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ABDERRAHMANE MIRA UNIVERSITY OF BEJAIA
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DEPARTMENT OF ENGLISH



Investigating Teachers and Students' Perceptions towards the Role of Project-Based Learning to Overcome Foreign Language Speaking Anxiety

The Case of Master I Students of Applied Linguistics and English Language Teaching at the Department of English (University of Bejaia)

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and English Language Teaching at Bejaia University

Candidate:

Ms. Thiziri Zidouni

Supervisor:

Mrs. Meriem Djabali

Panel of Examiners:

- **Chair:** Mrs. Fadhila Kaci
- **Supervisor:** Mrs. Meriem Djabali
- **Examiner:** Mr. Chafaa Ouali

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Dedication

To

My loving parents

My brothers Abderrahmane, Ridha, Youba and Massinissa

My sisters in law Meriem and Nawel

My beloved nephews Yani and Achraf Eddine

All the extended family and friends

All the members of the group AL & ELT

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Abstract

The major thrust of the study is to investigate the perceptions of both teachers and students towards the effect of using Project-Based Learning (PBL) to help learners overcome their Foreign Language Speaking Anxiety (FLSA). The study is meant to be a small-scale survey. It took place in the Department of English at the University of Bejaia. Twenty five students (25) and five (5) teachers participated in it. In order to probe the perceptions of the different subjects, a mixed research design was used including both quantitative and qualitative methods. The former implies the use of students' questionnaire and the second involves interviews with teachers. The results of both methods reveal that PBL is regarded as an effective tool through which learners can overcome their anxiety when learning the English language. They also show the effectiveness of PBL in fostering communication in the classroom. On the basis of these results, it is recommended to raise teachers' awareness to the necessity of creating a safe learning atmosphere to push learners to work collaboratively in groups. Besides, the researcher encourages the integration of PBL as a teaching and learning tool in EFL classroom to help learners feel at ease when communicating in the target language and get rid of their foreign language speaking anxiety.

Key Words: Project-Based Learning, Foreign Language Anxiety, Speaking Anxiety, Learner-Centred Approach, EFL classroom.

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List of Acronyms

AL/ELT: Applied Linguistics and English Language Teaching

BIE: Buck Institute for Education

CA: Communication Apprehension

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

FLCA: Foreign Language Classroom Anxiety

FLCSA: Foreign Language Classroom Speaking Anxiety

FLSA: Foreign Language Speaking Anxiety

LMD: Licence, Master, Doctorate

OP: Oral Presentation

PBL: Project-Based Learning

SA: Speaking Anxiety

Definition of Key Terms

Anxiety: Ezzi (2012, p. 66) defines anxiety in relation to the language classroom setting as “*one of the affective factors that can greatly hamper learners’ language performance because of its negative effect. It can plummet learners’ motivation, create negative attitudes and inhibits communication in the classroom*”. It refers to a state of being which causes the learner to feel uncomfortable and worried. It has a negative impact on students’ performance and achievement as it minimizes their motivation for learning and it significantly consists a hindrance to their willingness to communicate in the classroom.

Speaking: According to Fulcher (2014, p. 23) “*Speaking is the verbal use of language to communicate*”. In other words, speaking is the act of producing oral output using a specific language to convey a message and communicate.

Project: Beckett (2002 as cited in Guo, 2006, p. 144) defines the term project as follows:

A long-term (several weeks) activity that involves a variety of individual or cooperative tasks such as developing a research plan and questions and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data orally and/or in writing.

Thus, a project is a set of tasks conducted individually or in groups in which learners go through many stages to achieve a final product: planning, questioning, collecting, analyzing and reporting data.

Project-Based Learning: Holm (2011, p. 1) defines project-based learning as “*a student-centred instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge*”. In other words, it is a model that gives great attention to the learner in the classroom. It is based on engaging students in a variety of instructions during a specific period of time in order to answer to a real-world question.

Foreign Language Anxiety: Gkonou (2011, p. 269) defines Foreign Language Anxiety as “*a distinct variable in the language learning process and has detrimental effect on learning*”. To say it in other words, Foreign Language Anxiety is a remarkable factor in the process of language learning because of the negative effect it has on students’ learning achievement.

General Introduction

0.1. Statement of the Problem

Nowadays, English language teaching and learning have become prominent due to the international status of English as a lingua franca. It is used in various domains of life as a means of communication between people of different countries all over the world. Therefore, in recent years, a great number of people learn the English language because it considerably offers them various opportunities mainly the chance to get a job as well as communicate with foreigners (Alonso et al., 2014, p. 15). However, communication causes an issue for English language learners when they come to speak it both inside and outside the classroom. Among the reasons behind this is due to speaking anxiety (SA). Shangping and Qingyan (2015, p. 31) claim that “... *listening and speaking tend to be regarded as anxiety-prone activities. But to be exact, speaking has been mostly centered and highlighted in recent studies...*”. Gregersen (2003 cited in Tsiplakides, 2009, p. 40) argues that speaking anxiety is a disturbing issue that EFL learners struggle with: “...*foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language*”.

Actually, research on anxiety that has started from the mid 1970s has revealed that the use of traditional approaches to teaching may be considered as one of the factors inducing to foreign language speaking anxiety (FLSA) (Andrade & Williams, 2009, p. 1). In this respect, Yahya (2013, p. 231) argues that among the reasons that cause language anxiety figures on “*the traditional teaching method which focuses primarily on grammatical accuracy in the written form of the language*”. Consequently, in the traditional approaches to teaching English, lack of language practice in the classroom is widely noticed compared to teacher talk which is, in this case, significantly dominant. Thus, learners are provided with insufficient opportunities to practice EFL in the classroom.

To remedy the situation, research studies related to teaching and learning approaches suggest Project-Based Learning (PBL) as a useful tool that teachers need to adopt in their EFL classes. They advocate the use of this approach in order to give students a large space for communication and interaction with their teachers and classmates both inside and outside the classroom which allows them to use and practice the English language and, therefore, overcome FLSA. Alizadeh et al., (2014, p. 876) emphasize on the idea that the first way which makes learners reduce their anxiety is to involve them in communicative and speaking activities.

Higher Education in Algeria has for long been focused on the traditional approaches to teaching mainly the teacher-centred approach which directs the attention towards the teacher as the only source of knowledge and the only speaker in the classroom. But, beginning from 2004/2005, with the adoption and implementation of the LMD system (Licence, Master, Doctorate) which is considered as a consequence of the Bologna Process, Higher Education called for a change in the educational programs and approaches to teaching by adopting more efficient, beneficial, and student-centred models (Boudersa & Hamada, 2015, p. 25). The aim of this change is to put learners at the centre of learning and give them opportunities to create and build their knowledge through personal experiences in learning. As a result, “*Project-based teaching is one of these suggested and advocated models*” (Boudersa & Hamada, 2015, p. 25). Accordingly, PBL was adopted at the Department of English at Bejaia University in order to respond to the requirements of the LMD system.

Actually, the experience of the researcher as an EFL learner at the University of Bejaia has revealed that students experience anxiety each time they are called on to speak EFL and find difficulties to express themselves. But with the adoption of PBL at the Master’s degree level, it would be very interesting, then, to investigate how both teachers and students perceive the role of this approach to overcome students’ Foreign Language Classroom Speaking Anxiety (FLCSA).

0.2. Research Questions

The major concern of the study is to try to answer the following research questions:

- 1- How do students perceive the effect of PBL on their FLCSA?
- 2- How do teachers perceive the effect of PBL on their students' FLCSA?

0.3. Aim of the Study

The paramount aim of this research is to reveal whether PBL is considered by the teachers and their students as a way to overcome learners’ foreign language speaking anxiety and create a motivating atmosphere for communication, discussion and debate. Therefore, this study seeks to clarify the role of integrating project works in the EFL classroom on students’ anxiety from the perspectives of both the teachers and the learners.

0.4. Significance of the Study

The main objective of the study is to investigate the integration of PBL in EFL classroom and to reveal its importance in providing learners with opportunities to communicate better in order to help them overcome their SA and get rid of the fear of facing the audience which is among the factors inducing Speaking Anxiety.

First, the present research study attempts to contribute to the existing literature and background knowledge on the field about the relationship between PBL and FLSA.

Second, research done at the University of Bejaia focused mainly on studying and exploring the existence of anxiety among students and its negative effect on their learning achievement and performance. To the researcher's knowledge, little research is done on the students and teachers' perceptions of the problem of FLSA and its relation to the teaching approach adopted in the classroom namely, PBL.

Third, the study is useful to foreign language teachers in order to raise their awareness and attention on learners' lack of practice of the English language because of the teacher-centeredness approach. Besides, it attempts to show the positive effect of engaging students in project works in order to help them communicate better, express themselves freely and most importantly get rid of their SA.

Finally, the study seeks to push teachers to look at the benefits of project-based approach and adopt it in their classroom as a teaching method to pave the way to students' autonomy and gives them a space for communication so that they feel comfortable to speak freely. It is on this basis that the researcher thinks that this research theme is worth undertaking.

0.5. Research Design and Procedures

In order to investigate the perceptions of the teachers and of the students of the impact of PBL on FLSA, a mixed methodology consisting of quantitative and qualitative methodology of data collection is used. The former consists of a questionnaire which is administered to twenty five (25) students. The latter refers to conducting interviews with five (5) teachers in order to get in depth data. Both tools are administered on the mid- March of the current year. Then, the data collected were organized, analyzed manually using statistics and interpreted in a descriptive way.

0.6. Organization of the Work

This work is divided into two chapters. The first one is theoretical. It includes two sections. The first one reviews the literature related to the issue of Project-Based Learning as a teaching and learning technique. The second section sketches the question of speaking anxiety in foreign language learning. The second chapter is practical. It is divided into two sections. The first one exposes the methods and procedures followed in this study. In the second section, the researcher provides an analysis of the results of the study and their interpretation and states some pedagogical implications. Finally, the study ends with a general conclusion followed by limitations of the study and suggestions for further research.

Chapter One:

Theoretical Part

Introduction

This chapter is divided into two sections. The first one is devoted to the issue of PBL as a teaching and learning technique. It starts by introducing the issue at stake, its origins, characteristics, types of project works, framework of PBL for successful achievement, as well as the advantages, the challenges and the difficulties of project-based learning. All these elements are needed to be taken into consideration in implementing the project-based approach in the classroom. The second section is concerned with describing foreign language speaking anxiety and making a relation between the two variables of the study. It gives an overview of the speaking skill in learning a foreign language and defines Foreign Language Anxiety (FLA), its components, types and sources. Moreover, the study focuses also on the Foreign Language Speaking Anxiety (FLSA) and draws a relationship between the project-based learning (PBL) and FLSA by analyzing previous studies on the topic.

Section One: Project-Based Learning as a Teaching and Learning Technique

1.1. Definition of Project-Based Learning

Literature on Project-Based Learning (PBL) has revealed that it can be defined from different perspectives and dimensions to satisfy the needs of researchers, teachers and administrators so as to use the project-based approach flexibly. In this concern, Morgan (1984) asserts that PBL is not restricted to only one precise definition, but it is also viewed and defined from different dimensions. Thus, PBL has been referred to as a “model”, “approach”, or a “technique”, or as “learning”, or “teaching” (Bas, 2011, p. 2). Consequently, Thomas (2000, p. 2) explains that *“the diversity of defining features coupled with the lack of a universally accepted model or theory of project-based learning has resulted in a great variety of PBL research and development activities”*. Therefore, throughout the study, some of these defining features are used interchangeably. More clearly, the research paper is concerned with PBL as a teaching and learning approach. The study uses also the following concepts: Project-based Learning, Project-based approach, project-based instruction and project work interchangeably all along this work.

Significantly, PBL is a shift from the routines of the traditional teaching approaches because it offers students a chance to set their goals and motivational attitudes toward learning, develop their self-regulation and their learning process (Gerlach, 2008) through their

personal experiences and interaction with the environment (Guo, 2006). This implies that PBL gives students an opportunity to have personal experiences in the learning process, develop a sense of autonomy and allow them to work independently.

Bell (2010, p. 39) defines PBL as a learning approach by giving some of its benefits:

An innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From learning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.

Indrianti and Istanto (2013, p. 279) emphasize on the collaborative nature of PBL and the shift of focus from teacher-centered classroom to learner-centered classroom:

Project-based learning can also promote collaborative learning among students. Project work allows instructors to distance themselves from teacher-dominated instruction and move towards creating a student community of inquiry involving authentic communication, cooperative learning, collaboration and problem solving.

In her view, Morgan (1984, p. 221) defines PBL as an activity that involves students in authentic situations and take responsibility over their learning in order to deepen their comprehension about a specific topic. She describes it as:

An activity in which students develop an understanding of a topic or issue through some kind of involvement in an actual (or simulated) real-life problem or issue and in which they have some degree of responsibility for designing their own learning activities.

PBL can also be defined apart from of its features. Blumenfeld et al., (1991, p. 372) claim that:

Project-based education requires active engagement of students' effort over an extended period of time. Project-based learning also promotes links among subject matter disciplines and presents an expanded, rather than narrow, view of subject matter. Finally, projects are adaptable to different types of learners and learning situations.

Significantly, PBL is viewed as a suitable approach to implement in the classroom because of its flexibility to satisfy the different individual differences and situations and develop an interdisciplinary knowledge and a broad understanding of the subject matter.

Blumenfeld et al. (1991, p.375) explain that during project design, a number of factors should be taken into account because they can be a source of motivation for learners to conduct the project and promote a deep understanding about a given topic. In this concern, Blumenfeld et al. (ibid.) assert that these factors depend on “*whether students find the project to be interesting and valuable, whether they perceive that they have the competence to engage in and complete the project, and whether they focus on learning rather than on outcomes and grades*”. In brief, learners are motivated to conduct projects if they consider the project work as interesting and believe in their abilities to complete it. They should also view it as a means of acquiring knowledge and not as a means of assessment.

In conclusion, PBL is a useful teaching and learning technique to adopt in the classroom. It focuses mainly on the learners who are supposed to work collaboratively in small groups and conduct projects on topics of their own choice or dealing with real-world issues. This teaching technique aims to raise students’ motivation to learn and develop communication skills, collaborative skills, negotiation skills, critical thinking, and problem solving.

1.2. Origins of Project-Based Learning

The field of education has gone through considerable changes and evolutions through time in order to satisfy the needs of teachers and help learners reach better academic achievement. In this concern, Gulbahar and Tinmaz (2006, p. 309) claim that:

Many educators struggle to discover proper teaching and assessment strategies for their students. A large number of research studies are conducted and various teaching and learning strategies are proposed to answer the question, “How can we teach more effectively?” This process started with the behaviorist approach, continued with cognitivism, and ended up with constructivist approach for the time being...In classes where constructivist approaches are implemented, students have a chance of learning by doing, enhancing their critical skills, and shaping their learning process by being active participants.

In other words, numerous research studies have been carried out so as to discover teaching techniques and methods that would help teachers teach more effectively. These studies come up with teaching approaches such as behaviorism, cognitivism, and constructivism. The constructivist approach focuses on the active role of learners in the learning process and on the idea of learning by doing. In this respect, Luk, Ng, and Wang (2014, p. 59) explain that “*the idea of “learning by doing” is first introduced by John Dewey,*

and it was then gradually transferred to project-based education. Project-based education is a student centre pedagogical strategy which has been developed for more than 30 years”

Therefore, the origins of PBL can be traced back to the early 1900s with the Constructivist Learning Theory founded by John Dewey, focusing mainly on personal experiences of students in their learning (Markham et al., 2003 cited in Ozel, 2013, p. 46). Accordingly, De Graaff and Kolmos (2007) assert that Killpatrick is the originator of the project method in education.

Between 1960s and 1970s, four different universities: Aalborg, Roskilde, Maastricht, and McMaster have been created with a new reform pedagogy programs based on problem and project-based education (Dahl, Holgaard & Kolmos, 2013). For instance, the Alborg University founded in 1974 created a model which is called “The Alborg PBL model” (Barge, 2010), which has used the concept of problem-oriented and project-organized learning (Kolmos, 2013). It is one of the universities which established new programs based on problem and project-based practice centered on some learning principles: “Problems, teamwork, self-directed, and student centered learning” (Dahl et al., 2013, p. 289), in addition to the change in the role of the teacher from knowledge transmitter to learning facilitator (Barge, 2010). As a result, problem and project based learning become popular and used across the world in different contexts and applications (Barge, 2010), such as using project-based learning in English as a foreign language (EFL) classroom.

1.3. Characteristics of Project-Based Learning

The need to integrate learners in the teaching/learning process is of a significant importance. It aims to make them independent, autonomous, responsible and active learners through constructing their own learning and knowledge, rather than being passive receivers of teacher’s input.

Therefore, the implementation of PBL in the classroom is the result of a long thinking and planning by the teacher on the goals to achieve, the activities and tasks to include, and procedures and steps to follow for an effective outcome of PBL (Guo, 2006). Thus, the real implementation of PBL in the classroom should be characterized by some features and aspects. For that reason, Thomas (2000, pp. 3-4) presents a number of criteria to consider in PBL: Centrality, driving question, constructive investigation, autonomy, and realism:

- *Centrality of projects*: Projects are considered the central teaching strategy to the curriculum through which students learn and gain knowledge on the discipline.
- *Driving question or problem to projects*: Projects are structured around a “driving question”, pushing learners to make a relation between the activities and the knowledge acquired on different disciplines.
- *Constructive investigation*: It refers to the procedures and investigations to take into account such as decision-making, problem-finding, and problem-solving in order to carry out the activities under the purpose of building and constructing new knowledge and skills.
- *Learner’s autonomy*: In PBL, the learning process is not teacher-centered but learner-centered in which learners develop their autonomy.
- *Realism or authenticity of projects*: It refers to the authenticity of all the integrated elements in the project such as topic, activities, final products, audience, in addition to other elements which are based on real-life rather than simulated situations.

Similarly, Reeves, Herrington, and Oliver (2002 cited in Larmer et al., 2011, pp. 586-587) present a number of characteristics to PBL in terms of authenticity of the activities:

- The activities should be as much authentic as possible to the real-world situations rather than based on classroom activities.
- Students should set the activities and sub-activities to be accomplished in order to complete the whole activity.
- The activities take much time and require intellectual resources since they need a lot of attention.
- There should be cooperation between students (group work).
- Require from students to involve their perceptions and opinions.
- PBL provides opportunities to gain knowledge on a number of disciplines to be applied on one field.
- There should be an assessment on the quality of learning.
- Authentic activities produce constructive and important products.
- Multiple results, outcomes, and solutions to the activities may be achieved.

BPL depends also on many epistemological assumptions (Ng and Yeong, 2008, pp. 111-113) which Costa (2004) refers to as “mind-shifts” (cited in Ng & Yeong, 2008) presented as follows:

- Intelligence: Innate vs. growing: BPL views intelligence as the robust-habits of mind which grows through time and effort rather innate and measured by how much one possesses knowledge.
- Meaning: Transmission vs. construction: In PBL, knowledge is constructed through learners' experiences rather than received and transmitted by the teacher.
- Knowledge: static vs. expanding: In PBL, knowledge can be revised and it is dynamic rather than static.
- Teacher-directed vs. learner-directed Learning: In PBL, learners are the focal point of learning where the role of the teacher is restricted to learners' guidance.
- External-evaluation vs. self-evaluation: PBL involves learners' assessment that even improves self-monitoring, self-managing, and self-modifying.
- Compartmentalization vs. trans- Disciplinary Learning: In PBL, learners deal with new situations using knowledge from different sources.

Based on the three proposed models of PBL characteristics, the following features can be deduced:

- Authenticity of activities and tasks.
- Learners are active participants.
- Activities should be performed collaboratively.
- In PBL, learners gain a multi-disciplinary knowledge.
- Assessment of learning.
- Project ends with a final result or product.

The characteristics cited above can help teachers to plan for a PBL environment. However, teachers are not forced to follow word by word these features. They should consider what they find relevant and interesting to their learners' needs.

1.4. Types of Project-Work

Various types of project works are identified in the literature. Stoller (1997, p. 2) assumes that:

Though similar in many ways, project work can take on diverse configurations. The most suitable format for a given context depends on a variety of factors including curricular objectives, course expectations,

students' proficiency levels, student interests, time constraints, and availability of materials.

In short, project works share the same principles. However, they can take various patterns. The appropriate choice of the project format for a specific context depends on the objectives to achieve, students' needs and level, time limits and accessibility of materials. Morgan (1984, pp. 222-223) suggests, then, three models of project work:

1.4.1. Project-Exercise

This type of project work refers to the kind of activities conducted independently by learners, working as trainee researchers. It is considered as the most traditional one. It is mainly familiar to both teachers and curriculum designers in the British Universities. Furthermore, in this model, the goal of the project is to allow students to use their prior knowledge and skills in order to apply them to a specific area which is familiar to them. *For example, project exercises are common in science disciplines where the final year projects, with students working individually, provide the institution with an opportunity to assess them as potential researchers.*

1.4.2. Project-Component

In this type of project-work, the aims are larger and the scope is interdisciplinary. It aims to develop problem-solving ability and autonomy through having the choice of selecting topics that are closely related to real-world topics. Besides, this model seeks to give pertinent activities to students.

1.4.3. Project-Orientation

This concept is mainly used to denote the centrality of project works in many universities throughout Europe in the 1970s. This type of project work is in a way similar to project-component in the interdisciplinary nature of the topics dealt with and the real-world issues targeted. In addition to that, project-works represent the basis of the curriculum and the materials to be used are determined according to the requirements of the project.

Another way to classify project works is provided by Henry (2012). He states that an important feature of project work lies on the degree of structure, that is to say, the freedom and choice of students about the topic and material to use by their own or to be provided by their teacher. Moreover, he made a distinction of two types of projects namely, structured and

unstructured projects (ibid. p.14). Researchers and academics use the term “project” significantly with the unstructured type of projects, but it is said also to be used with the structured type of project.

Structured Project

Topic defined materials provided

Case study

Project exercise

Structured project

Semi-structured project

Unstructured Project

Students decides on topic and collects own material

Extended essay

Project component

Project-based course

Project credit

Project method

Figure 1.4. Project Continuum by Degree of Structure (Henry, 2012, p. 14)

1.4.4. Unstructured Projects

Unstructured projects are defined by Henry (ibid.) as “*those [projects] where the learners designs, conducts, analyses and presents their findings on a topic of their own choosing using information they have located themselves*”. In other words, unstructured projects refer to the type of projects in which learners have the freedom to choose the topic and the material to be used to accomplish their projects.

1.4.5. Structured Projects

Henry (ibid., p. 15) defines structured projects as “*Those [projects] where the topics are prescribed by the teacher (though the students may have some choice of options) and the methodology for collecting and analyzing the information is also specified*”. In other words, structured projects refer to the projects in which the teacher decides about the topic and the methodology to follow. However, in this type of projects, the teacher gives little space for learners’ choice.

1.4.6. Semi-Structured Projects

A semi-structured project is another type of project which is based on the degree of structure proposed by Henry (ibid.) “*Though the project area and methodology are prescribed, the nature of the work is such that students have a lot of responsibility*”. In this respect, Stoller (1997) assumes that the organization of semi-structured projects can be done in part by the teacher and in another by the students.

1.5. The Project-Based Learning Framework

The integration of PBL in the classroom is of a significant weight because it has the advantage of involving students in many tasks and activities through its different phases. Marwan (2015) describes PBL as a teaching approach which puts learners at the centre of learning and focuses on the process rather than the final product (output). The reason behind is that learners go through the process of the project-based approach which consists of many phases and steps to follow (Planning, preparation, presentation, evaluation) so as to complete the project work and come to the classroom with the intention to share the knowledge they have acquired and their final product.

For Korkmaz and Kaptan (2000 cited in Yiyiing, 2015, p. 42), the framework of project-based learning is divided into six (6) steps. Each of them is followed by the tasks undertaken, on the one hand, and the role of both teachers and students, on the other as shown in table 1.5 below:

Application Process	Things that Will be Done	Teachers' Role	Students' Role
1. Stating the subject and sub-subjects, organizing the groups	Students explore the resources and in order to create a frame for the project they state questions	He/she presents the general subject of the research and they guide the explorations of the subjects and sub-subjects in groups.	They create interesting questions and categorise the problems. Also, they help creating project groups.
2. Groups create projects	Group members make a project plan. They ask questions as "Where are we going?", "What will we learn?", vs. They choose their roles in the project.	He/she helps to formulate the students' projects and makes meetings with group members. They also help pupils to find the necessary materials and equipment.	They plan what they work on, select the roles and define the contents of these roles.
3. Application of the project	Group members are organised and analyse the data and information.	He/she helps the students develop necessary working qualifications and also control controls the groups.	They explore questions for answers. Also, they organise the information and synthesise the findings and summarise them
4. Planning of the presentation	The members define the essential points in their presentation and then decide on how to present the project.	He/she makes the students debate on the lesson plans and also they make them organise the presentations.	They make decisions on the key points and concepts of the project and make a project preparation plan. Also, they develop materials for the project.
5. Making the presentation	Presentations can be made in any place (in different schools, classes ...etc.).	He/she coordinates the students' presentations.	Students present their project and give feedback to their classmates
6. Evaluation	Students share the feedback of everyone on their project. Both the	He/she evaluates the project	With the group members the students reflect what

	students and the teacher share the project(s) with everyone.		they learnt in the project process. They also join in the evaluation process of their own project.
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Table 1.5. The Project-Based Learning Framework (Korkmaz and Kaptan, 2000 cited in Yiyiing, 2015, p. 42)

Therefore, the table above reveals the different phases and steps of project-based learning as well as defining the processes to follow and design the role of the teacher and learners in each phase of project-based approach. To start, the table shows that the first step in PBL is to begin by designing the groups and the members along with the subjects and topics of the projects. The role of the teacher is to present the topic of research. In this concern, Rousova (2008) claims that in the case of a novel topic or task, the teacher should introduce a pre-activity in which s/he is supposed to familiarize students with the topic and show its importance as well as explain their task. The role of students, in this first step, is to ask questions and help in designing and organizing the groups. Next, the second step is to create and plan for the project in addition to dividing the tasks of each member of the group. The teacher, in this phase, acts as a guide in helping students to find appropriate material and equipment while students make the plan and search for the content to include in the project. Additionally, this phase deals with discussions about the content, scope and objective of the project, students' grouping and dividing responsibilities, the output as well as the presentation and evaluation standards (Rousova, 2008). Then, the application of the project comes as a third step after the project planning where the group members analyze the data collected. Rousova (2008) said that learners conduct many tasks outside the classroom and develop the four language skills. The task of the teacher, at this level, is to control the group while learners have the role of organizing and analyzing the information. After that, comes the step of planning for the oral presentation where students select the main elements to include in their speech. Thus, the final product can be created in the form of posters, portfolios, charts, but the most widely used one is the PowerPoint presentations (Rousova, 2008). The role of the teacher, in this case, is mainly to help them organize the lesson plans and the presentation and the students decide on the key points to include and the material to use. The fifth step is to make the presentation that needs to be well-organized, attractive and not too long because it has an effect mainly on the motivation and level of attention of the audience (Rousova, 2008).

The teacher tries to direct and manage it. Furthermore, students give the oral presentation of the project and give feedback to their classmates. Finally, Evaluation comes as the last step in PBL where students share the feedback and the project with the teacher and the classmates. Rousova (2008, p. 36) states that “*All comments and advice should be weighed by the teacher, because with a constructive reflection, it is possible to improve future project attempts*”. The task of the teacher, here, lies on giving evaluation on the project. Even, students are involved in the evaluation process of their project work.

To conclude, Blumenfeld et al. (1991, p. 378) emphasize on the importance of project process for a successful achievement. They assume that:

They need [students] to keep track of the process and components, because they are likely to go through several iterations of these processes to improve their work. Finally, they need to see errors and false as learning opportunities rather than as indicators of low ability.

As a consequence, projects consist of many steps and phases to follow through which learners are engaged to make modifications for their work each time and in each phase for a better achievement and performance. In addition to that, students should not view their errors as an evidence of incompetence but as a way to learn from them.

1.5.1. Oral Presentation Project

As shown above, PBL focuses on the process of conducting project works as well as the final product achieved at the end which will be exhibited through an oral presentation.

Despite the fact that technology has conquered our lives, the role of the speaker and oral presentations are still important in the academic life (Sanders, Vehulst & Vitullo, 2003). However, “*Speaking in public, whether it be on a platform facing a large audience, addressing a small committee, or making a classroom presentation, presents a special challenge*” (Andrews, Andrews & Williams, 2002, p. 3). In other words, speaking in public is considered a challenge for people either when facing a large or even a small audience.

As a result, students are concerned with doing Oral Presentations (OP) in various subjects of study such as: marketing, biology, history, and foreign language (Andrews et al., 2002). Ferris and Tagg (1996 cited in Brooks & Wilson, 2014, p. 512) affirm that students assume that they are not given opportunities to practice the English language in classroom. Consequently, Brooks and Wilson (ibid.) suggest that teachers can adopt OP in the classroom

in order to allow learners to use the English language interactively with their classmates and raise their motivation. Rizvi (2005, p. 195) defines oral presentation as:

A form of oral communication. It is a participative two-way communication process characterized by the formal and structured presentation of a message using visual aids. It is purposeful and goal-oriented, and communicates a message to an audience in a way that brings about the desired change in their understanding or opinion. It is flexible, changing, as well as complex and varied.

1.5.2. Organization of the Presentation

As mentioned above, when students conduct their project works, they have to collect information and data from different sources, they have to organize their work, and they have to write the final product, but also have to prepare themselves for an oral presentation of the project to be delivered in the classroom. They do that in order to be successful in conveying the message and the content of their project work.

Rizvi (2005, p. 204) suggests to divide the oral presentation of the project into three main parts: introduction, body, and conclusion, and emphasizes on the importance of the restatement of the main ideas of the topic by focusing on the three Ts:

Tell the audience what you are going to tell.

Tell it.

Tell them what you have told.

-Introduction

In the introduction phase, students will introduce the topic and the main ideas to their classmates in order to situate them and give them an idea of what the presentation will be about. To reach this aim, Rizvi (2005) suggests going through some steps. First, students should get the attention of the audience by telling an anecdote, asking a question or presenting a relevant quotation. Second, they have to introduce the topic they have worked on. Third, they should make the audience interested. To do so, they need to be self-confident to convince their classmates that they are worth listening. Finally, they should give an overview or an outline of the main ideas to be dealt with in the presentation.

-Body

In this phase, students will introduce the content of the topic with some details, explanations, examples, and illustrations that support the ideas. Relatively, Rizvi (2005) assumes that trying to deliver a lot of information and ideas leads the speaker to fail in giving a successful presentation. For that reason, students should focus on the essential points with some relevant details and they should also rely on using transitive words and expressions to relate or differentiate between ideas.

-Conclusion

It is the last phase of the presentation that summarizes the general topic and the main points related to it. According to Rizvi (2005) students should:

- Give a general summary of the main ideas.
- Restate the principal idea of the topic in a clear and simple way.
- Emphasize on the objective of the presentation and the useful applications of what has been seen.
- Motivate the audience to give questions and critics.
- Finish with a concluding sentence marked by words such as: “in conclusion”, “lastly”, and “Finally”.

To summarize these three parts, students should divide their presentation into introduction, body, and conclusion. Firstly, students begin with an introduction which draws the attention of their classmates using such techniques: asking a question, telling an anecdote in order to make them interested, in addition to introducing the topic. The second phase which is body is the longest part of the presentation that deals with giving a thorough content and knowledge about the topic with appropriate details. Finally, the students finish the presentation with a conclusion in which they should restate briefly the central topic and the main ideas.

1.6. Benefits of Oral Presentations in Classroom

King (2002 cited in Brooks & Wilson, 2014, p. 513) assumes that oral presentations provide the opportunity to move from language study to the integration of the four language

skills and become active learners. Thus, oral presentations are of significant importance for the learners. Wilson and Brooks (2014, p. 513) enumerate the following benefits:

-Learners take the control of both the teaching and learning process through choosing a topic of the presentation, selecting the material to support the presentation and make decisions about the way of explaining the topic to the classmates.

-Group oral presentations allow the members of the group to use English while preparing and planning for their presentation through negotiation of meaning and the way of presenting their ideas to the other classmates.

-Oral presentations involve using the four language skills. Hence, the two skills of reading and writing will be used when searching for data and information, whereas the speaking skill will be needed when the students have to give their presentation in the classroom, and finally, listening is needed when the presenters receive questions and comments by their classmates.

-Oral presentations give the opportunity for students to teach their classmates something of importance and will be motivated especially if their work was successful, in addition to gaining confidence, self-esteem, and autonomy.

1.7. The Role of the Teacher and Learners in Project-Based Learning

The integration of project-based learning in the classroom calls for many fundamental changes among them the change in the roles of both the teacher and the learner for a successful implementation of this approach. Significantly, Simpson (2011, p. 49) gives a general view on the roles of the teacher and students in a classroom where PBL is central to teaching and learning:

The roles of teachers and students in PBL are equally important and that they need to be flexible for successful participation with each other. The teacher is not a leader but a facilitator, an advisor, and a knowledge master, while the student is not a passive learner but a self-directed learner, a team member/collaborator and a knowledge manager/leader.

1.7.1. Teacher's Role in PBL

It is about the task and the function of the teacher in the classroom in which PBL is implemented. Actually, PBL calls for a change of focus from teacher-directed learning, the basis of the traditional teaching methods, to learner-directed learning (Guo, 2006). Simpson

(2011, p. 46) claims that *“It is clear that teachers are less formal and less dominant when students have more control over their own learning”*. However, the teacher should be aware of the procedures and rules to integrate in classroom in order to create an adequate atmosphere to implement PBL effectively.

Firstly, Ng and Yeong (2008) state that teacher’s role in PBL consist of helping learners acquire skills of learning independently. More specifically, teachers help them become self-directed learners. For Simpson (2011, p. 47), teachers should also assist their learners at the early beginnings of PBL for example, *“...by developing a rubric assessment as a tool so as to offer them an insight on what they are supposed to do”*.

Furthermore, teachers should guide and direct the learning process through *“effective questioning and support students in reflecting upon the questions rather than providing information”* (Ozel, 2013, p. 42). Thus, the teacher should change his/her role from classroom “director” to “Facilitator” (Welsh, 2006) of the acquisition, construction, and application of students’ knowledge (Ng & Yeong, 2008). S/he should, also, be a good classroom manager in order to facilitate the interaction between students in classroom.

Finally, the teacher should adopt classroom strategies that permit collaborative work between students (Ladewski, Krajcik, and Harvey, 1994 cited in Welsh, 2006) since collaborative learning enhances motivation of students for learning (Gerlach, 2008) through asking *“thought-provoking questions to push students’ imaginations”*. (Larmer and Mergendoller, 2010 cited in Ozel, 2013, p. 42).

1.7.2. Learners’ Role in PBL

It is related to what the learner is required to do in the context of PBL. Yeong and Ng (2008) assert that project works present a challenge for students because they should be active participants in the learning process, and work in collaboration with the group members in order to decide on the content to learn, the methodology to use, and the application of their knowledge in real-world situations. In addition to that, they need to be equipped with skills to be able to communicate, cooperate and negotiate as they work in collaboration.

The website Edutopia (2007) states that learners should be equipped with many skills such as reading, writing, math, team-work, problem-solving, research gathering, time management, information synthesizing, and utilizing high technological tools which would enable them to control their learning with the guidance of a skilled teacher.

Simpson (2011) claims that self-directed learners should choose topics of their interests and needs and set their learning goals in order to be motivated to conduct the project. That is, in PBL, students enhance self-directed learning by taking responsibility of their own learning and the choice of topic of their interest and the methodology to use along the process of project and set the objectives they want to achieve at the end. All these decisions make the learners active and motivated to complete their project work. Finally, Simpson (2011, p. 49) claims that “*Self-directed learners widen their role to become peer-helpers who in turn help other learners to complete their tasks*”.

1.8. Benefits of Project-Based Learning

The Buck Institute for Education (BIE) (http://bie.org/about/why_pbl) states that a large number of teachers who implemented PBL in their classrooms at different grade levels and various subject areas proved that PBL is an efficient method for developing many competencies and skills. Therefore, PBL is considered as one of the recommended models of learner-centered methods which give both students and teachers an effective way to:

- Develop creativity and supportive learning environment (Ilter, 2014).
- Raise students’ motivation and improve self-directed learning (Ilter, 2014).
- Give students the chance to put into practice the knowledge and skills they have acquired and enhance the different language skills (Simpson, 2011).

Furthermore, a large body of research on PBL has found that learners become active participants in the learning process rather than passive recipients of knowledge (Gerlach, 2008). For that reason, Ozel (2013, p. 46) assumes that “*PBL is implemented where there is a need for “active learning*”. Additionally, the study conducted by Mikulec and Miller (2011) shows that the implementation of project works in the classroom promotes communication. In such situations, students are engaged in different conversations and exchange of information, ideas and opinions.

Besides, PBL experiences create for students many opportunities to be responsible for their learning by making choices on the curriculum, decision making, creating a dynamic environment and encouraging learner autonomy (Gerlach, 2008) and gives them the opportunity to construct knowledge (Simpson, 2011).

Project works push teachers to move from a teacher-centered classroom towards a learner-centered one where students can be involved in authentic communication, cooperative learning and problem solving (Indrinati & Istanto, 2013). The collaborative nature of the project work helps learners to develop important skills for life even for low language proficiency learners such as: *planning, organizing, negotiating, and making choices* (Yiyang, 2015). It promotes different real-world skills such as: research, scientific thinking, creative and critical thinking, communication and presentation abilities (Ilter, 2014). It helps them gain important skills of productive communication, respect others and develop teamwork while generating ideas together (Bell, 2011). Thus, PBL is a way that makes learners feel happy of their learning and of their personal achievements. In this concern, Bas (2011, p. 11) said that:

Students enter into a friendly competition with other groups during project works and pay effort in order to be successful. As a result of their achievement, they feel the happiness and excitement of achieving something. At the same time, students feel pleasure of producing something and displaying something, which in turn makes them feel valuable, skillful and knowledgeable.

Project works encourage students to interact with their peers and eliminate external pressures and psychological factors such as shame, guilt, anxiety, fear of failure and low motivation (Ilter, 2014). Accordingly, teachers should make the learning atmosphere in the classroom more supportive and comfortable so as to reduce the anxiety which has a negative effect on self-confidence (Simpson, 2011). Similarly, “*In PBL, where students are encouraged to speak and mingle with their peers and lecturers and given plenty of opportunities to practice English often should lessen anxiety of public speaking*” (Abdul Mutalib, 2012, p. 27).

1.9. Challenges and Difficulties of Project-Based Learning

The integration of the project-based approach in the classroom is related to considerable changes in classroom management, teachers and students’ roles, objectives, materials and most importantly the quality of learning outcomes. As a result, Holm (2011) asserts that a number of research studies revealed teachers’ hesitations towards implementing PBL in their classroom because of the changes in the way of teaching and preparing for instruction as well as the materials and resources to use.

Ward and Lee (2002 cited in Ozel, 2013, p. 73) state that the change in the roles of both teachers and learners can be frustrating especially for the former who are more familiar with

the traditional approaches to teaching in addition to their difficulty to adopt new methodologies into their classroom. Moreover, Curtis (2002 cited in Simpson, 2011, p. 73) asserts that the role of the teacher in PBL is more tiring and requires more work compared to the traditional methods. In this respect, Simpson (2011, p. 73) explains that “*Teachers need to make sure that they incorporate topics from the regular curriculum into the projects. Teachers have to supervise students who work on different topics at different paces and with different abilities.*”

Furthermore, the findings of the study conducted by Gulbahar and Tinmaz (2006 cited in Simpson, 2011, p. 72) concludes that students have problems with time management because they spend a long period of time to finish their project and they encounter difficulties in managing to respect the deadline for the submission of their work.

Additionally, PBL emphasizes on the importance of cooperative and collaborative learning. However, learners who don't have the habit to work in teams may find tremendous problems with the cooperative nature of project works (Johnson and Johnson, 1989; Socha and Socha, 1994 cited in Grant, 2002). Similarly, the study conducted by Yiyang (2015) reveals that students struggled with the implementation of PBL because they encountered some problems because of their unfamiliarity to work cooperatively in groups and the domination of some students over others. For these reasons, the teacher should teach learners negotiation and communication skills in order to help them cope with the group requirements (Grant, 2002). Finally, the study of Yiyang (2015) reports also that students find it problematic to accept the new role of the teacher as a facilitator rather than a source of knowledge.

Section Two: Foreign Language Classroom Anxiety

2.1. Overview of Speaking

The learning of any language requires from the learners to master its four basic skills: speaking, reading, writing and listening. Speaking is considered among the productive skills where learners are expected to practice, use the language and produce speech. Liao (2009, p. 11) claims that “*Although speaking has been included in the educational plan for English teaching in colleges and universities in the past year, the percentage of time devoted to activities in which students can communicate with each other in English remains small in the whole class*”. According to Bygate (1987) learning to speak a foreign language as EFL necessitates knowledge of grammar and vocabulary. However, “*Students may have a good*

knowledge of grammar, and a wide vocabulary: They use this knowledge to pass examinations, but they find it more difficult to speak English outside the classroom” (Westrup & Baker, 2003, p. 5). In other words, knowledge about vocabulary and grammar can help students to pass their exams, but it may not help them speak the English language. Similarly, Bygate (1987, p. 3) tends to confirm that *“By giving learners ‘speaking practice’ and ‘oral exams’ we recognize that there is a difference between knowledge of a language, and skill in using it”*. That is to say, oral exams show the difference that exists between the knowledge learners have about the rules of language and the ability to speak correctly and fluently.

Hence, students of foreign languages struggle with the speaking skill finding difficulties to use the target language accurately and fluently. Liao (2009, p. 11) enumerates a number of reasons that make the teaching of the speaking skill in the classroom less effective. They are as follow:

- Focus on the teacher-centred approach in the classroom which emphasizes on grammar, vocabulary, reading, writing, and neglects the speaking skill.
- Many teachers focus on accuracy rather than fluency.
- Examinations focus on written tests and ignore oral tests.
- Many teachers hesitate to use the communicative approach because of their speaking deficiency.
- Students’ beliefs about the learning process of foreign languages.

To say it briefly, the reasons and the factors that may lead to a less effective teaching of speaking in EFL classrooms include the methodology adopted in the classroom by the teacher which focuses mainly on the teaching of language rules, in addition to the teacher’s emphasis on accuracy and written tests ignoring fluency and oral tests, as well as the beliefs and attitudes of students towards the learning process of a foreign language. Thus, the effective teaching of speaking necessitates the change of these factors.

In conclusion, it is important that teachers help learners to practice the English language in the classroom in order to be able to communicate accurately and fluently. This will be achieved not only by providing them with a huge amount of vocabulary and grammar rules, but also allowing them to use and practice the language (Baker & Westrup, 2003).

2.2. Foreign Language Anxiety

Foreign Language Anxiety (FLA) is one of the types of anxieties experienced by people in their life; however, the specificity of this type of anxiety is that it is significantly related to the learners of any foreign language (Suleimenova, 2012). FLA differs from general anxiety which is defined by Suleimenova (2012, p. 1766) as “*the excessive and exaggerated worry about everyday things*”. Similarly, Spielberger (1972, p. 6) refers to anxiety as “*The intensity of feelings of tension, apprehension, and worry that are experienced by an individual at a particular moment in time, and by heightened activity of autonomic system that accompanies these feelings*”. Anxiety, then, refers to the different feelings of tension, discomfort, and apprehension of an individual at a particular moment.

Accordingly, Cope, Horwitz and Horwitz (1986) state that foreign language situations are more stressful than other fields of study. For that reason, there was a great amount of research on second and foreign language anxiety in the past two decades (Woodrow, 2006). In doing so, “*Second language research has neither adequately defined foreign language anxiety nor described its specific effects on foreign language learning.*” (Cope et al., 1986, p. 125).

Horwitz and Young (1991) state that Foreign Language Anxiety (FLA) can be viewed from two approaches namely “Anxiety transfer” from trait anxiety, test anxiety, and public speaking anxiety in language learning situations; or as a situation-specific anxiety (cited in Horwitz, Luo, & Tallon, 2009). What this entails is that these two approaches are used to define language anxiety from different perspectives (MacIntyre, 1999). Hence, researchers who adopt the first approach consider language anxiety as “*a transfer of other forms of anxiety, such as test anxiety, and communication apprehension, into the second language domain.*” (MacIntyre, 1999, p. 26). This means that language anxiety is transmitted and brought by other types of anxieties. Toth (2010) asserts that people who experience anxiety in a variety of situations are more likely to experience anxiety in learning or using a foreign language. In this respect, the purpose of this approach is to consider the other types of anxiety as forms of language anxiety (MacIntyre, 1999). The second approach suggests that the process of language learning induces a specific type of anxiety related to language and this anxiety is defined as “*the worry and negative emotional reaction aroused when learning or using a second language*” (MacIntyre, 1999, p. 27). Additionally, Toth (2010) claims that the anxiety faced in L2 contexts is considered a situation-specific anxiety and is mainly caused by the process of foreign language learning or using.

Therefore, Cope et al., (1986, p. 128) assert that FLA is a specific anxiety related to foreign language learning. They define it as “*a distinct complex of self-perceptions, beliefs, and behaviours related to classroom language learning arising from the uniqueness of the language learning process.*” In short, FLA refers to the different attitudes and behaviours provoked by the foreign language learning process in classroom.

2.3. Components of FLA

FLA refers to the anxiety caused by the process of foreign language learning. It consists of three main components and manifestations of anxiety in foreign language contexts. Cope et al., (1986) present these three related-performance anxieties to foreign language anxiety, 1)-Communication Apprehension, 2)-Test Anxiety, and 3)-Fear of negative evaluation.

2.3.1. Communication Apprehension (CA)

Communication Apprehension (CA) is the first component of FLA model proposed by Cope et al., (1986). McCroskey (1977a, 1978 as cited in McCroskey, 2012, p. 137) defines Communication Apprehension as “*an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons*”. Additionally, Cope et al., (1986) view Communication Apprehension as the fear of speaking with other people and it is related to oral communication anxiety, stage fright, and receiver anxiety. Thus, people who have difficulty in speaking in groups may face a big problem when they have to speak in a foreign language class where their performance is observed by the teacher and their peers (Cope et al. 1986). Galajda (2013, p. 36) states that “*high apprehensives tend to withdraw from communication because of uneasiness and tension. Such anxiety results in a state in which people tend to avoid communication acts and socializing*”. Therefore, communication avoidance and withdrawal are among the characteristics of people who suffer from communication apprehension.

Sellnow (2004) states that there are four types of CA. The first type is the Trait-like Communication Apprehension. It is considered as “*a personality-type variable.*” (McCroskey, 2012). In other words, it refers to an individual’s behaviour which is subject to change. McCroskey (2012, p. 147) defines Trait-like Communication Apprehension as “*a relatively enduring, personality-type orientation toward a given mode of communication across a wide variety of contexts*”. Hence, it is an innate behaviour and features in the personality of a person which is experienced in a variety of contexts and situations. Among these varieties: CA

about oral communication, CA about writing and CA about singing (McCroskey, 2012). The second type is Generalized-Context Communication Apprehension. McCroskey (2012, p. 147) defines this type of CA as “*a relatively enduring, personality-type orientation toward communication in a given type of context*”. Thus, it refers to the permanent behaviour of a person when communicating in a specific situation. It is said that in this type, people may feel apprehensive and tense in a particular context, whereas in other contexts, they might feel comfortable and released (McCroskey, 2012). The different varieties related to this type of CA are: CA about public speaking, CA about speaking in meetings or classes, CA about speaking in small groups discussions, CA about speaking in dyadic interactions (McCroskey, 2012). The third type of CA is Person-Group Communication Apprehension which is viewed by McCroskey (2012, p. 148) as “*a relatively enduring orientation toward communication with a given person or group of people*”. However, unlike Trait-like CA and Generalized-Context CA, this type of CA is not related to the personality of an individual, it rather depends on the situations constraints caused by other people (McCroskey, 2012). The last type is called Situational CA. For McCroskey (2012, p. 148), it is “*a transitory orientation toward communication with a given person or group of people.*” This type of CA is considered as CA caused by individuals present in a given situation rather than by the personality of the individual (McCroskey, 2012). In addition, Situational CA is the state of an individual when communicating with a person in a specific time (McCroskey, 2012).

2.3.2. Test Anxiety

Test anxiety is the second item that composes FLA. It is defined by Cope et al., (1986, p. 127) as “*a type of performance anxiety stemming from a fear of failure*”. In other words, test-anxiety refers to the fear of failure when students take and experience a test situation. Thus, students who experience test-anxiety may encounter difficulties in the foreign language class because tests and quizzes are frequent (Cope et al., 1986). Additionally, Aida (1994) asserts that the cause of test-anxious students is that they don't know how to manage to organize the knowledge they have in order to respond to the test questions. Occhipinti (2009, p. 19) claims that “*Highly test anxious subjects have the tendency of drawing their attention inward, to self deprecatory thoughts and worries about the performance, instead of focusing more fully on the task itself*”. That is to say, learners who struggle with test anxiety focus primarily on their performance and their perceived feeling of tension rather than on the task at hand.

2.3.3. Fear of Negative Evaluation

It is the third component of FLA. Cope et al., (1986) state that fear of negative evaluation refers to the fear of students to be evaluated negatively either by the teacher or by their peers. In addition to that, it can happen in any situation where there is a need for evaluation, for instance, *interviewing for a job*, or *speaking in foreign language class* (Cope et al., 1986). Accordingly, learners who are concerned with fear of negative evaluation are more likely to experience anxiety in foreign language classrooms (Subasi, 2010). Therefore, foreign language learners can be noticed that they are experiencing fear of negative evaluation through their behaviour in the classroom, their passivity, their avoidance of classroom activities, and sometimes they miss class in order to avoid anxiety-provoking situations (Aida, 1994, p. 157).

2.4. Sources of Foreign Language Classroom Anxiety

Foreign Language Classroom Anxiety (FLCA) is viewed by teachers as not only a concept that is studied by researchers in laboratories or “induced anxiety” conditions, but in fact it is a reality that exists in their classrooms and which affects students because of foreign language study (Phillips, 1991). FLCA faced by students is provoked because of a number of reasons. Significantly, Young (1991) identifies six sources of language anxiety related to the learner, the teacher, and the instructional practice. Thus, these sources include 1)-Personal and interpersonal anxieties, 2)-Learner beliefs about language learning, 3)-Instructor-learner interactions, 4)-Instructor beliefs about language teaching, 5)-Classroom procedures, and 6)-Language testing.

2.4.1. Personal and Interpersonal Issues

These are the most widely studied sources of language anxiety which are related to competitiveness and self-esteem (Young, 1991) because “*low self-esteem and competitiveness, can become the seeds for student language anxiety*” (Ohata, 2005, p. 6). As Bailey states, competitiveness leads to anxiety when students compare themselves to other students and try to be better than them (cited in Young, 1991, p. 427). In addition, Krashen states that low-self esteem also leads to a great degree of anxiety when students get worried about what their peers think or say about them (cited in Young, 1991, p. 427). Finally, Young (1991, p. 427) considers low ability level or proficiency in the foreign language as a factor that leads to anxiety.

2.4.2. Learner's Beliefs about Language Learning

It is another source leading to language anxiety. The study conducted by Gynan shows that his students believe on some practices that they consider essential for the success of language learning including “...*pronunciation, vocabulary, classroom conjugation, communication, memorization of grammar, translation, and having contact with native speakers*” (Young, 1991 p. 9). Similarly, the study of Horwitz (1988 cited in Young, 1991) includes beliefs such as expressing correct utterances and speaking with an “excellent accent”, in addition to the beliefs of learning the language in two years. Therefore, Young (1991) states that these beliefs are unrealistic and when they don't match with the reality, they result in provoking anxiety. For instance, for Ohata, (2005, p. 7):

If beginning learners believe that pronunciation is the single most important aspect of L2 learning, they will naturally get frustrated to find the reality of their imperfect speech even after a lot of practice. In this sense, learner beliefs can play another major role in forming language anxiety in students.

2.4.3. Instructor's Beliefs about Language Teaching

Young (1991, p. 428) presents a number of teacher's beliefs about his/her language teaching process which are considered to be among the factors leading to learner language anxiety. They include:

Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's may be contributing to learner language anxiety.

2.4.4. Instructor-Learner Interaction

According to Oxford (1999, p. 66) “*Harsh error correction, ridicule and the uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety*”. Young (1991) assumes that students don't like making errors and to be corrected in front of their peers. However, some studies such as: Horwitz (1986), Koch and Terrell, Price, and Young (1990) report that correcting students' errors is essential (cited in Young, 1991). Thus, the problem of students is not the correction of errors that makes them feel anxious, but the manner and the way of

correction provided by the teacher (Young, 1991). Similarly, Ohata (2005, p. 7) reports that “*students are more concerned about how (i.e., when, what, where, or how often, etc.) their mistakes are corrected rather than whether error correction should be administered in class*”.

2.4.5. Classroom Procedures

They are another factor contributing to foreign language anxiety. It refers to the “*types and nature of the task, the target language use as well as classroom climate*” (Zhang & Zhong, 2012, p. 29). Therefore, speaking the target language in classroom in front of a group, giving oral quizzes, and being called on in class to answer to a question are among the sources of anxiety (Young, 1991). In addition to the study conducted by Koch and Terrell where they concluded that oral presentations in the classroom are considered as the most anxiety-provoking (cited in Young, 1991).

2.4.6. Language Testing

Young (1991) states that tests conduct language learners to anxiety when the tests include question-types or material that have never been experienced by learners.

All in all, the sources inducing anxiety include factors as varied as the personal and interpersonal issues related to the learners’ self-esteem, competitiveness to be better than the others. In addition to the learners’ beliefs about the way of learning the language viewed mainly as a way to produce only correct language. Teachers’ beliefs about the way they teach and evaluate can also be another source particularly in classrooms where teachers consider themselves as authoritative agents in all the activities undertaken. Oral presentations, oral quizzes induce higher anxiety and finally, the types of questions given by the teacher in tests may be novel and ambiguous and hence, may be conducive to anxiety.

2.5. Types of Anxiety

Pappamihel (2002) asserts that it is necessary to make a distinction between the individuals who often suffer from anxiety, and the ones who are not. Spielberger (1983) claims that the distinction between state and trait anxiety is known as state/trait dichotomy (cited in Pappamihel, 2002). Thus, the distinction between trait and state anxiety was first initiated by Cattell and Scheir, but later on it has been given more focus by Cattell and Spielberger (Spielberger, 1972).

2.5.1. Trait Anxiety

MacIntyre (1999, p. 28) gives a definition of trait anxiety as “*a feature of an individual’s personality and therefore is stable over time and applicable to a range of situations*”. In other words, it is an inborn personality feature of an individual which is stable over time and present in any situation. Similarly, “*Anxiety is a part of their [individuals] character.*” (Pappamihel, 2002, p. 330). For instance, “*a given individual could conceivably be anxious in the most situations, including the Foreign Language (FL) classroom (trait anxiety).*” (Ganschow & Sparks, 1995, p. 236).

2.5.2. State Anxiety

Spielberger (1972, p. 6) defines state anxiety as “*a complex emotional reaction that is evoked in an individual who interprets a specific situation as dangerous or threatening.*” Quite simply, state anxiety is the negative reactions and behaviours of an individual toward a specific situation that s/he perceives as dangerous. Additionally, state anxiety is “*a social type of anxiety that occurs under certain conditions.*” (Pappamihel, 2002, p. 330). For instance, “*an individual might experience anxiety induced by the situation and limited to that situation (state anxiety)*” (Ganschow & Sparks, 1995, p. 236).

2.5.3. Situation-Specific Anxiety

Spielberger (1983 cited in Pappamihel, 2002, p. 330) made another distinction which is situation-specific anxiety that considers certain events and situations as anxiety-producing only when certain factors are present.

2.6. Foreign Language Speaking Anxiety (FLSA)

Speaking is among the four language skills which a learner of a foreign language needs to develop. However, “*Speaking in a foreign language was found to be disturbing because of the fear that it might lead to the loss of one’s positive self-image or self-identity*” (Tseng, 2012, p. 80).

Actually, learners of any foreign language struggle mainly with speaking anxiety resulted from the use of the foreign language because of their fear of making mistakes and negative evaluation from both their teachers and peers. In a similar vein, Gkonou (2011, p. 276) explains that:

On the one hand, EFL speaking anxiety is caused by learners' effort to produce as accurate an utterance as possible in the classroom paying attention to both pronunciation and language choice and use. On the other, self-consciousness and anxiety about EFL speaking could be defined as a state of ongoing social comparisons among learners and as a fear of negative evaluation and loss of face in the event of a mistake.

Accordingly, many studies have been conducted on FLSA since it is the most faced problem by learners in language classes (Cgatay, 2015). Belemir (2009, p. 19) states that “many learners suffer from foreign language speaking anxiety, which simply can be defined as the fear of using the language orally”. In addition to that, Gaibani (2014, p. 114) defines speaking anxiety as “a universally known fear characteristic of people giving speech to an audience”. Similarly, Campbell and Ortiz (1991 cited in Suleimenova, 2013, p. 123) found that University students experience an “Alarming situation with language anxiety, more clearly experiencing debilitating levels of speaking anxiety”. Moreover, both language teachers and researchers insist on the high degree of anxiety experienced by many of the learners which influences negatively their behavior and outcomes, which may, in turn, result in their unwillingness to communicate or involve in discussion using the target language (Yahya, 2013). Thus, “Students who have speech anxiety are often very calm and passive and can therefore also receive less attention from teachers in comparison with noisy , antisocial and aggressive children.” (Basic, 2011, p. 231).

2.7. The Effect of PBL on FLSA

In order to show the relation between the two variables of this study, that is to say the relation and the effect of implementing project-based learning as a teaching method in EFL classroom to help students overcome foreign language speaking anxiety, it would be important to refer to a number of related studies done by many researchers. The researcher analyzes four research studies.

Tsiplakides (2009) conducted a study in order to help students overcome Foreign Language Speaking Anxiety (FLSA) in the English classroom by providing theoretical issues and practical recommendations. The aim of this research was to provide English language teachers worldwide with useful suggestions which will be used in classroom to help learners reduce language anxiety, promote motivation to learn and increase language acquisition. The study also aims to discover the characteristics of students who suffer from FLSA, as well as its sources, and to find whether the incorporation of project work and a supportive classroom atmosphere can help these students overcome their language anxiety. The participants of this

study were fifteen (15) students in the third grade of a lower secondary level in Greece aged between 13-14 years. In order to gain rich and detailed information, the researcher used three qualitative techniques of data collection which are: semi-structured interview, group discussion and direct observation. Findings showed that there are students who experience English speaking anxiety and who do not participate in speaking activities because of their fear of negative evaluation from their peers and their perception of low ability compared to them. The interventions provided by the researcher including project work, establishing a learning community and a supportive classroom atmosphere were effective since the study shows that these anxious students were more willing to participate in speaking activities.

In another research study, Ben Alahem (2013) investigated the effect of using oral presentation projects to help EFL learners reduce speech anxiety. The aim of this study was to shed light on students' perceptions of their own oral competencies and speaking skills and the speech anxiety they have and its level, as well as examining the effect of introducing the use of different oral presentation projects in different EFL courses. The study aims to enable the learners to improve their academic oral performance and reduce their speech anxiety. To meet well the aim of the study, the researcher administered a questionnaire to 100 TEFL 2nd year students at the Department of English at Mohamed Kheider University of Biskra (Algeria). The results of the study showed that more efforts should be exploited to get students to a higher well performing level of the speaking skill. They showed also that learners experienced speech anxiety one time or another and they were welcoming the idea of utilizing oral presentation in other TEFL courses because for them it is a good speaking practice activity. Another tool employed in the study was a structured teacher's interview which was administered to 6 oral expression teachers. Its findings showed that the teachers admit that they face problems with the learners when asking them to speak because of reluctance, shyness, fear of making mistakes and speech anxiety. Teachers also showed a positive attitude towards oral presentations as an effective technique that helps students practice their speaking.

Mohammadi, Sadeghi and Sedaghagoftar (2013) wrote an article entitled: "From EFL classroom into the Mainstream: A socio-cultural Investigation of Speaking Anxiety among Female EFL learners". The main concern of the study they conducted was to examine the rate of foreign language anxiety in male and female language learners in addition to discovering the sources of FLSA among female learners as well as giving some strategies that help female learners cope with FLSA. In order to reach the aim of the study, the researcher administered

the Foreign Language Classroom Anxiety Scale (FLCAS), a 33-items questionnaire, to 76 language learners (two different classes of female and male learners (N=38, each) from Iran language Institute, and which ranges from high school and partially university students from a variety of major. They used as well semi-structured interviews which were carried out with both students and teachers to increase the validity of the results. The findings of this study showed that female learners are experiencing more anxiety than male learners because of anomalous cultural circumstances and social status of female individuals. This research showed also that teachers should be sensitive and considerate about their female learners' social status, their senses of identity and their self-perception. Finally, the study proposed some practical strategies to cope with language anxiety. Among these strategies is group work (project work) which focuses mainly on communication rather than accuracy to reduce students' feeling of being constantly assessed, in addition to the active role and responsibilities they take which raises their confidence, and decreases their beliefs about their low ability in the target language.

Tian (2014) conducted another research on English classroom anxiety status quo and countermeasure analysis of students in higher vocational and technical colleges. The main objective of the study was to investigate classroom anxiety status quo and how to reduce it. The participants of this study consist of 360 students enrolling in 2012 and 2013 (217 girls and 132 boys). To reach the aim of the study, the researcher used a Foreign Language Classroom Anxiety Scale (FLCAS) which consists of five likert-scale (strongly disagree, disagree, unconfirmed, agree, totally agree). The findings of the questionnaires revealed four factors which are general language anxiety, English class self-perception anxiety, communication apprehension and fear of negative evaluation. On the basis of these results, the researcher suggested many teaching methods mainly to reduce classroom learning anxiety. Using PBL is claimed to be the most effective way to improve students' interest in learning English, in addition to that it pushes team members to communicate with each other and decreases classroom anxiety.

Conclusion

Throughout this theoretical chapter, the researcher attempted to provide an up-dated literature about the research variables. Thus from the description above, it is understood that PBL is an approach that has been developed to be used as a teaching and learning technique particularly in EFL classroom. It gives students ample space for communication and practice

of the English language through its different phases which can attempt to reduce the anxiety that many students experience when speaking a foreign language. Therefore, with the advent of the LMD system (License, Master and Doctorate) which is, actually, a consequence of the Bologna Process, Algeria has adopted PBL particularly in Higher Education. For that reason, it would be interesting to investigate how it is perceived both by teachers and their students. Thus, the following chapter is devoted to this aim that is, to present the methodology used in this study, its results and pedagogical implications.

Chapter Two

Practical Part

Introduction

The present study aims at investigating the role that project-based learning (PBL) has in helping students overcome their Foreign Language Speaking Anxiety (FLSA) from teachers and students' perspectives. In this chapter, the researcher provides a description of the methodology used in addition to the research findings. It is divided into two sections: The first one is about research design including the population selected and the data collection tools and procedures. The second section deals with the interpretation and the analysis of data that will, then, be summarized. Next, Pedagogical implications will be stated and a general conclusion will be drawn. Finally, limitations of the study at hand are stated and suggestions for future research are presented.

Section One: Research Methodology

1.1. Focus of the Study

The present research study seeks to investigate how teachers and students perceive the effect of Project-Based Learning on reducing Foreign Language Speaking Anxiety. It seeks to find out answers to the following research questions:

- 1- How do students perceive the effect of PBL on their FLCSA?
- 2- How do teachers perceive the effect of PBL on their students FLCSA?

1.2. Research Design and Methodology

The aim of the present study is to show the effect of using project-based learning as a teaching method in EFL classroom to overcome speaking anxiety as perceived by teachers and their students. As such, a descriptive research design is used.

1.2.1. Research Population

The research population who participated in the present study includes students and teachers in the Department of EFL in the University Abderrahmane Mira of Bejaia.

a. Students

The research subjects include twenty five (25) out of forty six (46) first year students enrolled in the master's degree level in Applied Linguistics and English Language Teaching (AL & ELT). They belong to two groups. The reason behind selecting this sample is that first

year master students of AL & ELT are taught through the project-based approach as a new way of teaching for them which is said to be different from the way they used to learn in their previous three years of study at University. Furthermore, students still find difficulties with speaking anxiety and their fear to face the audience despite their advanced level in English language as well as the long period they have been studying English (more than 10 years as shown in table 2.1.3).

b. Teachers

The study includes five (5) teachers of the two groups mentioned above. They are two females and three males. In addition to that, from the table below (table b.1), the results reveal that all of these teachers (100%) are holding a Magister degree. Actually, an MA degree is important in teaching classes in Higher Education settings in which teachers show a mastery of the language and content knowledge in addition to being a model for their students.

Degree Held	Participants	Percentage (%)
BA (Licensee)	00	00%
MA (Master/Magister)	05	100%
PHD (Doctorate)	00	00%
Total	05	100%

Table b.1. Teachers' Held Degrees

Besides, the teachers have all of them taught EFL for less than 15 years as shown in table b.2. below.

Years	Participants	Percentage (%)
Less than 15 years	05	100%
Between 15 and 25 years	00	00%
More than 25 years	00	00%
Total	05	100%

Table b.2. Teachers' Years of Expertise in Teaching the English Language

1.2.2. Research Procedures

The study has used a mixed methodology; a quantitative and a qualitative one. The reason behind using mixed methods is “*to broaden understanding by incorporating both qualitative and quantitative research, or to use one approach to better understand, or build on the results from the other approach*” (Creswell, 2009, p. 204). Therefore, the study has employed two (2) data collection tools: a questionnaire and an interview.

a. Questionnaire

The primary research instrument used in the present study is the questionnaire since “*by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour*” (Dornyei, 2003, p. 9). In other words, one can collect data by using a questionnaire in a short period of time with less effort. Moreover, and according to Dornyei (2003, p. 1) “*The popularity of the questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able*”.

In this study, the questionnaire was delivered to the twenty five (25) students who participated in it. It is distributed during from 13rd to 17th, March. All the copies were returned back the same day of administration and the collection took one week.

The questionnaire was designed for asking them to give information about their actual state of learning by using Project-Based Learning in their classes. In addition, it was designed to diagnose students’ evaluation of their state when they are involved in communication and classroom discussions in the different phases of project works preparation.

The questionnaire is composed of fourteen (14) items. The first three (3) are devoted to gather students’ personal information about their gender (Q1), age (Q2) and the number of years of studying English (Q3). The second part includes eleven (11) questions constructed mainly on the basis of the different phases of project-based learning where students are involved in discussions in order to know about their feelings and state of mind when speaking English in the classroom in addition to the role of project works in helping them to have communication opportunities. Many questions were asked to the students. Item 4 is asked to know whether they had sufficient opportunities to speak the English language during their previous years of study at University. To know the number of project works they have conducted this current year item 5 is asked. Besides, if they work individually, in pairs or in groups when conducting project works (Q6). What they think about project-based approach in which they have been taught through during this year, if it is helpful and interesting, they would explain why, and if frightening and worrying they would also explain why (Q7). Item 8 seeks to know in which discussions provided by the researcher students are involved when participating to plan for the project work. Item 9 seeks to know why students feel comfortable to speak English with the group members during project preparation. Item 10 is asked to know how students feel during the oral presentation of the project. Moreover, students are

asked about their reaction when the teacher or their classmates ask a question or need clarification about a given point after presenting their project orally (Q11). The three last questions are statements which were set in the form of a lickert-scale of “strongly agree”, “agree”, “undecided”, “disagree”, and “strongly disagree” in which participants choose among the proposed options and give their opinion about whether PBL gives them the opportunity to participate in classroom discussions, if it helps them to better communicate and finally whether PBL enhances their self-confidence to speak in English.

b. Interview

The study has also used an interview with teachers because according to Mackey and Gass (2005, p. 173) “*interviews can allow researchers to investigate phenomena that are not directly observable*”. Among the other advantages of the interview is that it gives the opportunity to the researcher to explain and give clarifications to the interviewees about the aim of the study and more specifically the aim of the interview. Moreover, “*because interviews are interactive, researchers can elicit additional data if initial answers are vague, incomplete, off-topic, or not specific enough*” (Gass & Mackey, 2005, p. 173). That is to say, the researcher can ask for more clarifications and explanations from the respondents if their initial answers are incomplete, irrelevant and ambiguous.

The aim of the interview was to allow the researcher to get more reliable data about PBL and explore teachers’ perceptions towards using it as a teaching method as well as their views on integrating it to overcome learners’ foreign language speaking anxiety. The interview was conducted on the mid of March between 13th and 17th, March. It consists of seven (7) questions. They were about whether teachers have integrated project-based approach in their classrooms and how many projects they have given per semester. Furthermore, the interview seeks to know the difference between teaching through lecturing and through PBL mainly in terms of communication. The questions were also about teachers’ viewpoint towards using PBL as a teaching method in the classroom to make learners overcome the anxiety they feel when speaking the English language and gain self-confidence.

Section Two: Data Analysis and Interpretation and Recommendations

2.1. Students' Questionnaire

As mentioned earlier, the questionnaire is composed of fourteen items. The reader is reminded that it is used to probe the perceptions of 1st year master's students regarding the effect of PBL on their FLSA.

2.1.1. Students Gender Distribution

Item 1: Students' Gender Distribution

A quick glimpse at table 2.1.1. below reveals that female students outnumber male ones. In fact, the study recorded twenty one (21) female subjects who represent 84 % out of the total of twenty five (25) whereas the male's number was four (04) subjects representing 16 %. This can be due to the fact that girls are showing more interest in studying English as a foreign language than boys.

Gender	Participants	Percentage (%)
Male	04	16%
Female	21	84%
Total	25	100%

Table 2.1.1. Students' Gender Distribution

2.1.2. Students' Age Distribution

Item 2: Students' Age Distribution

From table 2.1.2. below, it is noticeable that the majority of Master I student's age ranges between 21 to 23 years old. The age range was divided into three categories. The first category is below twenty one (21) representing (4%), the second category is between 21 and 23 which represents the majority of the participants (80%) and the last category is over 23 years old representing (16%). Therefore, the results show that these participants are relatively young.

Age range	Participants	Percentage (%)
Below 21	01	04%
Between 21 and 23	20	80%
More than 23	04	16%
Total	25	100%

Table 2.1.2. Students' Age Distribution

2.1.3. Number of Years Studying English

Item 3: How long have you been studying English?

In table 2.1.3. below, the results indicate that the majority of the students (84%) have been studying the English language for 10 years or more against only 16% of them who have learnt it for less than 10 years. Thus, it is assumed that the majority of first year master AL & ELT have a long experience with the learning of the English language i.e. three (3) or four (4) years in the middle school, three (3) years in the secondary school and four (4) years at the University. This shows that they have enough background knowledge and a mastery of the English language system.

Number of years studying English	Participants	Percentage (%)
Less than 10 years	04	16%
10 years or more	21	84%
Total	25	100%

Table 2.1.3. Students' Number of Years Studying English

2.1.4. Sufficient Opportunities to Speak EFL during the Graduation Level

Item 4: Did you have sufficient opportunities to speak English during your graduation level?

In this item, students were asked to say whether or not they had sufficient opportunities to speak the English language during their previous years of study at the university. As shown

in table 2.1.4. below, the majority of the students (64%) have answered “No” to having sufficient opportunities to speak English during graduation level against 36% of them who said “Yes”.

The obtained results show that most of the students did not have sufficient opportunities to speak EFL in the classroom because the teachers adopt the traditional approaches to teaching where teachers’ talk in the classroom is dominant. As a result, students had little chances to express themselves and use the target language which can be among the factors that explain their anxiety every time they are asked to speak.

Choices	Frequency	Percentage (%)
Yes	09	36%
No	16	64%
Total	25	100%

Table 2.1.4. Sufficient Opportunities to Speak EFL during the Graduation Level

2.1.5. Number of Project Works Conducted

Item 5: How many project works have you conducted this year?

The results presented in table 2.1.5. below show that the majority of the students (84%) responded that they have conducted less than five (5) projects this year against only 16% of them who said that they have conducted between 5 and 11 project works. None of them have conducted more than 11 projects.

The results show that students didn’t have the chance to experience PBL in all the modules they have during the first semester of this year because they have 11 modules and they have conducted less than 5 project works. However, it is viewed quite important as a beginning for their involvement in project-based approach as they would have the opportunity to conduct more projects in the second semester.

Number of project works	Frequency	Percentage (%)
Less than 5	21	84%
Between 5 and 11	04	16%
More than 11	0	0%
Total	25	100%

Table 2.1.5. Number of Project Works Conducted

2.1.6. Ways of Conducting Project Works

Item 6: Are these project works conducted generally:

From table 2.1.6. below, it is recognized that the majority of the students (73,33%) conducted their project works in groups. Working in pairs was mentioned by 20% of them. On the other hand, only 6,66% of the participants said they are working individually.

Therefore, the results reveal that project works are generally conducted in groups by working all together to prepare them. This kind of collaborative work gives students the opportunity to communicate and interact between each other, exchange ideas, share knowledge, debate and give opinions. Students also develop critical thinking, problem solving, communicative skills and promote the spirit of working cooperatively.

Ways of Conducting Project works	Frequency	Percentage (%)
Individually	02	6,66%
In pairs	06	20%
In groups	22	73,33%
Total	30	100%

Table 2.1.6. Ways of Conducting Project Works

The numbers of students is 25, so the answers that exceed 25 indicate that some students provided more than one answer (multiple answers).

2.1.7. Students' Views on PBL

Item 7: What do you think about Project-based learning through which you have been taught during the current year?

In this item, students were asked to tell about their opinions towards the project-based approach in which they are taught through during this year. The majority of the students (80%) have answered that PBL is interesting and helpful but only 12% think that it is frightening and worrying. Moreover, 8% find PBL interesting and frightening at the same time.

Views on PBL	Frequency	Percentage (%)
Interesting/ helpful	22	88%
Frightening/ worrying	03	12%
Interesting/helpful Frightening/worrying	02	08%
Total	25	100%

Table 2.1.7. Students' views on PBL

a. Reasons Why PBL is Viewed as Interesting and Helpful

This question was asked to elicit information from learners on why they find PBL interesting and helpful. Many students emphasized on the importance of PBL in helping them to communicate easily and freely, to express themselves and give their opinions about a given topic using the English language. In addition to that, students reported that it helped them to be at ease when facing the audience during oral presentations, break the fear of stage fright and get rid of the fear of speaking anxiety. Thus, students speak with self-confidence. One of the students said that: *“PBL helps me to get rid of anxiety of speaking the English language and the fear of stage fright and facing the audience”*.

They also claimed that PBL helped them to be autonomous, independent, active learners and have an excellent and new learning experience by working independently which pushes them to read more, work hard and gain information and knowledge on different subjects in order to improve their level. One student claimed that *“It is interesting because it is a new*

method for us, not boring; it pushes the learner to work hard and discover by himself rather than to be spoon-fed by the teacher”.

Moreover, students also think that PBL helped them to improve their speaking skill by developing the different aspects of language (grammar, vocabulary, pronunciation...), it also permitted them to practice and use the English language fluently because in the past they didn't have chances to speak English both inside and outside the classroom. Among students' citations, the following: *“It is interesting and helpful because it helps me improve my English since we didn't have a lot of chances to speak both inside and outside the classroom in previous years”.*

Furthermore, students find PBL interesting since it gave them the chance to choose the methodology to use which can be helpful especially during oral presentation when students choose to use easy language and adequate method to the level of their classmates which allows them to master and acquire the content easily and quickly. In addition to that, projects helped them develop the spirit of working cooperatively and interactively in groups and exchange ideas and opinions between each other. Among the sayings of students the following one *“It is interesting because it helps us to be autonomous, to work in groups and it helps us to improve our oral skills”.*

b. Reasons Why PBL is Viewed as Frightening and Worrying

The 12% of the students who have considered PBL as worrying and frightening refer especially to the oral presentations since they feel anxious and stressed to face the audience and speak in front of the class. In addition to that, one student said that s/he has been accustomed to be taught using old methods, that is to say through lecturing.

c. Reasons why PBL is Viewed as Interesting and Frightening

There are two students (8%) who commented on the fact that PBL is both interesting and frightening at the same time. It is interesting because on the view of the respondents it is an experience of how to prepare a lesson as well as it helped us to break the fear of facing the audience. On the other hand it is frightening because according to the first student, learners are not familiar with this type of teaching and learning methods. In addition to that, students feel anxious to being corrected on their language errors, while the second student asserted that they fear to forget some points they have prepared for the oral presentation, to be criticized as

well as getting bad marks. From these answers, it is obvious that these students are still experiencing foreign language anxiety because of their fear of error correction, test anxiety and fear of negative evaluation.

2.1.8. Students' Participation for the Project Planning

Item 8: When participating to plan for the project work, check the discussions in which you are involved (You can tick more than one box)

In this item, students were asked to tell in which discussions they participate during the planning phase of the project. The majority of the respondents (39,6%) reported that they are actively participating in the discussions on the projects they are required to conduct mainly by convincing their group members about the choice of a given topic. 32% of them have answered that they discuss about the members of the group they want to work with. Moreover, 28,3% of the students have answered that they discuss with their teachers about the time allotted for the preparation of the project work and the deadline for its submission in addition to selecting the day of giving the oral presentation.

The results show that Project-based learning provided many opportunities for students to be involved in different discussions where they are required to speak the English language and express themselves and their opinions freely and easily without hesitation. Thus, they are involved in selecting the group members as well as convincing them about a given topic they see relevant and in which they have background knowledge, in addition to discussing the date of the project submission and oral presentation.

Students' Participation for the Project Planning	Frequency	Percentage (%)
I discuss and help to design the members of the group I want to work with.	17	32%
I help to select and convince my group members about a given topic.	21	39,6%
I talk with the teacher about the deadline of project submission and oral presentation.	15	28,3%
Total	53	100%

Table 2.1.8. Students' Participation for the Project Planning

2.1.9. Students' Reasons for Feeling Comfortable Using EFL with Group Members

Item 9: During project preparation, I feel comfortable when speaking English with my group members because: (You can tick more than one box)

This question was asked to elicit information from learners on the reasons that make them feel comfortable to speak English among their group members during the project preparation. The results presented in table 2.1.9. below show that the majority of the students (31,8%) responded that they feel comfortable to use English among their group members because they have discovered that even their classmates make errors and mistakes. Similarly, 25,7% of them feel relaxed to use English because they do not mind to make errors and mistakes among their classmates. 24,2% of students answered that they feel at ease to speak English among group members since they think that they are mainly concerned by expressing themselves, giving and sharing their opinions and ideas about the appropriate content and methodology to use in the project. 16,6% of them reported that they feel comfortable when using English because their classmates don't laugh at them when they make errors. In response to option, which is an open question for other reasons, only one (1,5%) student answered. The student said that he/she feels comfortable to speak English among group members for three other reasons which are to not care about making mistakes and errors the thing that makes them feel self-confident in addition to their belief that the learner is in the classroom in order to learn from his/her mistakes as well as the emphasis on the fact that no one is perfect which means that learners feel comfortable because they know that they are not the only ones who makes mistakes and no one is perfect.

Therefore, the results reveal that students do not experience speaking anxiety. They seem quite sure of themselves and feel comfortable and relaxed to speak in English among the group members during their preparation of the project work. The reason behind this is that they feel free to express themselves and give their opinions which encourage them to practice their English language and make them feel responsible and active participants in the group. In addition to that, they do not mind if they make errors since even their classmates are concerned with making mistakes as well. Finally, students seem not to fear about the negative evaluation of the others which is conducive to a high level of self-esteem.

Reasons for Feeling Comfortable Using EFL with Group Members	Frequency	Percentage (%)
I do not mind to make mistakes and errors.	17	25,7%
I am more concerned with giving my opinion about content and methodology to use in the project.	16	24,2%
My classmates don't laugh at me when making language errors.	11	16,6%
My classmates also make errors and mistakes.	21	31,8%
Others (specify).	01	1,5%
Total	66	100%

Table 2.1.9. Students' Reasons for Feeling Comfortable Using EFL with Group Members

2.1.10. Students' Feelings during the Oral Presentation of the Projects

Item 10: During the oral presentation of the project (you can tick more than one box)

In this item, students were asked to give their feelings and state of being when presenting their projects orally. From table 2.1.10. below, it is noticed that the majority of the participants (28,5%) answered that they feel self-confident. Besides, 23,2% of them feel comfortable, relaxed and motivated to present the project. 19,6% of students reported that they usually forget things they have prepared for the presentation. Similarly, 19,6% of the participants said that they get nervous and anxious when someone interrupts them in order to ask a question. Only 8,9% of the students have responded that they feel embarrassed and humiliated when they make mistakes in front of all the class.

Hence, generally, the results show that students feel self-confident when giving the oral presentation of the project which is necessary to engage in any discussion, and which shows that they have self-esteem and believe in their abilities and competences. Moreover, students also reported that they feel comfortable and motivated which shows that they have well-prepared their project work, particularly, their oral presentation before performing it in the stage and they are ready and motivated to present what they have prepared. The other students who assumed that they forget things they have prepared and they get nervous when someone interrupts them while speaking shows that they either are not ready for the oral presentation or they are anxious and worry to face the audience.

Students' Feelings during the Oral Presentation of the Projects	Subjects	Percentage (%)
I feel relaxed and motivated to present the project.	13	23,2%
It embarrasses me to make mistakes in front of the class.	5	8,9%
I feel self-confident.	16	28,5%
I usually forget things I have prepared for the presentation.	11	19,6%
I get nervous and anxious when someone interrupts me to ask a question.	11	19,6%
Total	56	100%

Table 2.1.10. Students' Feelings during the Oral Presentation of the Projects

2.1.11. Students' Reactions towards Teachers and Classmates' Questions and Comments

Item 11: When the teacher or my classmates ask a question or need clarification after the oral presentation of the project: (You can tick one more than one box)

In this item, students were asked this question in order to know about their reactions towards the questions, comments, and criticisms of both their teachers and classmates. The results presented in table 2.1.11. below, show that the overwhelming majority of the participants (38,3%) answered that they respond to the questions by themselves. 31,6% of them responded that they give more explanations, clarifications and examples when being asked a question and 30% of the participants said that they defend their ideas and opinions about the topic.

Thus, the results indicate that students do not feel anxious when being asked questions or for clarifications and explanations by their teachers or classmates which shows that they accept the questions and criticism received at the end of their presentation. In addition to that, they feel self-confident and not anxious. In fact students respond to the questions by themselves and give more clarifications, explanations and examples which is an evidence that they have searched, read a lot, have well-prepared and have a great mastery of the topic they presented. This also reflects their feeling of self-confidence and having a strong personality to give arguments and convince others.

Reactions towards Teachers and Classmates Questions and Comments	Subjects	Percentage (%)
I respond to the question by myself.	23	38,3%
I ignore and don't answer the question.	00	00%
I give more explanations, clarifications and examples.	19	31,6%
I defend my ideas and opinions about the topic.	18	30%
Total	60	100%

Table 2.1.11. Students' Reactions towards Teachers and Classmates' Questions and Comments

2.1.12. Involvement in Classroom Discussions through PBL

Item 12: PBL gives me the opportunity to participate in classroom discussions.

The results in table 2.1.12. below indicated that all the participants 25 (100%) agree (44%) or strongly agree (56%) on the fact that PBL gives them many opportunities to participate in classroom discussions.

From the results, it is obvious that project-based approach is viewed as a helpful method because it provided learners with great chances to involve and participate in the classroom discussions in different phases of PBL which is beneficial for them in terms of being more willing to express themselves easily without any worry or stress.

Involvement in Classroom discussions through PBL	Subjects	Percentage (%)	
Strongly agree	14	56%	100%
Agree	11	44%	
Undecided	0	0%	0%
Disagree	0	0%	0%
Strongly Disagree	0	0%	
Total	25	100%	100%

Table 2.1.12. Involvement in Classroom Discussions through BPL

2.1.13. Communication Improvement with PBL

Item 13: PBL helps me better communicate.

It is clear from table 2.1.13. below that all the participants (100%) agree (40%) or strongly agree (60%) that PBL has helped them to communicate better in EFL classroom. This is due to the principle of PBL which emphasizes on the learner as the focal point in the classroom. For that reason, learners had time in the classroom to communicate meaning to their classmates and teachers, had a kind of interaction and exchange of ideas which gives them self-confidence and break the fear of speaking English in the classroom.

Communication Improvement with PBL	Subjects	Percentage (%)	
Strongly agree	15	60%	100%
Agree	10	40%	
Undecided	00	00%	00%
Disagree	00	00%	00%
Strongly disagree	00	00%	
Total	25	100%	100%

Table 2.1.13. Communication Improvement with PBL

2.1.14. Gaining Self-Confidence in Speaking EFL through BPL

Item 14: PBL enhances my self-confidence to speak in English

Regarding the results presented in table 2.1.14. below that almost all the participants (92%) think that PBL has helped them to enhance their self-confidence to speak English against only 8% of the participants who remain undecided about the role of PBL in enhancing their self-confidence to speak EFL. This is due to their participation in the different classroom discussions and their involvement in any communication action. It can also be due to the fact that they have become more confident about their personal abilities. They care less about the negative evaluation of others which is necessary in order not to feel anxious and worried when speaking English in the classroom in front of the classmates and teacher.

Gaining Self-Confidence in Speaking EFL through PBL	Subjects	Percentage (%)	
Strongly Agree	14	56%	92%
Agree	09	36%	
Undecided	02	08%	08%
Disagree	00	00%	00%
Strongly Disagree	00	00%	
Total	25	100%	100%

Table 2.1.4. Gaining Self-Confidence in Speaking EFL through PBL

2.2. Teacher's Interview

The interview was conducted with five teachers of Applied Linguistics and English Language Teaching option. In the analysis, teachers' answers are organized according to the following themes and topics that were raised:

2.2.1. Teachers' Integration of PBL in Classroom

The five (5) interviewed teachers are adopting project-based approach in teaching EFL in their classrooms where they assign project works for their students to be completed in a given period of time. One teacher asserted that the integration of PBL is sometimes determined by the module taught and/ or the topic dealt with. This can be due to different reasons related to the:

- Fear of the teacher that the students would deviate from the content that should be taught.
- Complexity or the novelty of the content of the subject matter.
- Fear of the quality of the projects to be presented by students.

Another teacher also stated that he/she adopts PBL in his/her classroom mainly with small classes because in large classes (courses in amphitheatres), not all students can have the opportunity to present their work to their classmates because of the insufficient time and the large number of students.

From teachers' answers, it is noticed also that PBL is an important approach to teaching which is advised to be adopted in classroom in order to improve students' knowledge, their competences and their language skills.

2.2.2. Number of Projects Given by the Teacher per Semester

All the teachers asserted that they give their students only one project work per semester. That is to say, the teacher divides the class into groups of less than five members and each group is required to complete and submit a term paper at the end of the semester. One teacher claimed that projects are effective because they are based on a group work where students can foster the relationship between each other and allows them to develop different competences. Therefore, when each teacher asks students to do one project work per semester, students will have opportunities to conduct many project works and this is very beneficial for them.

2.2.3. Classroom Atmosphere with PBL vs. Classroom Atmosphere with Lecturing

All the interviewed teachers emphasized on the difference that exists between teaching through lecturing and teaching through PBL. One teacher claimed that: *“Of course, it is different. PBL is a learner-centred teaching. It gives students the opportunity to **work hard**, to **discover by themselves**, to **develop different learning and research strategies**.”* They reported also that teaching through lecturing is teacher-centred where students have no contribution to their learning and they become only passive recipients of knowledge. PBL, however, is considered as learner-centred where students become active participants in the learning process and makes them autonomous. Among teacher citations, the following one: *“Yes, PBL is different from lecturing. Lecturing is a traditional method of teaching where the teacher is supposed to give everything to the students who become passive recipients of knowledge, whereas PBL is an effective way to teaching because it puts learners at the **centre of learning** and calls for a **dynamic and active learning**.”* In the same idea, another teacher added: *“Yes, I think that in PBL there is more **student-generated output**, more **students’ motivation and involvement**; in addition to that it gives them a better **mastery of what they learn**.”*

Moreover, for them, PBL raises students’ motivation and interest for learning and develops their communicative ability as it provides them with a large space for communication. One teacher said that: *“Yes, I do believe that PBL has a significant impact on the student’s **achievement and progress** throughout the course. It also develops on him/her the **communicative ability**.”*

Furthermore, one teacher claimed that PBL is an important teaching technique as it develops learner autonomy in the following statement “*PBL makes learners able to **gather information, work in groups** that is to say to become **autonomous**. However, this year students are **not really competent** in working autonomously.*” However, the same teacher reported on the fact that students of this year are not as competent in working autonomously through project works as those of previous years. S/he said that the quality of their projects is not satisfactory even though s/he gave them enough time and provided them with resources. The teacher argued that this problem may be due to different reasons as:

- Students’ lack of methodological competence.
- Students’ lack of motivation and background knowledge about language.
- Students perceive PBL as a new way of teaching for them.
- Students don’t accept the new role of the teacher within PBL as a facilitator rather than a provider of knowledge.

2.2.4. Communication in PB Classes vs. Communication in Teaching through Lecturing

All the interviewed teachers reported that, in project-based classes, there are more opportunities for communication and interaction between students and teacher than in the classes where they focus on lecturing. Contrary to the former, in the latter, teacher talk in the classroom is dominant compared to students talk. Besides, students are only listening and receiving information from the teacher and taking notes without any production of output from them. One teacher claimed that “*Communication is established more with project-based classrooms.*” In the same concern, another teacher asserted that “*In classes where I don’t employ PBL, the quantity of interaction and communication is very limited; while in project-based classes, **communication** and **interaction** between students is used to a **large extent**. Students **exchange information** between each other, **debate** and **negotiate meaning**.*” They assumed also that PBL permits learners to become active participants in the classroom in the following statement: “*In the Project-based approach, a student is given **more opportunities** to **communicate** and be an **active participant**”.* They also added that project works helped their learners to interact, debate, contradict, negotiate, share knowledge and have more chances to speak and communicate in English. In this concern, one teacher said that “*Communication is*

remarkable in Project-based classes especially in oral presentation projects where students make *many contributions* in the classroom by their *additional information*, their *questions*, *comments* and *contradictions*. *PBL is a good method that should be employed in the classroom.*” This is very beneficial for students because it helps them overcome their Foreign Language Speaking Anxiety and other psychological problems related to foreign language learning.

2.2.5. Students’ Involvement in Classroom Discussions

When teachers were asked whether project-based learning has helped them to involve their students in communication and in classroom discussions, they responded positively. They strongly emphasized on the role of project works on engaging students in communication and classroom discussions mainly in oral presentation projects where all the members of the group communicate, transmit knowledge and produce a lot of language output. One of the teachers said: *“I noticed that there is more student interaction in PBL. Students seem to debate things in comparison to the classes where I don’t use project works. With good preparation of projects, students have something to say and usually speak more.”*

2.2.6. Self-Confidence When Communicating in English

All the interviewed teachers reported that projects made their students self-confident when speaking and communicating in English. One teacher argued that this is mainly due to the fact that they allow their students to make errors at the level of language system. In other words, they focus on the content transmitted rather than on accuracy in order to make their students avoid fear of negative evaluation of the teachers or the fear of being laughed at by their classmates. In this interest the teacher said that *“the teacher should allow students to make mistakes when being involved in project works in order to make them feel at ease and relaxed. Project works helps them gain experience in the field of teaching and prepare them for professional life.”*

Another teacher emphasized on the importance of a good preparation of the project for students to be self-confident when they come to the class with their willingness to share what they have done. S/he said that *“This year, some students who showed motivation for learning has raised their self-confidence after a long and good preparation of their projects, while students who didn’t prepare their project very well, they come to the class stressed and shivering during the oral presentation.”*

Thus, Project-based approach helped students to gain self-confidence to speak in English. This self-confidence is necessary for students to face the audience and speak in front of all their classmates in order to avoid speaking anxiety. One teacher states that *“when students are involved in project work performance, they **developed their confidence and ability to use the language.**”*

The teachers claimed that PBL also helps learners to believe in their abilities in the language which makes them feel free to express themselves without tremendous problems, get rid of foreign language speaking anxiety, their shyness and stage fright. In this concern one teacher asserted that *“Students **developed public speaking and get rid of their shyness and anxiety.**”* Another teacher answers with the following statement about the fact that: *“At the beginning, some students seem to be experiencing anxiety, but they tend to **gradually speak more comfortably as they get used to speaking to an audience.**”*

2.2.7. Views on Adopting PBL as a Teaching Method to Overcome FLSA

When asked whether they think that using PBL helps students overcome FLSA, all the interviewed teachers responded positively. They definitely recommend project-based approach because it plays a major role in overcoming foreign language anxiety. One teacher said that *“I would **definitely recommend the project-based approach as a way to overcome FLSA because I think that the best way to cope with something is to face it. So, yes absolutely.**”*

Moreover, another teacher assumed that even good students feel anxious when they have to speak the English language because of the lack of opportunities to use the language. Thus, the teachers fully agreed on the positive impact of PBL especially in oral presentation projects on helping learners to overcome anxiety they feel when using the English language, because this approach gives students a lot of opportunities to use and practice the language and face the problem of anxiety. In this view point, one teacher claimed that *“I think that PBL is an effective method to be used in classrooms to help students **overcome their speaking anxiety, minimizes their shyness and reduces their feeling of inferiority.**”* Teachers’ answers insist on the importance of an adequate implementation of PBL in the classroom in order to create a safe learning atmosphere which pushes learners to speak without worry or anxiety. A support to this answer, the following statement: *“PBL can be an **effective method to make learners get rid of their speaking anxiety if and if only is adopted in an adequate way.**”*

Another teacher asserted that in PBL, students are given space to talk and express themselves freely without any psychological problems. However, this depends on the good preparation of the project and the oral presentation; otherwise, students would be stressed and anxious. In this concern, One teacher claimed that *“I think that **project works** helps learners **reduce their speaking anxiety** especially when they do a good preparation of the project.”*

2.3. Summary of the Findings

From this chapter and the analysis of both students' questionnaire and teachers' interview, the researcher has reached important results and findings on the present study which reveals positive effects of PBL on overcoming learners' speaking anxiety as viewed by the teachers and their students. Thus, the study reveals that project-based learning is an important teaching and learning technique to integrate in the classroom, particularly in EFL classroom. It gives students a large space for communication which allows them to practice the English language, develop their speaking skill and to be involved in the different classroom discussions through the different phases of project-based learning where students are supposed to discuss, give their opinions, try to convince others, debate, negotiate and propose ideas. Besides, the practice of the English language allows students to speak freely with less anxiety that is to say, project-based approach helps students overcome their speaking anxiety and get rid of fear of stage fright. The results also show that PBL is a learner-centered approach which directs the attention towards the learner which allows them to be independent, take responsibility of their learning process by constructing their knowledge by themselves and develop a sense of autonomy.

2.4. Pedagogical Implications

In the light of the data obtained from both students' questionnaires and teachers' interview, it is found that PBL is perceived as beneficial and useful in helping learners overcome the anxiety they feel when they have to speak the English language. The results show that project works permit learners to communicate better inside and outside the classroom. As such, the researcher suggests a number of pedagogical recommendations both for teachers and students. The following practical guidelines will be helpful if these are to be successfully carried out in foreign language classrooms:

1-PBL is one of the important teaching and learning activities that can be used in an EFL classroom. It has the potential to attract students' attention and raise their motivation for

learning. Thus, the researcher suggests to incorporate PBL in EFL classrooms in order to get learners acquire knowledge on a specific discipline by themselves.

2-The results show that project-based approach gave students sufficient opportunities and space to communicate and speak the English language through the different classroom discussions in which they are involved. Thus, teachers can adopt this approach in their classes to help them communicate extensively; create a safe learning atmosphere in which learners can feel relaxed and motivated to learn, acquire and experience new attitudes that permit learners express themselves freely without anxiety or worry.

3-PBL is a learner-centred approach which directs the attention towards the learner as the focal point in the learning process. Therefore, the teachers should give students freedom and the choice of the topic and methodology to use in their project work in order to take into consideration their learning interests and needs and in order to make them feel motivated to conduct the project and reach a final product.

4-Conducting a project work goes through many phases and steps in order to come up with a final product. Hence, students should prepare well by first choosing a topic of their own interest and then collect data on the topic where they should be selective; in addition to that, students should organize their work and prepare for the oral presentation. Thus, students should follow the stages of PBL with careful attention and good preparation of each phase.

5-Furthermore, by giving learners sufficient opportunities and space to communicate and speak the English language in the classroom, teachers are helping them to acquire and experience new attitudes and perspectives that permit learners to express themselves freely without any anxiety or hesitation.

6-Moreover, PBL was found to be more effective on students' communication and attitudes towards speaking the foreign language than the traditional teaching methods based on lecturing. So, it is suggested to the teachers to adopt this approach in their classrooms, because the analysis of the data collected and the results show that students are more involved in classroom discussions and talk.

7-Finally, PBL is a motivating method for student. It pushes learners to communicate in the English language and overcome their speaking anxiety by giving oral presentations in front of their classmates. Teachers can adopt this method to create a good atmosphere in the

classroom which makes students feel at ease and relaxed to speak the English language without shyness or anxiety.

2.5. General Conclusion

One of the main concerns of teaching and learning the English language is to allow learners to communicate mainly with foreigners. However, communication constitutes an issue for English language learners because they find difficulties to express themselves easily and experience a feeling of speaking anxiety. Thus, the present study sought to investigate the role that project-based learning has on helping students overcome their foreign language speaking anxiety from both teachers and students' perspectives. The aim behind this study is to examine the effect of implementing PBL in EFL classroom on foreign language speaking anxiety from teachers and students' perspectives. This study also aims at investigating the effectiveness of PBL in the field of language learning for promoting communication because it gives them the opportunity to speak in the classroom and participate in the different discussions and conversations so as to help them get rid of their speaking anxiety. The study seeks to answer to the following two questions:

1-How do students perceive the effect of PBL on their FLCSA?

2-How do teachers perceive the effect of PBL on their students' FLCSA?

The analysis of the data obtained from students' questionnaire and teachers' interview reached significant results and findings. They have shown that most of the students didn't have many opportunities to speak English in the classroom during their three years of study at the university and this confirms the findings of Ben Alahem (2013) that teachers do most of the talking in the classroom. The reason behind this is that teachers based their classes on traditional teaching methods where the teacher is the only speaker and source of knowledge in the classroom which explained learners' lack of practice of the English language and their problematic situation with FLCSA.

However, the findings reveal that the students in their first year in Master degree level are involved in doing project works. They are generally asked to work in groups of less than five members in order to prepare a term paper to submit at the end of the semester as well as to give an oral presentation of the final product of the work they have already prepared.

Students' responses also indicate that PBL is an interesting and helpful method of teaching because it helped them communicate better, express themselves freely and easily without hesitations as well as overcome their speaking anxiety and get rid from the fear of stage fright and facing the audience. This confirms the view of Alizadeh et al., (2014) that the incorporation of project work provides both anxious and non-anxious learners with huge opportunities to practice the English language in a non-threatening context. Most of the interviewed teachers consider the important role of learners in PBL classes which raised their motivation and interest for learning because it is a learner-centered which pushes learners to be active participants in the learning process and become autonomous. This confirms the findings of the study conducted by Guven (2014) that PBL can be used as a way to direct learners towards autonomous learning.

Besides, the findings show that all the participants communicate better through PBL because of the different discussions and conversations they are involved in. The interviewed teachers also claimed that PBL involve students in communication and the different discussions and conversations such as: negotiations, comments, criticisms, debate, and asking questions. Thus, teachers' responses show that their students are communicating better. They also acknowledged the role of PBL in this improvement. This confirms the findings of the study conducted by Mikulec and Miller (2011) that demonstrated that projects have the advantage to promote and enhance communication in its various forms. First, students tend to participate in discussions for the purpose of project planning in order to design the group members with whom to work, to select also a given topic and try to convince the group members about it in addition to talking with the teacher about the deadline for the submission of the project. After that, students are involved in giving the oral presentation project where much of the student' talk is done at this phase. Students are asked to present their project orally to their classmates. Finally, after the oral presentation, the group members are required to respond to the questions, comments and critics of their fellow students.

The results also show that learners feel comfortable and relaxed when speaking the English language with their group members during the preparation of the project. This is due to the fact that they do not care about making mistakes when speaking with their classmates. In addition to that, students claimed that even their group members make mistakes and errors which is an important feature in order to avoid their perceived feeling of incompetence. Moreover, the results reveal that students feel comfortable because they are concerned with expressing themselves freely and give their opinions about the content and the methodology

to use in the project. Thus, the results proved that students are not anxious and worried when making mistakes when speaking English with the members of the group.

Moreover, the findings imply that during oral presentation, many of the students feel comfortable and motivated to present their project work which shows their good preparation. Furthermore, 28,5% of students feel self-confident during oral presentation which reveals that they are not anxious. However a remarkable number of participants (19,6%) emphasized on their nervousness and anxiety when being interrupted by the teacher or their classmates to ask a question and worry to forget points or elements they have prepared for the presentation. Additionally, after the oral presentation students respond to the questions by themselves and try to defend their ideas and opinions about what they have prepared as well as giving more explanations, examples and clarifications in order to convince their classmates. This is what explains their self-confidence and their strong beliefs on their abilities

The majority of the respondents reported that project-based approach has helped them to gain self-confidence to communicate easily in English. This confirms the view of Tsiplakides (2009) on the fact that project works make learners active and responsible for their learning which can improve their confidence and reduce their negative perceptions towards their ability in the target language.

The participants reported that PBL is an efficient method to help learners overcome their speaking anxiety. They also focused on the importance of the adequate integration of project-based approach and the good preparation of students for the project works in order to be self-confident to face the classmates when giving oral presentations. The teachers also claimed that PBL involve students in communication and the different classroom discussions and conversations such as: negotiations, comments, criticisms, debate, asking questions. Thus, teachers' responses show that their students are communicating better. They also acknowledged the role of PBL in this improvement. This confirms the findings of Ben Alahem (2013) that oral presentation is helpful in reducing speech anxiety because it provides learners with much more speaking opportunities.

To conclude, project-based learning is viewed both by the teachers and the students as an effective way to be used in EFL classroom in order to overcome learners' speaking anxiety. Thus, it contributes to help learners face the fear of speaking the English language by providing them opportunities to communicate in the classroom because according to Alizadeh

et al., (2014) the first way that makes learners reduce their anxiety is to involve them in communicative and speaking activities.

2.6. Limitations of the Study

Throughout the present investigation, important findings have been reached. However, it is of a paramount importance to point out that the study has some limitations. Both conceptual and methodological ones should be highlighted. To the researcher's knowledge, research studies conducted on the role of project works in helping students overcome FLSA are insufficient. This is what explains the analysis of only five research studies on the topic because of the limited number of studies done to serve this purpose. The methodological limitations can be summarized mainly as follows:

-This research is a case study. Hence the sample is limited. Only, twenty five (25) Master I students and five (5) teachers in the EFL Department participated in the study. Thus, no attempt to generalise the findings can be claimed.

-Moreover, not all the students were present to attend their courses in order to respond to the questionnaire even though the researcher was present to distribute the questionnaire during a whole week.

-The primary data collection tools used are the questionnaire provided to the students and the interview conducted with the teachers. In fact, it would have been more interesting to investigate more deeply students' perceptions through interviews.

2.7. Recommendations for Future Research

Based on the review of the literature and the research findings of the present study, the researcher suggests the following recommendations for further research:

1. Other researchers can replicate this study by investigating the effect of PBL on helping students overcome foreign language speaking anxiety by using other research methods such as conducting an experiment with an experimental and a control group. The study can also be replicated with large number of students.

2. It may be very interesting to conduct research studies on the criteria to be taken into account when implementing PBL effectively to optimize learners' learning.

3. Making research on implementing project-based instruction to raise students' self-confidence to speak in English. In fact, it is found that PBL is a communicative activity to enhance students' self-confidence to speak fluently without any psychological problems like: speaking anxiety, stress and shyness.
4. As this study reveals, learners become autonomous and active participants in the learning process through working independently, reading, searching and working hard to gain knowledge rather than to be spoon-fed by their teachers. Future studies may be done on adopting PBL as a teaching method to develop learner's autonomy.
5. Future researchers can also carry out a study on integrating PBL as a cooperative method to develop negotiation skills. The results of the study show that learners work collaboratively in groups, interact and exchange ideas between each other.

Appendices

Appendix A

Students' Questionnaire

Dear students,

During this year, you are taught through a new method called “Project-Based Learning” (PBL) in which you are engaged in doing project works ending up with an oral presentation. Implementing this method was an inspiration to conduct the present study.

This questionnaire is conducted for a purpose of a research paper for the fulfilment of a Master's degree in Applied Linguistics and English Language Teaching (AL & ELT). It aims at investigating your experience of learning through doing projects and how you perceive its role to overcome the anxiety felt when speaking English as a foreign language.

Your anonymous and honest contribution throughout this questionnaire will certainly be of a great help.

1). what is your gender? Male Female

2). Are you:

Below 21 years old between 21 and 23 years old Over 23 years old

3). How long have you been studying English?

Less than 10 years 10 years or more

4). Did you have sufficient opportunities to speak English during your graduation level?

Yes No

5). How many project works have you conducted this year?

Less than 5 between 5 and 11 more than 11

6). Are these project works conducted generally:

- Individually

- In pairs

-In groups

7) What do you think about the new method (Project-based learning) you have been taught through during the current year?

-Interesting/Helpful

-Frightening/worrying

-If Interesting and helpful, why?

-If frightening and worrying, why?

8) When participating to plan for the project work, check the classroom discussions in which you are involved: (you can tick more than one box)

- I discuss and help to design the members of the group I want to work with

- I help to select and convince my group members about a given topic

- I talk with the teacher about the deadline of project submission and oral presentation

- Others (please, specify)

9) During project preparation, I feel comfortable when speaking English with my group members because: (you can tick more than one box)

- I do not mind to make mistakes and errors

- I am more concerned with giving my opinion about content and methodology to use in the project

- My classmates don't laugh at me when making language errors

- My classmates also make errors and mistakes

- Others (please, specify)

10) During the oral presentation of the project: (you can tick more than one box)

- I feel relaxed and motivated to present the project
- It embarrasses me to make mistakes in front of the class
- I feel self confident
- I usually forget things I have prepared for the presentation
- I get nervous and anxious when someone interrupts me to ask a question
- Others (please, specify)

11) When the teacher or my classmates ask a question or need clarification after the oral presentation of the project: (you can tick more than one box).

- I respond to the question by myself
- I ignore and don't answer the question
- I give more explanations, clarifications and examples
- I defend my ideas and opinions about the topic
- Others (please, specify)

12) PBL gives me the opportunity to participate in classroom discussions.

Strongly agree Agree Undecided Disagree Strongly disagree

13) PBL helps me better communicate

Strongly agree Agree Undecided Disagree Strongly disagree

14) PBL enhances my self-confidence to speak in English

Strongly agree Agree Undecided Disagree Strongly disagree

APPENDIX B

Teachers' Interview

Dear teacher,

This interview is conducted for the purpose of a research study for the fulfillment of a Master's degree in Applied Linguistics and English Language Teaching (AL & ELT). It aims to investigate the extent to which you perceive that teaching through doing projects, commonly called Project- Based Learning (PBL) has helped your learners to reduce the anxiety they feel when speaking English as a foreign language.

We would be very thankful if you could answer to the following questions.

- Do you integrate project-based approach in your classroom?
- How many projects do you generally give to your students per semester?
- How do you find your classroom with the integration of project-based learning? Is it different from teaching through lecturing?
- Do you find a difference in terms of communication between your classes where you employ project-based learning and the classes where you don't employ it?
- Does project-based learning involve students in communication and classroom discussions?
- From your own experience of teaching through project works, do you think that project-based learning has helped your students gain self-confidence to use the English language?
- What do you think of using Project-based approach as a teaching method to overcome foreign language speaking anxiety?

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Résumé

La présente étude examine les perceptions des enseignants et des étudiants à l'égard de l'effet de l'utilisation de l'apprentissage axé sur les projets pour aider les apprenants à surmonter leur anxiété en parlant une langue étrangère. Les participants de l'étude sont vingt-cinq (25) étudiants et cinq (5) enseignants du Département d'Anglais à l'Université de Bejaia. Afin de répondre aux questions de l'étude, le chercheur a opté pour une conception mixte de recherche composée de méthodes quantitatives et qualitatives. La première implique l'usage d'un questionnaire pour les étudiants et le second implique un entretien pour les enseignants. Les résultats des deux méthodes ont révélé que l'apprentissage axé sur les projets est un outil efficace par lequel les apprenants peuvent surmonter leur anxiété en apprenant une langue étrangère. Les résultats montrent également l'efficacité de cette approche à favoriser la communication en Anglais dans la classe. Sur la base des résultats de cette étude, il est recommandé de sensibiliser principalement les enseignants à la nécessité de créer une atmosphère d'apprentissage optimale pour pousser les étudiants à parler sans anxiété. Le chercheur encourage, aussi, l'intégration de l'apprentissage axé sur les projets en classe d'Anglais pour aider les apprenants à communiquer sans anxiété liée généralement à l'utilisation des langues étrangères.