts in PBL, it captures the core of the project. The DQ that PBL lesson will be based on should reflect a problem or a situation that

students meet in classrooms or the outside world. It is open ended, and helps to focus the teaching and learning. DQ helps students to create interests and a feeling of challenge as well as teachers to capture and communicate the project's purpose and guides arranging and reframe standards or enormous content and skills.

1.5.2. Design a Plan for the Project

When designing the project, it is fundamentally important to choose the appropriate content standards to be addressed so that students actively involved in the process of planning and decision making of the given project. Identifying the appropriate materials and resources that are accessible to the students and be arranged to dig more profound into new points and new issues that emerge as the students become highly involved in the active tracking of answers.

1.5.3. Create a Schedule

One of the key components involved in the implementation of PBL is to set up a timeline for the project. In that respect, Teachers have to be flexible and teach students how to best manage and schedule their tasks. Students need to know that there is a limited time allotted to finalize their thoughts, ideas, and, assessment of the given project, in other words, remind them of the timelines and help them to set deadlines. Students need to be guided to go in new directions when they want to diverge from the project regarding their reasons for, then allow diversity and avoid setting limitations in classrooms.

1.5.4. Monitor the Students and the Progress of the Project

To assign a project for students, you need more than just devote it to them and then check it at the end; it also requires monitoring the project progress so that you can make adjustments to get back into the right direction. In order to maintain control and effectively monitoring students, you must first understand its goals as well as the strengths and weaknesses of the personnel involved. In addition, teachers need to encourage students to work collaboratively and co-plan their learning process so that they see the value of working together. Finally, they have to be supportive and engaged along with the students in the learning process, answering their questions, and monitoring their performance. In order to monitor the progress of the project, you need before hand to ensure that your students have all the needed materials and recourses. Relatively, you design your project plan as well as introducing the project goals. Then, you divide your project into segments so that it will be easier to track the progress regarding the amount of time given for the completion of each segments. At the end, you compare and report your progress in different ways so that you share your project information with your colleagues and your teacher.

1.5.5. Assess and Evaluate the Outcomes

PBL and assessment is a learning and assessment process. Within our framework, there are three sources of assessments: teachers', peers, and learners'.

1.5.5.1. Teacher Assessment

The Teacher assessment requires providing information about the reasons behind having projects that would enable students to answer some related questions such as why are you undertaking the project? What do you want to learn? In other words, it is necessary to have a clear idea of the purpose of the project. Additionally, the assessment criteria should be measurable, realistic, and related to the project. Therefore, learners need to know and understand these criteria from the beginning so that they can respond to some related questions for instance, how do your criteria is relevant to the project objectives? Are they achievable within the time allotted for the project? Then, teachers have to engage students in identifying objectives and assessments criteria in order to help students to understand the purpose and the objectives of the project as well as getting more involved in the whole process of the project. The following sample is an example of a teacher assessment project:

Table 1: Sample of evaluation criteria and description of levels of performance.

ORAL PRESENTATION ON FACTUAL TOPIC USING VISUAL AIDS 5-10 MINUTES				
Criteria	Evaluation			Comments
Research topics and get information from 3 sources	1	2	3	
Narrow topic to fit the time frame	1	2	3	

Key to scale

1 = Not successful. Unable to complete task.

2 = Successful. Completed tasks with assistance.

3 = Very successful. Completed all with a little or no assistance.

(Adapted from project based learning and assessment, 1997, p.25)

1.5.1.2. Peer Assessment

Students can evaluate their peers work in their teams; this evaluation can be in the form of checklist, guided questions, or questionnaire. Learners can suggest some methods of evaluation to make the evaluation process a positive one. Assessment can be also part of the team work, students can check out a team member's writing and suggest some refinements as well as they can observe an oral presentation and suggests some improvements. To add more, as an assessment, students can evaluate the final performance of their peers' .In a large class for instance, it is preferable that each learner is responsible for assessing three to five students. So, if students have experience with peer assessment, it will be then easier to assess their classmates in larger project work.

1.5.1.3. Self Assessment

Self assessment is part of the project framework, in order to build up students' autonomy and develop their learning strategies, students should be given more time to consider their own work in class as part of the learning process. Additionally, they should be given an opportunity to speak about the skills and knowledge they are attaining and how do they feel about it. Finally, secular self assessment tools, that are useful for teachers in order to give students the information they need, have to be also useful for self assessment regarding their skill level. One example of a reflective self assessment is designing a checklist which is useful especially in multi-level classes.

1.6. The Teacher's Role in Project-Based Learning

Teaching is one of the most responsible and demanding professions. Teachers come after parents to help students to gain necessary knowledge, skills, establish a sense of cultural values, and attitudes. The teacher's role is cited in many methodology books, including his role as an observer, guide, monitor, controller, organizer, participant, and investigator. The latter needs much care because of the permanent improvement and changes that is connected to his role.

After several years in the domain, the teacher may fall into an unsupportable routine especially when the teaching style becomes mechanical and rigid. PBL offers flexibility, creativity, and innovation for teachers who are trying to get out of this impasse. This requires instructional, organizational, interpersonal and communication skills, as well as the ability to define the agenda for the class and push a project through to a successful conclusion. It also includes being sensitive to the fact that students finish work at different rates, with different abilities, aptitudes, and learning styles." (bie). On the whole PBL requires the teacher to be far away from the rigid method of teaching, and try to act as an assistant, consultant, manager and facilitate things for his students during tasks. During the project, the teacher acts as a guide, corrector of errors, source of extra information or ideas, and sometimes a disagreement solver "referee" when the group is reporting the project to the class. At last the teacher recapitulates the important points mentioned by the group, organizes the group learning experience, the display, and evaluates the report represented by the group.

1.7. Challenges with Implementing Project-Based Learning

In his literature review on PBL (Harmer, 2014) states some challenges of PBL which are explained as follow:

1.7.1 New Role of Facilitator for the Tutor

Green explains (1998, p.15) "For the instructor, the challenges lie, not so much in carrying out the actual project, but in being able to effectively assume the role of advisor and guide rather

than a dispenser of information with all the answers”. PBL is not a shift in style but a whole new approach and philosophy. According to (Harmer, 2014) and the literature, it is challenging for teachers to find a balance between weather to let the student discover, explore, create and equipping them with charges of input, in this respect (Graham, 2010) states that teachers implementing a PBL approach may face some difficulties to determine the assessment standards.

1.7.2. Time and Resources Needed for PBL

Time was and still is one of most teachers’ fears in PBL approach; most teachers are under time pressure that is because they are related to a deadline, curriculum to cover, and some other administrative conveniences. “Conflicts about whether to cover curriculum or to allow students time to take ownership of their learning by designing investigations and thinking carefully about the science concepts involved” (Blumenfeld et al., 1994, p.543). Graham (2010, p.7) asserts “Many interviewees identified PBL as an activity that demands significant amounts of time to both design and support, and reported difficulty in securing this from their own schedule and that of their colleagues”.

1.8. Conclusion

PBL or inquiry-based learning is a learner- centered approach that organizes learning around projects. PBL is beneficial for both teachers and students. On the one hand, PBL helps teachers in providing the necessary language and skills needed by students as well as minimizing both time and efforts allotted for teachers to do so. On the other hand, PBL helps students to take responsibility for their learning and thereby be more independent since they receive little instructions from the teacher. Additionally, PBL allows students to learn skills that are fundamental in higher education and build up other essential ones such as collaboration, communication, and critical thinking.

Therefore, PBL can be useful for both. Thus, PBL has to take part in language classrooms and especially at the university level.

Chapter two: Communicative Competence

2.0. Introduction

2.1. Human Communication

2.2. Communicative Competence

2.2.1. Components of Communicative Competence (Model of Canal and Swain)

2.2.1.1. Grammatical Competence

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2.2.2.3. Appropriateness

2.2.2.4. Actual Performance

2.2.3. Why Canale and Swain Model?

2.3. Communicative Language Teaching and Communicative Competence

2.3.1. Application of Communicative Competence in Communicative Classrooms

2.0. Introduction

Researchers show that communicative language teachers develop their students' CC and language proficiency through the use of projects that represent meaningful contexts of language use. Stressing the importance on developing learners CC provides authentic opportunities of learning, inside and outside the classroom, and this is the core of the CA. So, this chapter represents the concept of CC with its components, sectors of CC, CLT and CC, and the application of CC in communicative classrooms. However, it is better to introduce human communication first.

2.1. Human Communication

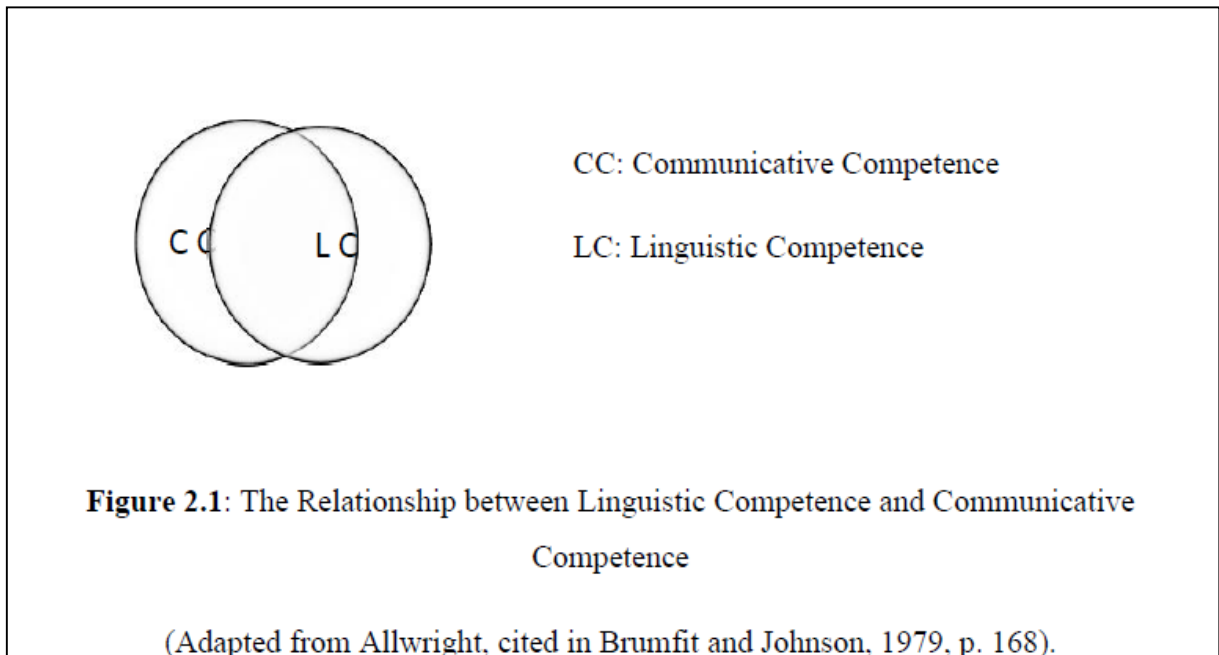
Human communication consists of verbal or non-verbal messages between two or more people. A successful communication requires speakers to choose the correct forms in order to convey an appropriate message regarding the social context and the roles of interlocutors. Appropriateness has to do with social expectations that govern any context of use such as the level of formality. Celce-Murcia and Olshtain(2000) proclaim that human communication is set to attain personal and social goals. However, human communication is a process and can be affected by many factors; it can be distorted for instance by psychological factors including psychological noise or other cultural differences. Rai (2010, p.3) argued that “communication is an important aspect of behavior; human communication is affected by all factors that influence human behavior”.

2.2. Communicative Competence

The concept of CC, coined by the anthropologist Hymes(1971), has emerged as a reaction to the concept of linguistic competence (henceforth, LC) introduced by the linguist Chomsky (1965) who stressed his theory on the ideal speaker- listener in homogenous speech community. Chomsky (1965, p.4) focuses on making the distinction between the shared knowledge of the individual language (LC) and performance i.e. the appropriate use of language in particular situations, arguing that “linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such gram-matically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance”. However, Hymes (1972) views that the Shomskyan concept of LC was unable to account for the whole socio-cultural dimension that governs the use of language. Accordingly, Hymes (1972) claims that people should be concerned with performance in order to comprehend and use any given language. For Hymes people's competence is affected by many factors such as motivation and other socio-cultural factors that

hold the notion of appropriateness and acceptability. So, according to Hymes, the CC bears not only the linguistic knowledge but also knowledge of sociolinguistic signs and rules for using them, what led Hymes to coin the term CC (1972).

Thus, we conclude that CC is part of LC as detailed below:



2.2.1. Components of Communicative Competence

There are many models of CC which are represented by a numbers of researchers in the field of language teaching and learning, the first model is introduced by Canal and Swain (1980-1983), Savignon's model (1983) and the reviewed model in (2001), Bachman(1987) model of CC, Celce-Murcia, et al. (1995), Alcóne (2000) model,...etc

The model proposed by Canal and Swain (1980-1981) has three main components grammatical, sociolinguistic, and strategic competence, in the second version of the same model Canal (1983-1984) introduced the fourth dimension of the model which he named Discourse competence.

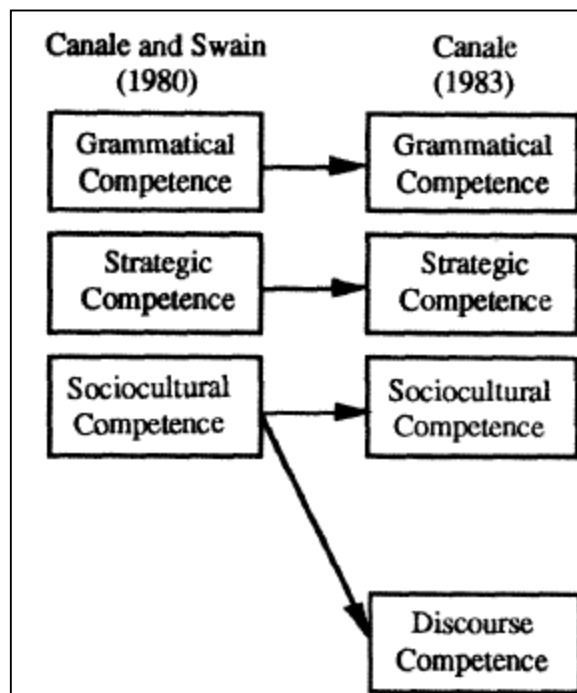


Figure 3. Canale and Swain (1980-1983) Model of Communicative Competence
(Adopted from Murcia, 1995, p. 4)

2.2.1.1. Grammatical Competence

The linguistic competence as mentioned in other communicative models (e.g. Savignon, 1983) or the grammatical competence in the model of Canal and Swain (1980-1983) has to do with the mastery of language grammar rules of, syntax, semantics, morphology, phonology, and knowledge of lexis. Accordingly, the grammatical competence answers the questions what words do I use? And how do I put them correctly in a sentence? Knowledge of these rules are necessary in determining the literal meaning of any utterance during the production and reception of language, Shumin (2002, p.207) states that grammatical competence helps language users to " (...) use and understand English- language structures accurately and unhesitatingly".

2.2.1.2. Sociolinguistics Competence

In his proposed model (Swain 1984, p.189) asserts that the sociolinguistic/ socio-cultural competence is concerned with the extent to which sentences are "produced and understood appropriately" i.e. the language user ability to meaningfully produce and interpret the communicative "social" meaning of the language used in different social contexts and occasions with paying great and much attention to the social rules/ rules of appropriateness "when and how to say what to whom?" These rules govern our choice of the linguistic forms.

2.2.1.3. Strategic Competence

Strategic competence is an important component for a successful communication; it is made up of verbal and non verbal communication strategies which the language user call up in order to overcome problems caused by the insufficient linguistic competence and resulting

communication breakdowns “the compensatory communication strategies to be used when there is a breakdown in one of the other competencies.” (Canale & Swain, 1984, p.27) these strategies include, paraphrasing, miming, using synonyms, gestures, and the use of body language.

2.2.1.4. Discourse Competence

Canale (1983, 1984) describes discourse competence as the mastery of rules which enable the language user to create a well connected and meaningful oral and written texts; this collision in the form and meaning is made by rules of cohesion and coherence respectively.

2.2.1.4.1. Cohesion

Cohesion for (Halliday and Hassan, 1976, 1989) is an integrative part of discourse competence most closely to the concept of linguistic competence in Canale and Swain model (ibid). Cohesion deals with how sentences and parts of texts are grammatically linked to each other via cohesive devices (reference, substitution, ellipsis...etc) to form meaningful discourse. These devices allow us to make explicit links between the text parts where an interaction between cohesion and coherence may exist.

2.2.1.4.2. Coherence

The most difficult part to describe in discourse competence is coherence. However, Halliday and Hassan (ibid) state that a coherent text is not necessarily a cohesive one; Carell (1982) also demonstrates that it is possible to have parts of texts which are coherent with no cohesive ties.

Coherence is “concerned with the macrostructure in that the major focus is what the point of departure of the writer’s/ speaker’s message is?” (Murcia, 1995, p.6), coherence then is the logical sequence of ideas in the reader’s mind about the text parts when trying to interpret a piece of discourse i.e. a cognitive nature, this logical combination can be realized by two kinds of reference the anaphoric and cataphoric one.

2.2.2. Sectors of Communicative Competence

For Hymes a person who is linguistically competent doesn’t mean that he is communicatively competent, for Hymes there are certain rules without which grammar rules are nothing in this respect he suggested the acquisition of particular knowledge in order to be communicatively competent: possibility, attestdeness, feasibility, and appropriateness.

2.2.2.1. Possibility

Rickheit, Hans, and Constanze (2008, p.18) assert that possibility refers to "the grammatical and cultural rules of an utterance or another communicative action" this is generally compared with the concept of Linguistic competence by Chomsky. This sector of CC is not

taken into great consideration since language users are not going to receive or produce unfeasible language.

2.2.2.2. Feasibility

Feasibility is connected to the psycholinguistics factors, such as memory, devices of perception, and the like which are processed by the human mind and are related to the outside environment. Canale and Swain (1980) illustrate this with “the cheese the rat the cat the dog saw chased ate was green” this sentence cannot be feasible because it is hard to process it by our mind.

2.2.2.3. Appropriateness

It concerns with the degree to which something is appropriate in a specific context of situation. Appropriateness deals with ways in which an utterance or a set of utterances are feasible, possible, but inappropriate in a particular context of use. For instance, a manager at company should address his boss in an appropriate manner.

This CC sector has received a special attention in language teaching as Hymes considers it as a key concept in his CC theory.

2.2.2.4. Actual Performance

Actual performance deals with the degree to which a communicative event is accurate. Rikheit et al (2008, p.18) says that “(...) the possibility of occurrence should be registered because this probability contributes to the quality of the related competence.” For example, the ‘phrase fast’ food occurs more frequently than ‘food fast’.

In sum, the analyses of the above CC sectors is to show how the systematically possible, the appropriate, the feasible are related to interpret and produce occurring socio-cultural behavior. (Hymes, 1976).

2.2.3. Why Canale and Swain Model?

Canal and Swain model is specifically influential and important for two main reasons. First, this model distinguishes between the “socio-linguistic perspectives on communication competence” and what Canale and Swain termed as “integrative framework of communicative competence”. Secondly, Canale and Swain were pioneers to represent the first integrative model of communicative competence, and in their model they give equal importance to both the “socio-cultural” and the “grammatical” competence as the two shape the competence of communication. Moreover, the simplicity and easiness of this model permitted him to dominate the area of second language teaching and learning for more than a decade and becomes the starting point of most theorists’ respective elaboration (e.g. Bachman 1990 and Palmer 1996)

2.3. Communicative Language Teaching (CLT) and Communicative Competence (CC)

CLT refers to processes and goals in classroom learning (Sandara J.Savignon, n.d p.1), cited in linguistic theory and classroom practice. Richards & Rodgers (2001) state that In “CA starts from a theory of language as communication and it aims to develop what Hymes (1972, p.69) referred to as communicative competence”. Relatively, Harmer (2001) says that CLT is characterized by two aspects, that help students to develop their knowledge and skills, “what to teach”; how language is actually used more than the teaching of grammar and vocabulary, and “how to teach”; the extent of language exposure and authentic practice.

In the context of language learning and teaching, EFL teachers argue that CLT is considered as one of the best method that helps students to develop their communicative skills through the extensive use of language as well as the amount of comprehensible exposure to different authentic material and through interacting with other cultural background during the process of learning. Moreover, CLT enables students to promote a high level of performance by providing them with variety of tasks and activities in classroom. In addition, it encourages students to express their thoughts and believes to treat social relationships and solve daily problems .Richard and Rodgers (2001, p.235) suggest set of specific roles that a second language learners is eager to do in task based instruction (TBI) in CLT classroom

“The role of the learner as negotiator-between the self, the learning process and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”

2.3.1. The Application of Communicative Competence in Communicative Classrooms

The implementation of the concept of CC to language teaching is not an easy task. So, how can students acquire CC in a CLT classroom? Stern (1981) asserts that CC requires providing students with opportunities to study and practice the structural, functional and socio-cultural aspects of the language, and all what they have learnt in authentic real life situations. Stern’ (ibid) distinction of the educational framework is explained in the following diagram:

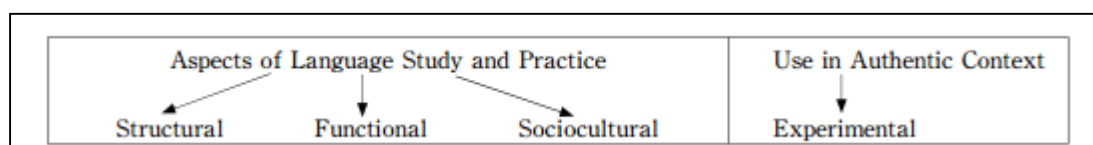


Figure 4. Distinction of the Educational Framework

Adapted from Ohno (n .d, p.29)

Correspondingly, Rivers (1972) makes a distinction between “skill–getting”, and “skill – using” activities in an attempt to describe the educational framework as detailed below:

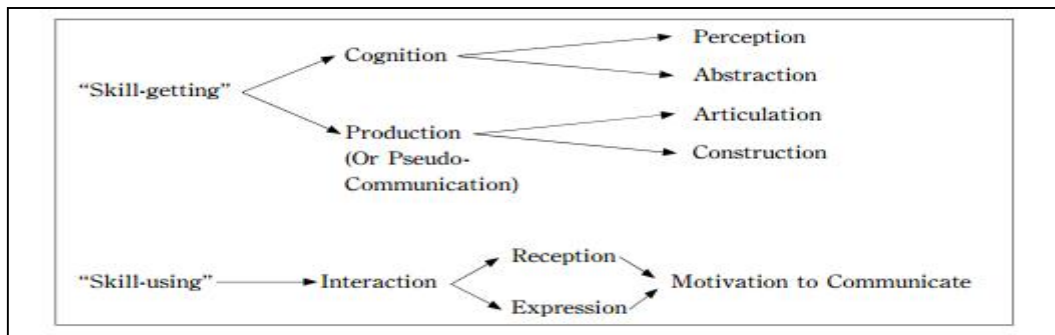


Figure 5. Rivers Description the Educational Framework

Adapted from Ohno (n.d, p. 30)

Rivers (ibid) claims that students will have the ability to acquire and experience some communication skills if teachers are more eclectic while selecting the most essential elements that govern these skills through the “skill –getting” activities ,which are mostly related to real-life situations and sometimes passes by “pseudo communication”. Rivers (1972, p.30) argues that “the student must learn to articulate acceptably and construct comprehensible language sequences by rapid associations of learned elements.” For “skill- using” activities Rivers mentions that students should be self directed in the process of acquiring language i.e. they can work in peers or in groups to express their meanings without relying on the teacher as they are allowed to use their strategic competence in case of any communication breakdown. In this respect, Stern (1981) (cited in Ohno, nd) claims that the “skill-using” activities “offers the learner a chance of developing coping techniques that the learner needs when he finds himself alone in the new language environment”.

So, CC and CLT contribute all together to create an effective model for foreign language teaching.

2.4. Conculsion

CC as highlighted, in this chapter, is the goal of any language teaching and learning process; most learners aim to communicate effectively and appropriately. Thus, teachers should equip their students with best strategies and look at their communicative needs, besides shifting their attention to factors of appropriateness which are socially governed, factors of correctness which are grammatically governed, factors of overcoming communication deficiencies which are strategically governed in order to develop this competence, which leads to good results in the process of teaching and learning.

Chapter Three: Method and Results

3.0. Introduction

3.1. The Teacher's Interview

3.1.1. The Sample

3.1.2. Description of the Teacher's Interview

3.1.3. Administration of the Teacher's Interview

3.1.4. Analysis of the Results

3.1.5. Interpretation of the Results

3.2. The Students' Questionnaire

3.2.1. The Sample

3.2.2. Description of the Questionnaire

3.2.3. Administration of the Questionnaire

3.2.4. Analysis of the Results

3.2.5. Interpretation of the Results

3.6. Conclusion

Chapter Three: Method and Results

3.0 Introduction

In this chapter, we investigate both second year English license students' case of oral expression class and their teachers' opinion about the role of PBL in enhancing learners' communicative competence in an attempt to test our hypothesis. Relatively, this chapter includes a description, administration, and analysis of both the teacher's interview and the students' questionnaire adopting a qualitative, quantitative approach.

3.1. The Teacher's Interview

3.1.1. Sampling

We have conducted a semi-structured interview with a teacher who teaches second year oral expression class at Ouargla University and who is supposed to enrich our research with much information to verify our study.

3.1.2. Description of the Interview

The teachers' interview is divided into two sections; the first section is under the title general information in which we tackle some necessary information about the teacher that can help us in the development of our study using closed- ended questions. The second section is entitled PBL and communicative competence in which we opt to know the extent to which can PBL help students to develop their communicative competence using open – ended questions.

3.1.3. Administration of the Interview

Our interview with the teacher took place in a free classroom out from the oral class at the English language department at Ouargla University. The teacher has gently answered us right away.

3.1.4. Analysis of the Interview Results

Question 1: Could you tell us for how many years have you been teaching English?

Answer: She has been teaching English for fourteen years.

Question 2: For how many years have you been teaching oral expression?

Answer: She has been teaching oral expression for about five years.

Question 3: Which approach do you adopt, please?

Answer: She mainly adopts the communicative approach, but she highly believes in the eclectic approach.

Question 4: Do you often assign projects for your students? Why?

Answer: Yes, she adds that projects are on the one hand a good opportunity for students to practice oral language and unwrap all their knowledge about the language itself. On the other hand, projects are a good and authentic way to evaluate and assess the student on many levels that is because they are not only relevant to the learners' needs but also reflecting the student's actual performance in the classroom which leads by the end to peer and self assessment.

Question 5: Before starting the class, do you give the students the chance to talk about their communicative needs?

Answer: She surely does. She argues that first of all they are considered as adult learners and they must be taken as active parts in the learning and teaching process. Second the communicative needs are all the time vague and obscure for the teacher as well as in the oral expression syllabus. Finally, if we give the students the chance to talk about their communicative needs, this will encourage them to participate in the classroom.

Question 6: Through assigning projects you are aiming at:

A: helping students practice accurately certain linguistic forms

B: helping students to communicate appropriately and effectively in different situations.

Answers: She, as any teacher of oral expression, seeks the fluent user of language via promoting their ability to communicate appropriately and effectively in a given learning situation, then the accuracy and the formal usage of language comes by the end.

Question 7: To what extent do you think that PBL enhances learner's communicative competence?

Answer: PBL enhances to a great extent the CC of the learner, and she advises other subject matter teachers to their students because it is enclosing many other aspects of the authentic use of language. Particularly, PBL is helpful in strengthening students' strategic competence.

Question 8: To what extent do you see that PBL helps students to promote self-directed learning?

Answer: To the extent that she doesn't impose but suggests a list of topics and invite her students to enrich, modify, and adjust topics of their interest, because this is one of the most important strategies of promoting intrinsic motivation of the learner. She adds that she does not intervene in the process of projects organization and the way of delivering so the students come by the end to design a 100% communicative project.

Question 9: To what extent do you see that PBL is an adaptable technique for diverse learners regardless their mental capacities, levels, or their learning styles?

Answer: She said that if we only teach and show our students how to use projects with all its steps they can deliver the language in a very acceptable and appropriate way. What is more, PBL

is a good outlet, and technique of space and time management especially for teachers who always complain about large classes.

Question 10: To what extent do you see that PBL help students to explore and construct something new such as a product, or an idea?

Answer: To the extent that all teachers have to develop high order skills in their learners, problem solving, critical thinking, and analytical spirit because they are adult learners.

Question11: Does the project topic arranged with the curriculum? Is it guided by a driving question?

Answer: Sometimes yes and sometimes no, because she designs the course according to her students needs first so sometimes she adjust and modifies the content and material.

Question12: When designing projects, is it necessary to choose an appropriate content standard? Why?

Answer: It is, because this is one criteria of evaluating the project. She adds that she has to know whether the student could be able to select the suitable and relevant things related to his project, and for her it is a standard on which she gives marks on. What is more, content standard criteria can help students focus on the vocabulary in use and the fixed statements related to that topic.

Question 13: During the project, do you monitor the students and the progress of the project? How?

Answer: Very rarely .She keeps silent and do not interrupt all the time, but after in the discussion she monitors them.

Question 14: Do you assess your students as well as the project outcome? How?

Answer: Yes she does, and this is part of the evaluation. She adds that she asses them orally or gives them a list of remarks, and sometimes ask their peers to give them some comments and corrections.

Question 15: Do students take part in the assessment process? How?

Answer: Yes they do. She argues that most assessment patterns in her class is frequent peer assessment, and seldom self assessment which is the ultimate point of any teacher.

3.1.5. Interpretation of the Interview Results

The analysis of the teacher's answers to questions 1 and 2 indicate that she has enough experience with teaching, besides her choice of the suitable approaches and methods to teaching. In question 3, the teacher says that she mainly adopts the communicative approach, and highly believes in the eclectic one. This indicates that the teacher is aware of the importance of developing her learners' communicative competence which stands behind her choice of the communicative approach. Moreover, in question 4 the teacher claims that she often asks her students to present projects for the classroom, which means that the teacher is aware of the

classroom presentations' benefits as they encourage and give the opportunity to students to talk, participate and interact in English, besides overcoming other psychological issues. In question 5, the teacher says that she surely gives her students the opportunity to talk about their communicative needs, this reveals that the teacher is aware of the importance of analyzing her learners' needs as a starting point before deciding upon the objectives of each lesson in the syllabus, materials used in the classroom, and the skills to develop.

In PBL and communicative competence section and according to the teacher's answers, we have noticed that the teacher adopts CLT approach along with PBA as a dominating approach in her EFL classrooms, as she claims that she follows the communicative approach and that projects are a good opportunity for students to practice oral language and unwrap all their knowledge about the language itself and a good authentic way to evaluate and assess the student at many levels.

So, the interview answers prove that the teacher is aware of the importance of PBL in developing learners' communicative competence and promoting a self-directed learning in her saying that PBL enhances to a great extent the CC of the learner, and she advises other subject matter teachers to suggest it to their students because it is enclosing many other aspects of language use, and that through projects she seeks the fluent user of language via promoting in them the ability to communicate appropriately and effectively in a given learning situation, then accuracy and the formal usage of language comes by the end.

3.2. The Students' Questionnaire

3.2.1. Sampling

The sample under study includes 70 students from second year license oral expression class at the department of English, university of Ouargla. The convenience sampling is chosen because of the proximity of the participants to the researchers. The convenience sampling is chosen because of the proximity of the participants to the researchers.

3.2.2. Description of the Questionnaire

The present questionnaire contains a brief introduction, four sections and fifteen statements. The questions are varied; we have selected 3 Yes/ No questions, multiple choice questions, and other need some justification. What is more, students can evaluate themselves while answering a particular kind of questions by selecting one option that goes with their views and which are arranged as follows (Strongly agree henceforth 'SA', agree henceforth 'A', no answer henceforth 'NA', disagree henceforth 'DA', or strongly disagree henceforth 'SD').

Furthermore, the current questionnaire is arranged in six sections: one general question is the question (1) to obtain needed information. Statements (2) to (4) focus on PBL in EFL classroom. Statements from (5) to (8) concerns PBL and linguistic competence in an attempt to

show the direct effect of projects on students' linguistic competence. Statements (9) to (11) deal with PBL and students' discourse competence. Statements from (12) to (14) under PBL and strategic competence aim to show the extent to which these two variables are interlinked. And finally statements from (15) to (18) stress the extent to which PBL can affect students' sociolinguistic competence.

3.2.3. Administration of the Questionnaire

The questionnaire was distributed during the session of oral expression and where students' projects were taking place. Most students answered the questionnaire immediately and others later.

3.2.4. Analysis of the Results

1- Your level in English

- a- Beginner
- b- Lower-intermediate to intermediate
- c- Upper-intermediate to advanced

Table 2: Students' Proficiency Level in English

Options	Number	Percentage (%)
A	24	34,29
B	35	50
C	11	15,71
Total	70	100

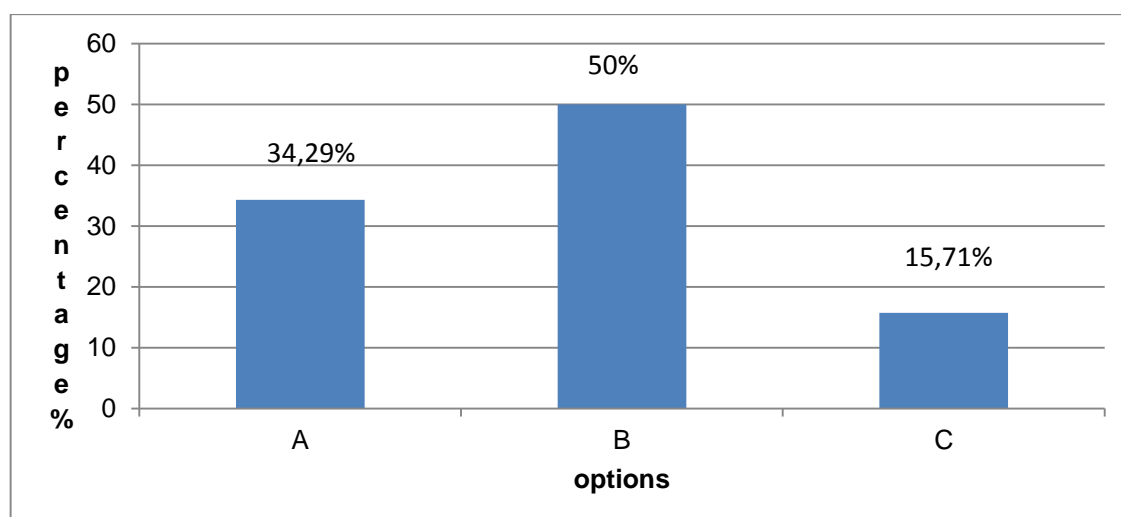


Figure 6. Students' proficiency level in English

As shown on table 3.1 (50%) of second year license students at Ouargla English department state that their level in English is from lower- intermediate to intermediate. (34, 29%)

of total students claim that they are beginners, and (15, 71%) state that they have an upper-intermediate to advanced level in English.

2- Did you give class project presentation?

a- Yes

b- No

If No, why?

Table 3: Students' Engagement in Classroom Projects Presentations

Option	Number	Percentage (%)
A	65	92,86
B	05	7,14
Total	70	100

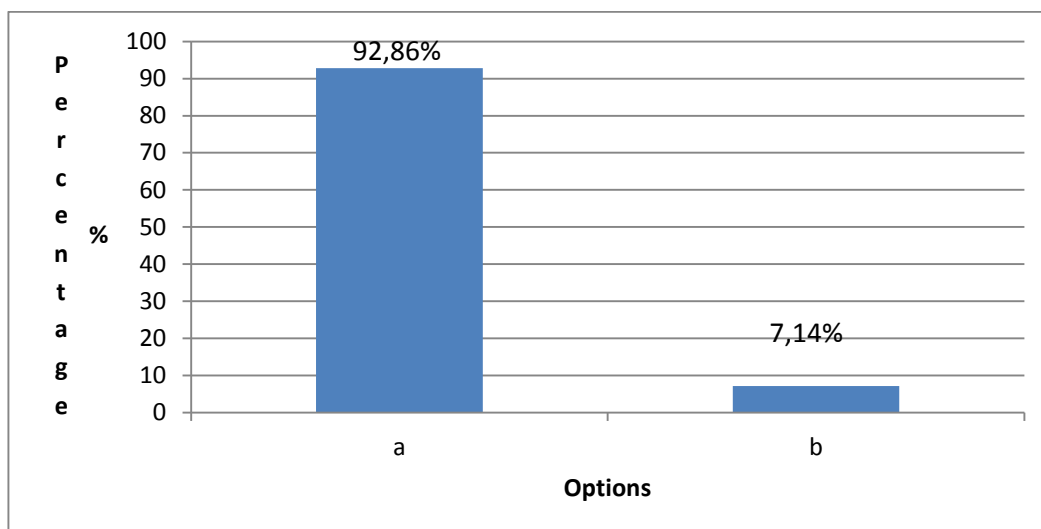


Figure 7. Students' Engagement in classroom projects presentations

The results obtained from table 3.3 show that the percentage of students who presented projects for the classroom is about thirteen times (92, 86%) the percentage of students who did not give oral presentations (7, 14 %) for different reasons.

3- Do you like to be taught through projects in oral expression class

a- Yes

b- No

If No, why?

Table 4: Students' Preference of Projects in the Classroom

Option	Number	Percentage (%)
a	63	90
b	07	10
Total	70	100

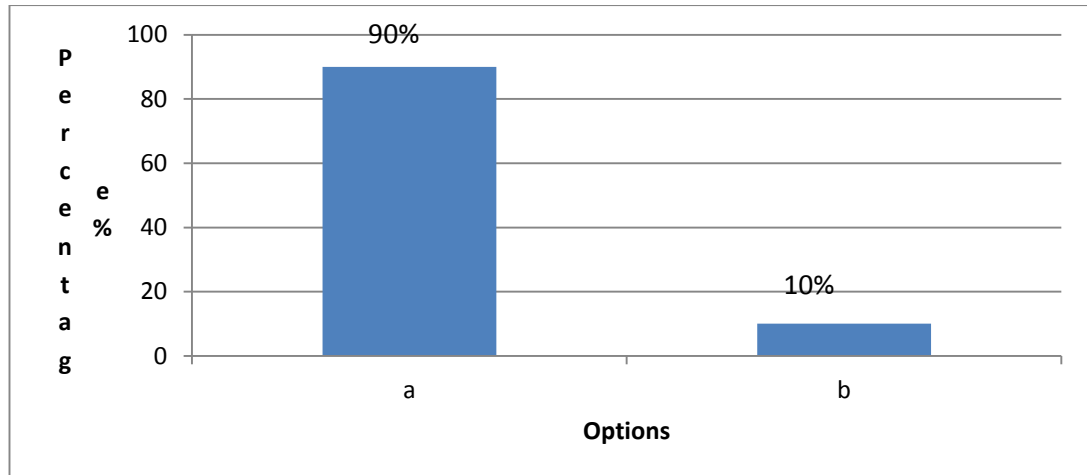


Figure 8. Students' preference of projects in the classroom

The results stated on table 3.2 show that (90%) of students prefer being taught through projects in oral expression classes. On the other hand we find that only (10%) of students are not with for different reasons.

4- Who suggest(s) topics of the projects?

- a- The teacher
- b- You
- c- Both

Table 5: Students' Suggestions for Projects' Topics

Option	Number	Percentage (%)
A	22	31,43
B	19	27,14
C	29	41,43
Total	70	100

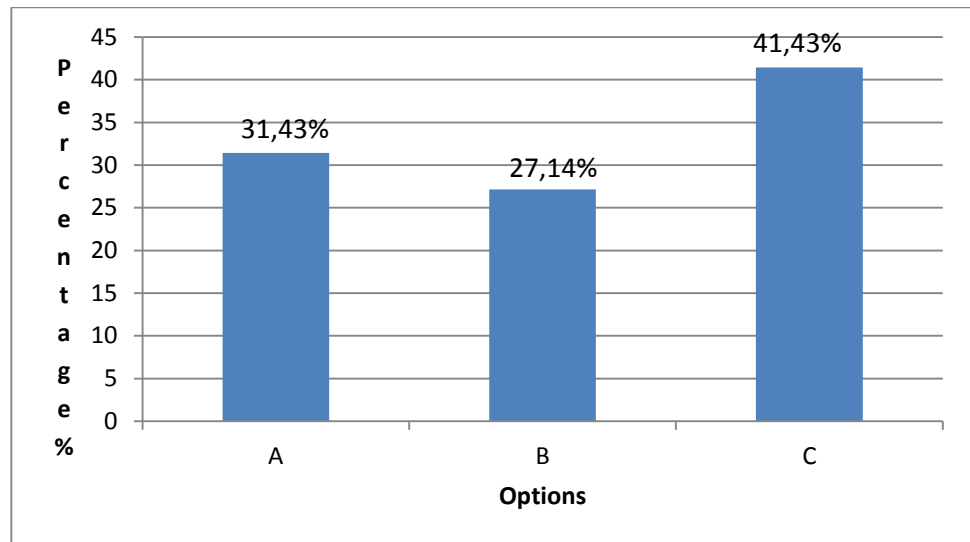


Figure 9. Students Suggestions for Projects' Topics

According to the results shown on table 3.4, (41, 43%) of students claim that they and their teachers contribute to the choice of the projects' topics. On the other hand (31, 43%) of students said that their teachers select the projects' topics for them. The remaining ones (27, 14%) claim that it is their choice.

- 5- Through presenting projects for the classroom, I can produce and correct my mispronunciation of some words as I can improve my intelligibility.

Table 6: Projects Presentations and Pronunciation

Option	Number	Percentage (%)
SA	18	25,71
A	42	60
NA	07	10
DA	03	4,29
SD	00	00
Total	70	100

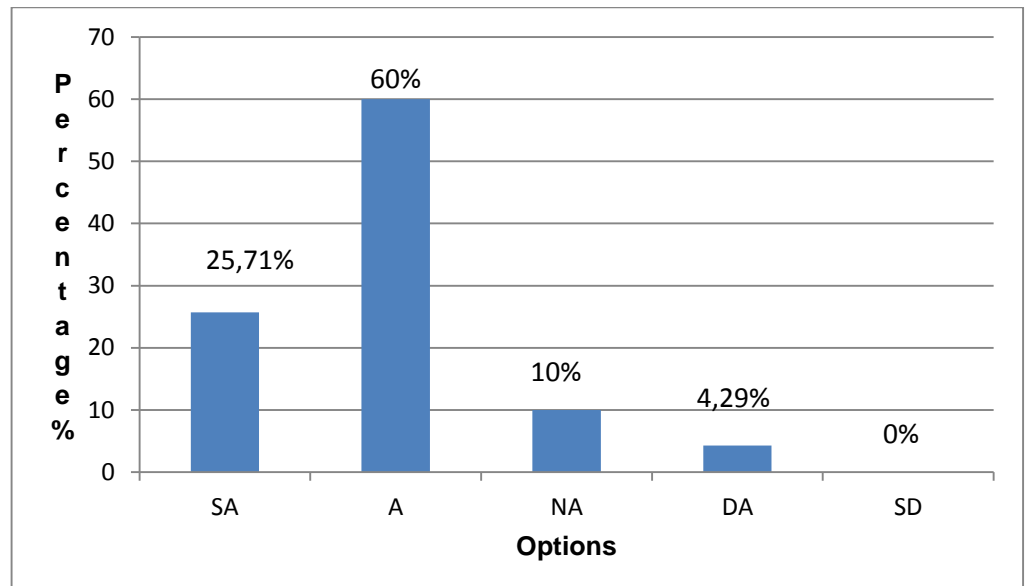


Figure 10. Projects presentations and pronunciation

The table 3.5 above shows that more than half of students (60%) agree that projects presentations help them in overcoming their mispronunciation of some words and (25, 27%) of students strongly agree that projects presentations develop their intelligibility through consolidating their rules of spelling, however (10%) of them tell us nothing, and only (4,29%) disagree with the idea.

- 6- Presenting projects for the classroom helps me in developing my bank of English vocabulary including idioms, compound verbs and nouns, collocations...

Table 7: Projects Presentations and Vocabulary

Option	Number	Percentage (%)
SA	37	52,86
A	28	40
NA	03	4,28
DA	00	00
SD	02	2,86
Total	70	100

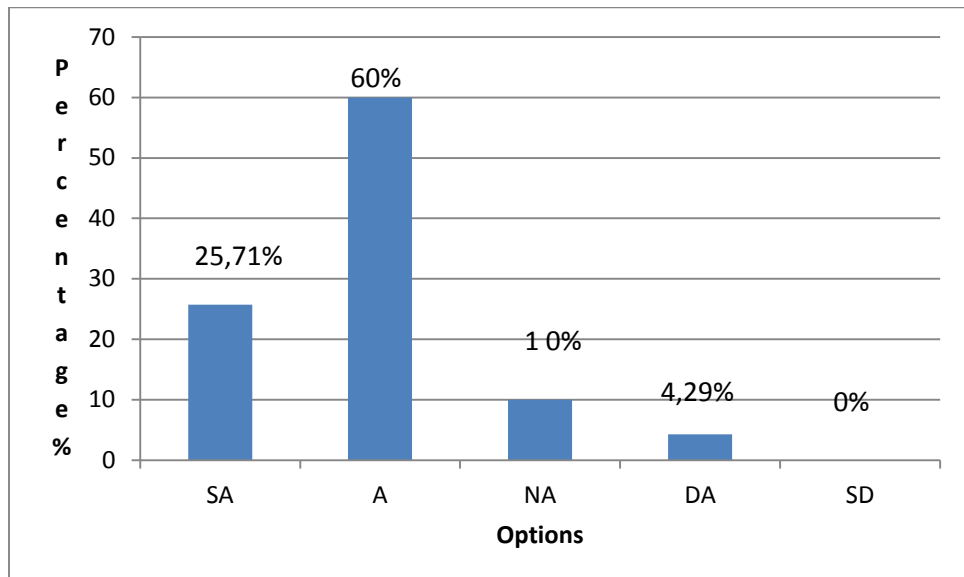


Figure 11. Projects presentations and vocabulary

Regarding subjects' answers, (52, 86%) of students strongly agree that projects presentations help them in developing their bank of English vocabulary including idioms, single words, compound nouns and verbs...etc, while (40%) of students agree with the idea. Only (4, 28%) have no answer and (2, 86%) strongly disagree the fact that projects presentations develop vocabulary in use.

- 7- Presenting projects for the classroom helps me form correct grammatical sentences by deciding upon my choice of the personal pronouns, verbs tenses...etc

Table 8: Projects Presentations and Grammar

Option	Number	Percentage (%)
SA	27	38,57
A	37	52,86
NO	05	7,14
DA	01	1,43
SD	00	00
Total	70	100

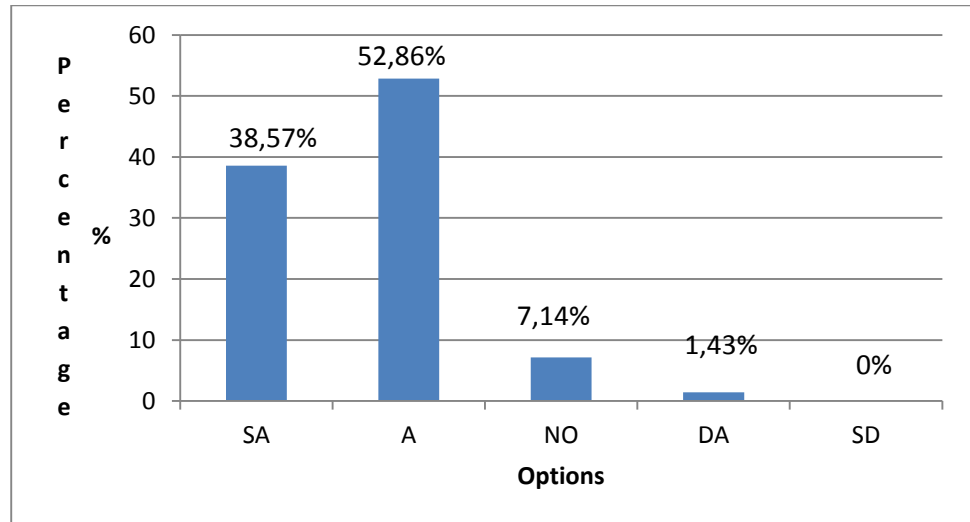


Figure 12. Projects presentations and grammar

The table 3.7 shows that high percentage of students (52, 86%) agree that delivering projects help them to form correct grammatical sentences by deciding upon their choice of the personal pronouns, verbs tenses...etc, however (38,57%) strongly agree with the idea, whereas (7,14%) of students have no answer and (1, 43%) do not agree but disagree.

- 8- When preparing for a classroom presentation I learn more about phonology; how to use the rhythm, stress, and intonation to express some acts; surprise, apologize, and attracting attention...

Table 9: Projects Presentations and Supra-Segmental Features

Option	Number	Percentage (%)
SA	35	50
A	25	35,71
NA	07	10
D	03	4,29
SD	00	00
Total	70	100

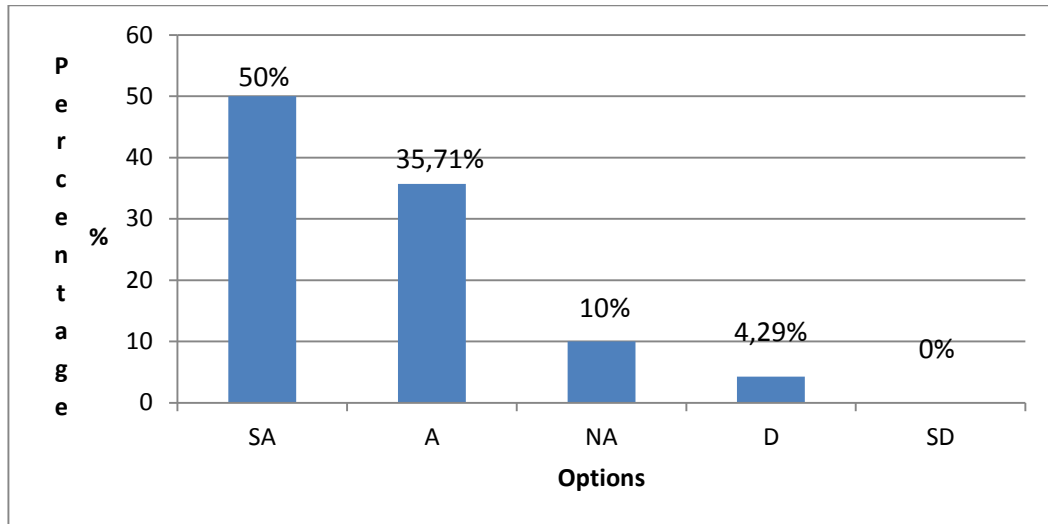


Figure 13. Projects presentations and supra-segmental features

The table 3.8 shows that half of students (50%) strongly agree that when preparing for a classroom project presentation they learn more about phonology; how to use rhythm, intonation...etc, while (35, 71%) agree, only (10%) of students have no answer and (4, 29%) disagree with the idea.

9- Projects' presentations help me how to start, discussing, and closing a topic.

Table 10: Projects Presentations and Discourse Development

Option	Number	Percentage (%)
SA	33	47,15
A	32	45,71
NA	04	5,71
DA	01	1,43
SD	00	00
Total	70	100

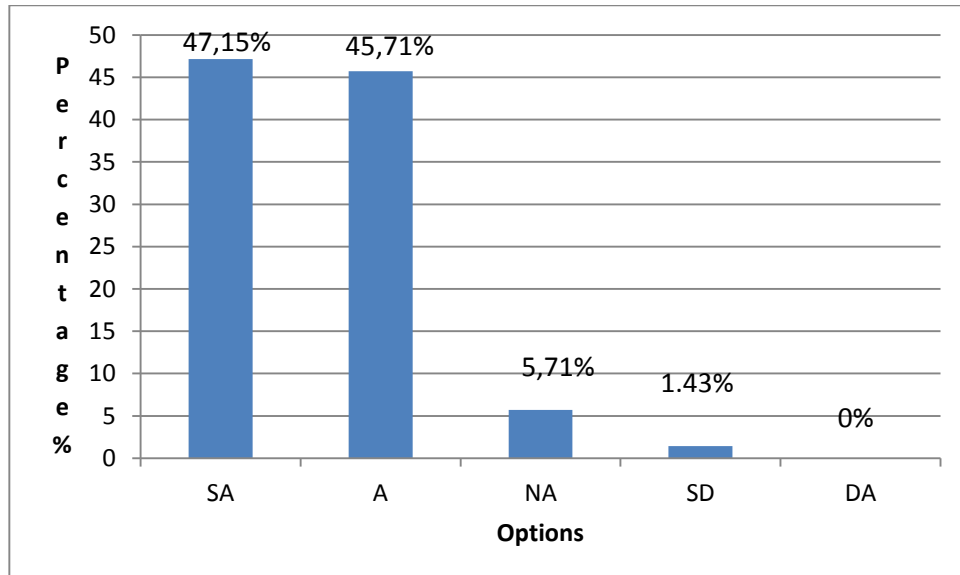


Figure 14. Projects presentations and discourse development

The results on table 3.9 show (47, 15%) over (45, 71%) of students strongly agree that projects presentations teach them how to start, discussing, and closing a topic. However, (5, 71%) of them have no answer. The remaining respondents (1, 43%) disagree with the idea.

10- Project’s presentations help me to take control of my chosen cohesive devices; which, and, then, that, one ... to form cohesive sentences.

Table 11: PBL and Cohesion

Option	Number	Percentage (%)
SA	26	37.14
A	33	47.14
NA	8	11.43
DA	2	2.86
SD	1	1.43
TOATAL	70	100

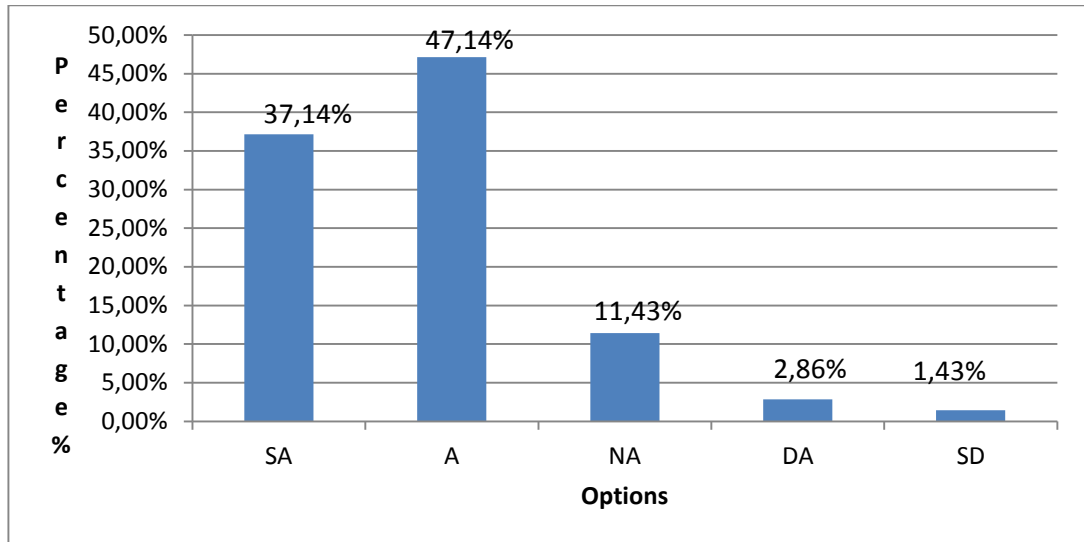


Figure 15. PBL and cohesion

As shown on the table 3.10, (37.14%) of students strongly agree that projects presentations help them to take control of their chosen cohesive devices. Others (47.14%) only agree with this. However, (11.43%) claim that they have no answer, while (2.86%) state that they disagree with this. Only (1.43%) of respondents strongly disagree with the fact that classroom presentations help students to take control of their chosen cohesive devices.

11- Project's presentations help me to produce well connected and meaningful speech or texts?

Table 12: PBL and Coherence

Option	Number	Percentage (%)
SA	34	48.57
A	35	50
NA	0	0
DA	1	1.43
SD	0	0
TOATAL	70	100

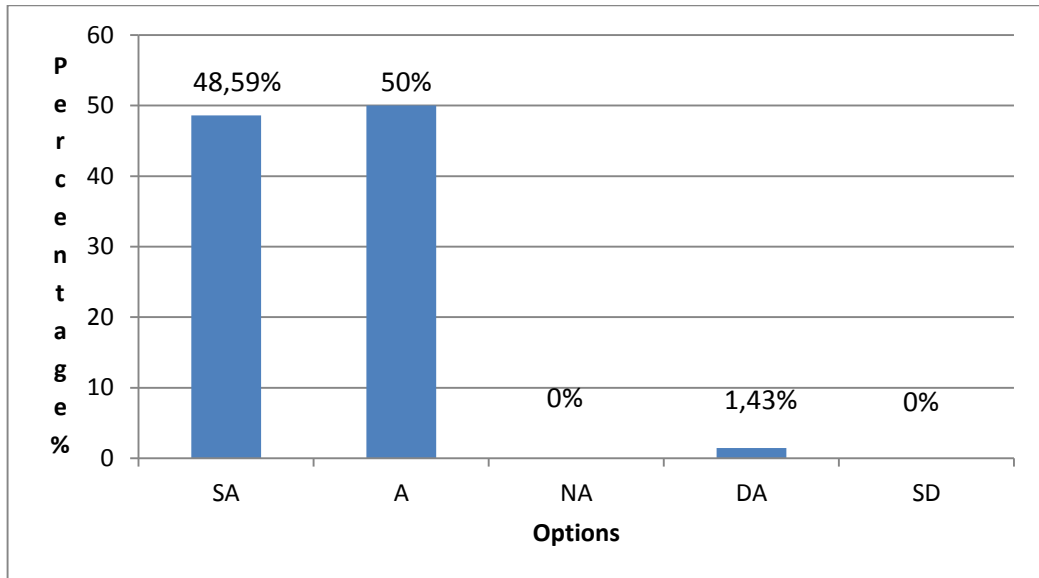


Figure 16.PBL and coherence

The table 3.11 indicates that (48.57%) of respondents strongly agree that project's presentations help them to produce well connected and meaningful speech or texts, while (50%) only agree with this. The remaining (1.43%) students disagree with the idea.

12- Projects presentations teach me how to use the verbal strategies: repetitions, paraphrasing, exemplifying And non verbal strategies: eye contact, gestures, and facial expressions.

Table 13: PBL and verbal/ Non verbal Strategies

Option	Number	Percentage (%)
SA	30	42.86
A	29	41.42
NA	9	12.86
DA	2	2.86
SD	0	0
TOATAL	70	100

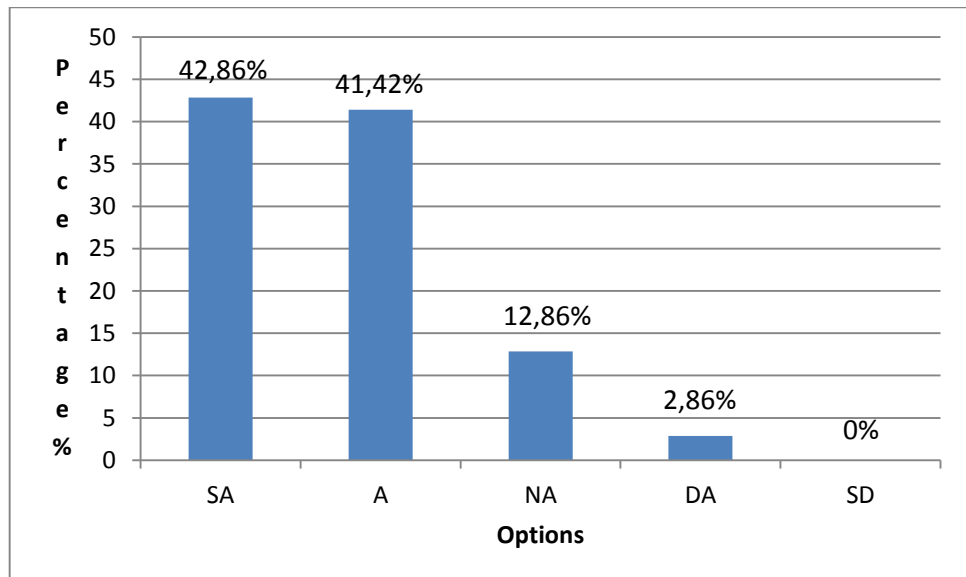


Figure 17.PBL and verbal/ non verbal strategies

The table 3.12 above indicates that (42.86%) of students strongly agree that projects presentations teach them how to use the verbal strategies; repetitions, paraphrasing, exemplifying And non verbal strategies: eye contact, gestures, and facial expressions. While (41.42%) of them only agree. Others (12.86%) of them have no answer .The remaining ones (2.86%) disagree with the idea that projects presentations teach students how to use verbal and non verbal strategies.

13- Projects presentations teach me how to improve time gaining strategies: hesitations, fillers, and gambits (e.g. actually.... Where was I?).

Table 14: PBL and Time Gaining Strategies

Option	Number	Percentage (%)
SA	23	32.86
A	37	52.86
NA	6	8.57
DA	4	5.71
SD	0	0
TOATAL	70	100

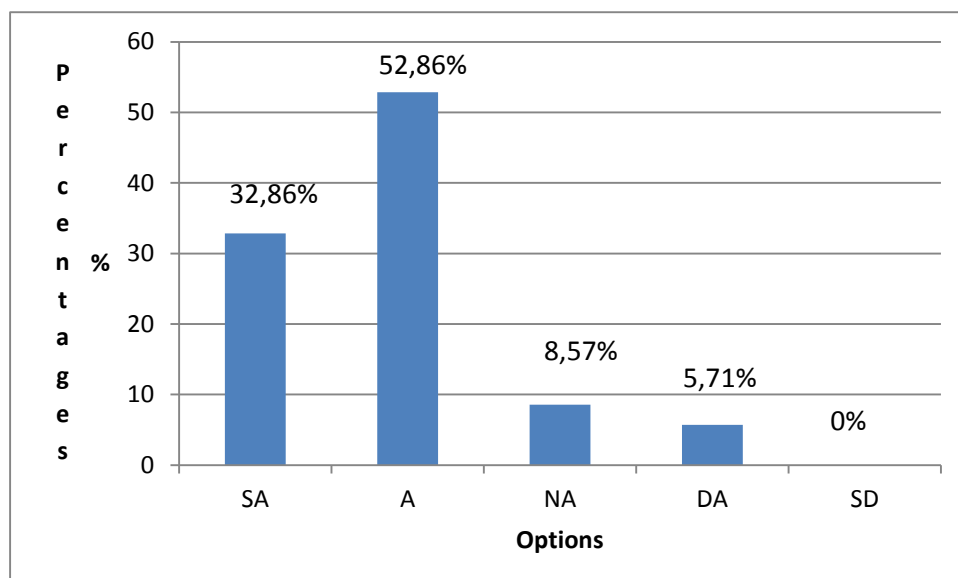


Figure 18. PBL and time gaining strategies

Regarding subjects' answers, (32.86%) of students claim that they strongly agree that Projects presentations teach them how to improve time gaining strategies: hesitations, fillers, and gambits (e.g. actually.... Where was I?), while (52.86%) agree with this. others (8.57%) of them have no answer. Only, (5.71%) disagree with the idea.

14- Projects presentations improve my public speaking skills.

Table 15: PBL and Public Speaking Skills

Option	Number	Percentage (%)
Yes	65	92.86
No	5	7.14
TOATAL	70	100

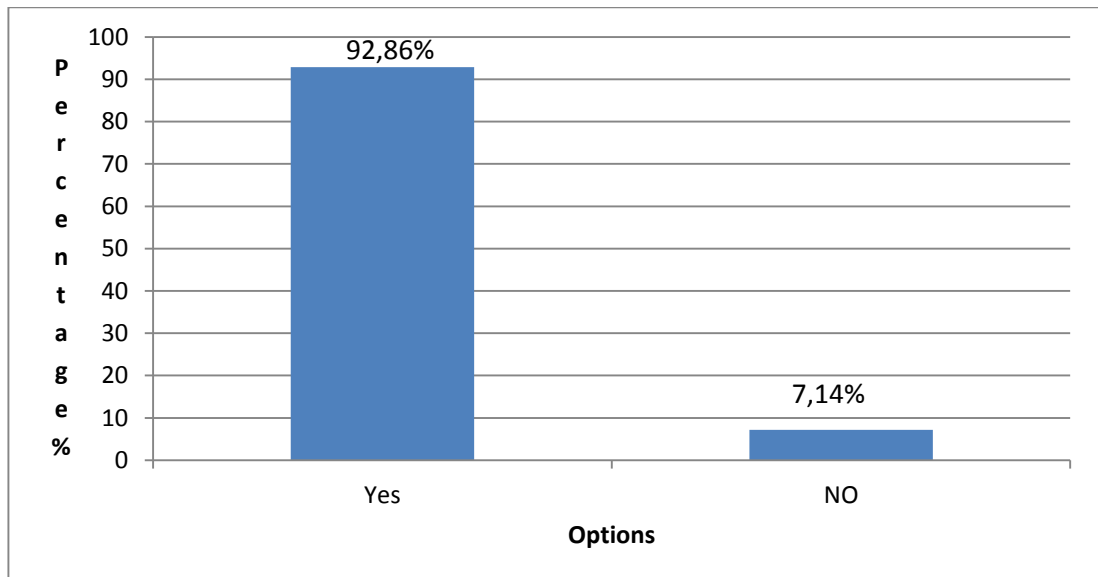


Figure 19. PBL and public speaking skills

The table 3.14 shows that the highest percentages of respondents (92.86%) claim that projects presentations improve their public speaking skills, while only (7.14%) of them say no. **15-projects presentations teach me how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics.**

Table 16: PBL and Socio- Cultural Background

Option	Number	Percentage (%)
SA	22	31.43
A	33	47.14
NA	12	17.14
DA	2	2.86
SD	1	1.43
TOATAL	70	100

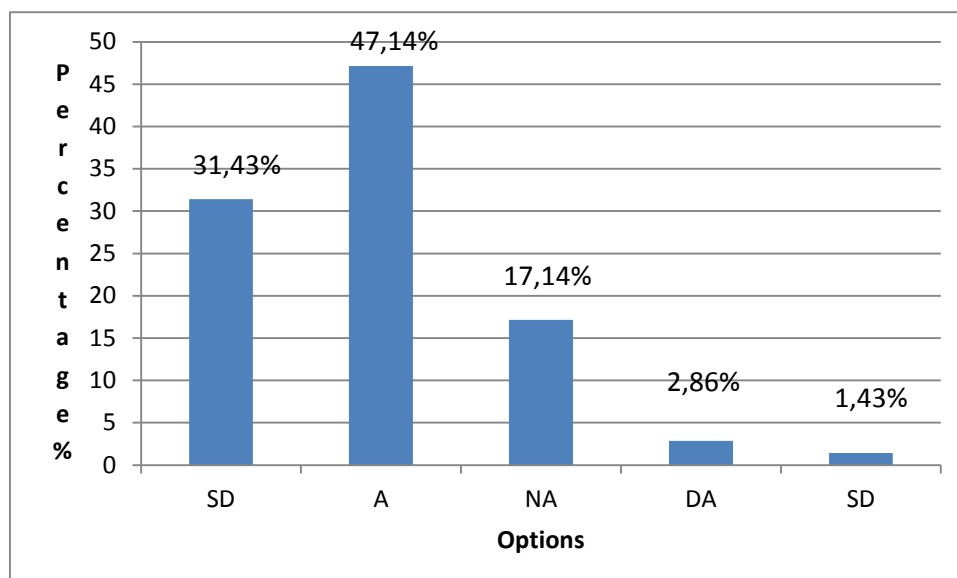


Figure 20.PBL and Socio- cultural background

The results obtained from table 3.15, (31.43%) of students strongly agree that projects presentations teach them how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics. However, (47, 14%) agree with this, only (17.14%) have no answer. Moreover, (2.86%) of respondents disagree. The remaining ones (1.43%) strongly disagree with the idea.

16-Projects presentations teach me to take care of the topic and the context of use that stand behind my choice of words: politeness strategies, degrees of formality, time, time, place...

Table 17: PBL and Formality

Option	Number	Percentage (%)
SA	32	45.71
A	31	44.29
NA	6	8.57
DA	1	1.43
SD	0	0
TOATAL	70	100

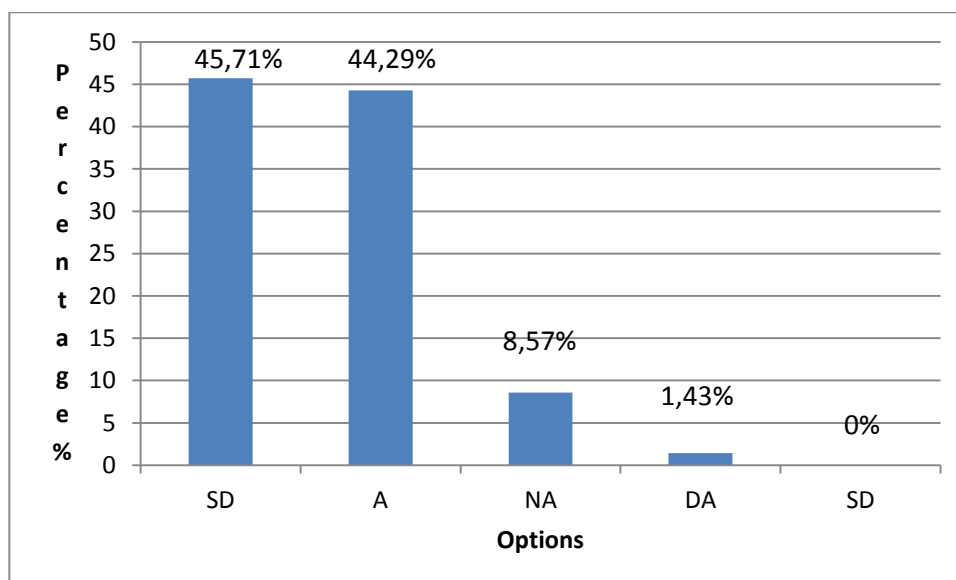


Figure 21.PBL and formality

The table 3.16 indicates that a percentage of students(45.71%) strongly agree that Projects presentations teach them how to take care of the topic and the context of use that stand behind their choice of words: politeness strategies, degrees of formality, time, time, place...etc. Others (44.29%) only agree with this .However, only (8.75%) of them tell us nothing. The remaining ones (1.43%) disagree with the idea.

17- Projects presentations teach me how to select my words according to my interlocutors or participants' variables: age, sex, social distance, relations power...

Table 18: PBL and the Selection of Words

Option	Number	Percentage (%)
SA	25	35.71
A	37	52.86
NA	8	11.43
DA	0	0
SD	0	0
TOATAL	70	100

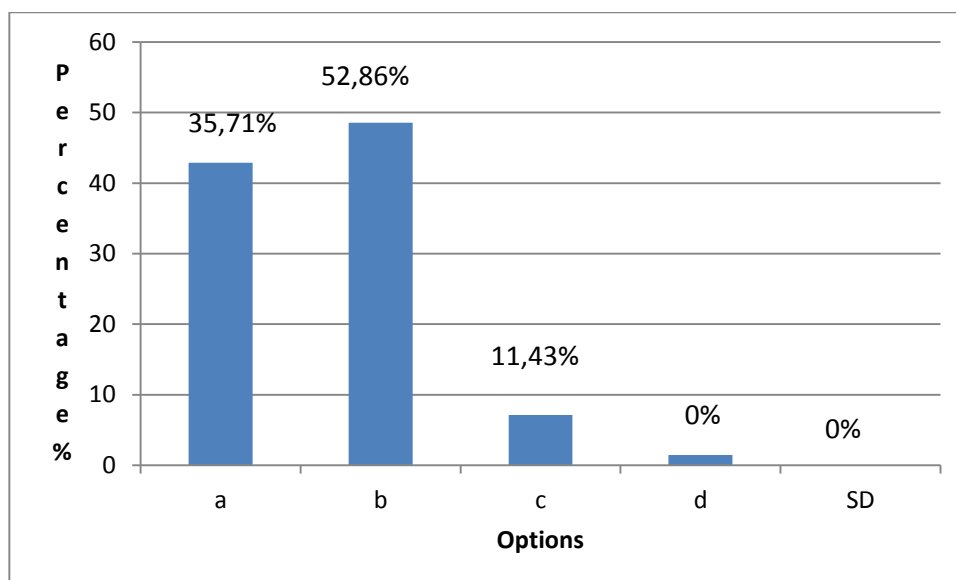


Figure 22. BPL and selection of words

The table 3.17 indicates that most students (52.71%) strongly agree that Projects presentations teach them how to select their words according to their interlocutors or participants' variables: age, sex, social distance, relations power, while (35.71%) only agree with the idea. The remaining ones (11.43%) provide no answer.

18- Which of the following you are likely to develop via PBL:

- a- The grammatical and linguistic competence of the English language
- b- Appropriate and effective communication in English
- c- Interactional strategies
- d- More than the stated above, be specific please

Table 19: PBL and Competencies Development

Option	Number	Percentage (%)
a	30	42.86
b	34	48.57
c	5	7.14
d	1	1.43
TOATAL	70	100

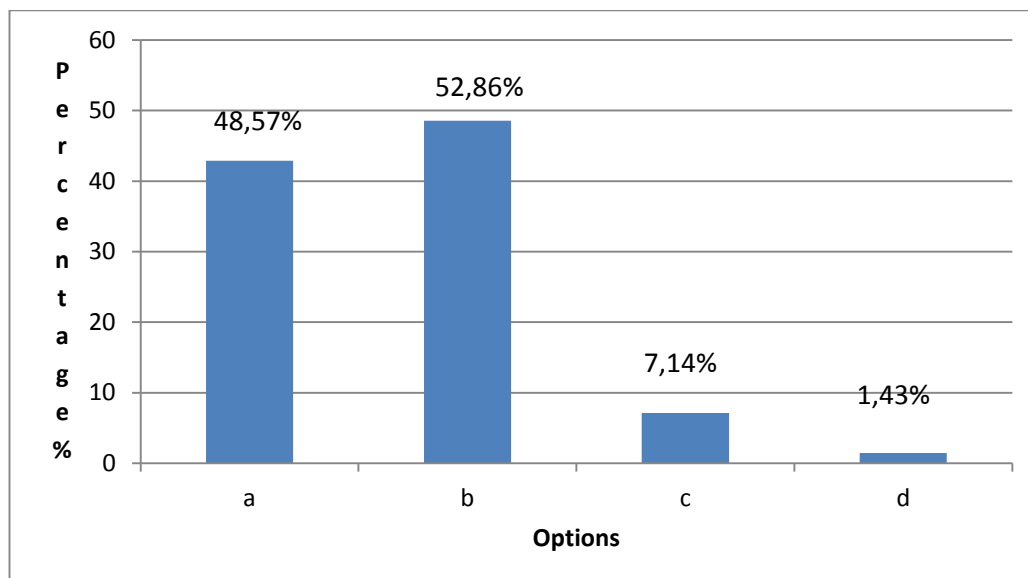


Figure 23. PBL and competencies development

The results obtained from table 3.18 show that the majority of students (52.86%) claim that via PBL they can develop an effective and appropriate communication in English. However, (42.86%) of them state that PBL help them develop the grammatical and linguistic competence of the English language. Others (7.14%) say that PBL is an effective technique to practice their interactional techniques more and more. The remaining (1.43%) of them say more than the stated above.

3.2.5. Interpretation of the Results

The analysis of the first questionnaire statements shows that more than half of students think that they have a lower-intermediate to intermediate level in English due to the fact that they are only second year license, and their contact with English is primitive.

Along with, the analysis of question 2 results shows that the majority of students (92.86%) have already presented classroom projects. However, only (7.14%) of them are against the idea, because of their timidity, fear of public speaking and making mistakes. What is more, in question 3, (10%) of students have not, by cause of, as they claim, time “one hour and half twice a week” is not enough to fully study a particular real life problem and end up with a solution for it. Moreover, the analysis of question 4 results implies that one of the main roles of teacher is to guide learners and the learning process in general by selecting topics which are likely to fit the learners’ different levels in English and develop their competencies, but there is no doubt that since they are adult students they are responsible for their own learning and invited to take part in the process of negotiating meaning beside suggesting and selecting crucial topics and providing solutions for real life problems.

On the basis of the question 5 results, students are quietly aware of the importance of PBL and how it can help them to have good English and a native like pronunciation, besides improving their intelligibility. Moreover, in question 6, the results implies that the fact that the students' journey of investigating a particular topic will probably pass by new and unfamiliar key terms to students, which indicate that PBL is a safe base and valuable activities to have a good deal of the English language. In statement 7, the results demonstrate that PBL is one of the most reliable methods which afford students to communicate correctly and appropriately. Furthermore, statement 8 results imply that PBL is a reliable base for students to enhance the ability of using stress, intonation, and rhythm to convey the real meaning of the message and express certain acts, such as amazement , stressing on important information, a question, an advice...etc.

Discourse competence is one element of effective communication. In statement 9 results indicate that PBL introduces students and enables them to deal with different registers, degrees of formality, and politeness. In brief PBL gives students the opportunity to know how and when to say what to whom.

Next, statement 10 indicates that PBL is an effective way to learn how to express a particular function using an appropriate form, and make students aware of how to construct a cohesive and coherent stretches of meaning and contexts.

In order to overcome communication difficulties, it worth students to make the most strategies they own. So, statement 12 results demonstrate that PBL has a great effect in dealing with communication breakdowns. Then, PBL offers students with best opportunities to improve their communication strategies which can be used to handle their communication breakdowns issues. Next, the results of statement 13 reveal that PBL is a helpful technique to deal with uncertainties in real time communication.

Being communicatively competent is a fundamental element in learning a foreign language. In question 14, the analysis of results show that PBL is an effective way that helps students to consolidate their knowledge of how to be a good public speaker, thereby being more motivated to give an effective presentation.

One characteristic of a good communicator is to be socially a successful speaker. So, the results of statement 15 demonstrate that PBL provide students with knowledge that leads them to be socially effective communicator. Besides, in statement 16 the analysis show that the use of the adequate tenor in a particular situation can be best enhanced through PBL as the easiest way. Moreover, as it is shown in the answers of statement 17, the results show that PBL is an effective way to know more about social diversity which is one element of being communicatively competent. Question 18 indicates that students are likely to develop an appropriate and effective

communication in English via PBL. So, it is noticeable that students are more interested in developing their communicative competence as an essential element in learning a foreign language.

3.3. Conclusion

Based on the results of both the questionnaire and the interview, it is noticeable that both students and their teachers are aware of the role of PBL in enhancing learners' communicative competence in EFL classrooms. Additionally, the interpretation of these results has shown that the implementation of PBA in EFL classrooms is an effective way to improve to a large extent the linguistic, discourse, socio-linguistic, and specially the strategic competence which is not only confined in oral classes, but in any classroom discourse based on oral interaction pattern.

General Conclusion

Communicative competence is the goal of any language and learning process. In this respect, the current study aims at showing the extent to which PBL serves learners with best ways of promoting self-directed learning and critical thinking through researching , studying, and trying to find solutions to issues related to their real life in addition to constructing knowledge and developing subjects by their own via their personal choice of projects' topics. Thus, encouraging teachers to adopt PBL in their classrooms and push students toward the autonomous learning style.

Stressing the importance on communicative competence as the ultimate goal of this study, drives us to hold a semi- structured interview with a teacher who uses to give her students classroom projects presentations. In addition, a student questionnaire was distributed. A questionnaire was administrated to second year license at the English department.

Accordingly, the analysis of data obtained from the methods used show that both teachers and students agree that through projects presentations students are more engaged in the learning process. Many of them agree that when preparing for a classroom project presentation they learn new vocabulary, projects presentations teach them where and when to use the academic and non-academic language. Furthermore, students claim that projects enable them to improve their strategic competence; compensate their communication breakdowns through the use of the body language, facial expressions, body language, and repletionetc. Also, the analysis of both methods used shows that PBL is, to a great extent, a safe basis for communicative language teachers in EFL classrooms.

In sum, the hypotheses are confirmed. Furthermore, there are also more other techniques to enhance learners communicative competence, by focusing on other competencies, which are mentioned in other communicative models (e.g. Hedge, 2000) and can be investigated in other future research.

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Appendices

KASDI MERBAH UNIVECITY-OUARGLA

Faculty of Letters and Languages

Department of Foreign Languages

English Department

The Teacher's Interview

Dear teachers,

This interview is conducted to show the role of PBL in enhancing learners' communicative competence from teacher's point of view.

We would be thankful if you could answer the following questions to facilitate the task of investigation of our research for a master degree in Applied Linguistics and English for Specific Purposes.

Section 1: General Information

Question 1: Could you tell us for how many years have you been teaching English?

Question2: for how many years have you been teaching oral expression?

Question 3: Which approach do you adopt, please?

Question 4: Do you often assign projects for your students? Why?

Question 5: Before starting the class, do you give the students the chance to talk about their communicative needs?

Question 6: Through assigning projects you are aiming at:

A: helping students practice accurately certain linguistic forms

B: helping students to communicate appropriately and effectively in different situations.

Section 2: Project Based Learning and Communicative Competence

Question 7: To what extent do you think that PBL enhances learner's communicative competence?

Question 8: to what extent do you see that PBL helps students to promote self-directed learning?

Question 9: To what extent do you see that PBL is an adaptable technique for diverse learners regardless their mental capacities, or their learning styles?

Question 10: to what extent do you see that PBL help students to explore and construct something new such as a product, or an idea?

Question11: does the project topic arranged with the curriculum? Is it guided by a driving question?

Question12: when designing projects, is it necessary to choose an appropriate content standard? Why?

Question 13: during the project, do you monitor the students and the progress of the project? How?

Question 14: do you assess your students as well as the project outcome? How?

Question 15: do students take part in the assessment process? How?

Students' Questionnaire

Dear students,

You are kindly invited to answer the following questions and statements. Our aim is to see how Project Based Learning can develop your communicative competence.

Your responses shape a valuable and reliable data for our master research. Please tick (√) in the appropriate box.

Thank you in advance for your cooperation.

Section One: General Information

1-Your level in English

- a- Beginner
- b- Lower-intermediate to intermediate
- c- Upper-intermediate to advanced

Section Two: PBL in EFL Classroom

2- Did you give class project presentation?

- a- Yes
- b- No

If No, why?

3- Do you like to be taught through projects in oral expression class

- a- Yes
- b- No

If No, why?

4- Who suggest(s) topics of the projects?

- a- The teacher
- b- You
- c- Both

Section Three: PBL and Linguistic Competence

- 5- Through presenting projects for the classroom, I can produce and correct my mispronunciation of some words as I can improve my intelligibility.
- a- Strongly agree
 - b- Agree
 - c- No answer
 - d- Disagree
 - e- Strongly disagree
- 6- Presenting projects for the classroom helps me in developing my bank of English vocabulary including idioms, compound verbs and nouns, collocations...
- a- Strongly agree
 - b- Agree
 - c- No answer
 - d- Disagree
 - e- Strongly disagree
- 7- Presenting projects for the classroom helps me form correct grammatical sentences by deciding upon my choice of the personal pronouns, verbs tenses...etc
- a- Strongly agree
 - b- Agree
 - c- No answer
 - d- Disagree
 - e- Strongly disagree
- 8- When preparing for a classroom presentation I learn more about phonology; how to use the rhythm, stress, and intonation to express some acts; surprise, apologize, and attracting attention...
- a- Strongly agree
 - b- Agree
 - c- No answer
 - d- Disagree
 - e- Strongly disagree

Section Four: PBL and Discourse Competence

- 9- Projects' presentations help me how to open, develop and close a topic.

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

10- Projects' presentations help me to take control my chosen cohesive devices; which, and, then, that, one... to form well cohesive sentences.

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

11- Projects' presentations help me to produce well connected and meaningful speech or texts.

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

Section Five: PBL and the Strategic Competence

12- Projects presentations teach me how to use the verbal strategies: repetition, paraphrasing, exemplifying... and non verbal strategies: eye contact, gestures, facial expressions...

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree
- e- Strongly disagree

13- Projects presentations teach me how to improve time gaining strategies: hesitations, fillers and gambits (e.g. actually..... where was I?)

- a- Strongly agree
- b- Agree
- c- No answer
- d- Disagree

14- Projects presentations improve my public speaking skills

a- Yes

b- No

Section Six: PBL and Sociolinguistic Competence

15- Projects presentations teach me how to deal with the socio-cultural background of the target language community: beliefs, norms, taboo topics...

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

16- Projects presentations teach me how to take care of the topic and the context of use that stand behind my choice of words: politeness strategies, degrees of formality, time, place...

a- Strongly agree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

17- Projects presentations teach me how to select my words according to my interlocutors or participants' variables: age, sex, social distance, relations power...

a- Strongly disagree

b- Agree

c- No answer

d- Disagree

e- Strongly disagree

18- Which of the following you are likely to develop via PBL?

a- The grammatical and linguistic competence of the English language

b- Appropriate and effective communication in English

c- Interactional strategies

d- More than the stated above, be specific please.

Abstract

Communicative competence is considered one of the important elements of teaching and learning EFL, therefore teachers have to keep tuned with all the methods that enable students to be communicatively competent. In this respect, researches claim that presenting projects in the classroom help in developing learners' communicative competence. Thus, the current research aims at showing the extent to which PBL helps in developing learners' communicative competence, besides studying the obstacles that prevent the implementation of this method in the classroom. This study uses both a teacher's interview to give her students project, and students' questionnaire administrated to second year license. The analysis of both methods used to gather data shows that PBL enhances learners' communicative competence if it is well designed and applied in the classroom.

Key Words: Communicative Competence, Project-Based Learning, EFL.

الملخص

تعتبر الكفاءة التواصلية احد أهم عناصر تعليم و تعلم اللغة الانجليزية كلغة أجنبية، وهنا تكمن أهمية التكوين المتواصل للأساتذة الذي يسمح للأساتذ بالاطلاع على أهم و احدث الطرق و الوسائل لتكوين طلاب أكفاء. ومن هذا المنبر يجدر الذكر انه بحسب الدراسات الحديثة فان تقديم العروض داخل الأقسام الدراسية يساعد على تطوير الكفاءات التواصلية.ومنه فان الدراسة الحالية تهدف إلى إظهار إلى أي مدى يعتبر تقديم العروض وسيلة مساعدة لتحسين و تطوير الكفاءات إضافة إلى دراسة أهم الأسباب و العراقيل التي تحول دون تبني هذه الوسيلة داخل الأقسام. خلال هذه الدراسة قمنا بتنظيم مقابلة شخصية مع أستاذة تستخدم عروض داخل أقسامها كما ارتأينا الاستعانة باستبيان خاص للطلاب حيث أن تحليل معطيات كل من الوسيلتين المستخدمتين قادنا إن كل من الأساتذة و الطلاب اجمعوا أن تقديم العروض يمكن من تطوير و تحسين الكفاءة التواصلية.

الكلمات المفتاحية

الكفاءة التواصلية. تقديم العروض. الانجليزية كلغة أجنبية

