



T.C.
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

EFL STUDENTS' ATTITUDES TOWARDS THE DEVELOPMENT OF
SPEAKING SKILLS VIA PROJECT-BASED LEARNING:
AN OMNIPRESENT LEARNING PERSPECTIVE

İSMAİL YAMAN

DOCTORAL DISSERTATION

ANKARA
March, 2014

T.C.
GAZİ UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**EFL STUDENTS' ATTITUDES TOWARDS THE DEVELOPMENT OF
SPEAKING SKILLS VIA PROJECT-BASED LEARNING:
AN OMNIPRESENT LEARNING PERSPECTIVE**

İSMAİL YAMAN

Supervisor: Asst. Prof. Dr. İskender Hakkı SARIGÖZ

DOCTORAL DISSERTATION

ANKARA
March, 2014

JÜRİ ONAY SAYFASI

İsmail YAMAN'ın "EFL Students' Attitudes towards the Development of Speaking Skills via Project-based Learning: An Omnipresent Learning Perspective" başlıklı tezi 14 Mart 2014 tarihinde, jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalında Doktora Tezi olarak kabul edilmiştir.

Adı Soyadı

İmza

Başkan: Doç. Dr. Arif SARIÇOBAN

Üye (Tez Danışmanı): Yrd. Doç. Dr. İskender Hakkı SARIGÖZ

Üye : Doç. Dr. Paşa Tefvik CEPHE

Üye : Doç. Dr. Bena Gül PEKER

Üye : Doç. Dr. Gonca Yangın EKŞİ



Handwritten signatures of the jury members in blue ink, corresponding to the names listed on the left. The signatures are written over dotted lines.

To my whole family

ACKNOWLEDGEMENTS

Throughout the virtually one-year process I dedicated to writing this dissertation, I have received invaluable help from people surrounding me and it is a great honor and pleasure for me to extend my sincere thanks and appreciations to these people here. First of all, I would like to thank my supervisor, Assist. Prof. Dr. İskender Hakkı Sarıgöz, for his excellent guidance and contributions to this study. But for his opinions and support, this process would have turned into a more complicated and tough period of time. I hereby extend my deepest gratitude to him.

Assoc. Prof. Dr. Arif Sarıçoban from Hacettepe University and Assos. Prof. Dr. Bena Gül Peker from Gazi University deserve my appreciations and thanks for their priceless contributions to my dissertation. I feel grateful to them who did not even hesitate to tell me their highly constructive ideas and insights at each dissertation progress meeting.

I also owe my thanks to Assoc. Prof. Dr. Paşa Tevfik Cephe for providing me with his priceless help and support at the very beginning of this intensive process.

I also wish to extend my thanks to the distinguished instructors of the School of Foreign Languages at Ondokuz Mayıs University for their contributions. Besides, I would like to express my thanks to my distinguished colleague, Emrah Ekmekçi for helping me ease the process with his invaluable supports and contributions in almost every stage of this study.

As the participants of this study, my dear students deserve a great appreciation for their precious contributions to the treatment and data collection process.

My special thanks and appreciations go to each member of my family, my wife, my father, mother and sister, who have provided me with every kind of support throughout my life, and of course, while studying for and writing my dissertation during this intensive and stressful process. Thank you all...

İSMAİL YAMAN

**EFL STUDENTS' ATTITUDES TOWARDS THE DEVELOPMENT OF
SPEAKING SKILLS VIA PROJECT-BASED LEARNING:
AN OMNIPRESENT LEARNING PERSPECTIVE**

ABSTRACT

YAMAN, İsmail
Ph.D, English Language Teaching Program
Supervisor: Assist. Prof. Dr. İskender Hakkı SARIGÖZ
March, 2014 - 315 pages

Developing speaking skills constitutes the key stage for language learners. Considering the remarkable differences between ESL and EFL students, the likelihood for language learners in many EFL settings to face the barbed wires placed on the road to speaking proficiency is far greater compared with ESL learners. The primary reason behind this disadvantage is the lack of opportunities for authentic practice. Added the restriction of speaking lessons to the classroom walls and hours, this problem turns into an inextricable issue for language learners.

Focusing on one of the thorniest dimensions in EFL context, this study concentrates on the development of speaking skills through Project-based Learning. This experimental study aims to investigate the efficacy of Project-based Learning in terms of students' attitudes towards and achievements in speaking lessons. In order to attain findings about this specific aim, the study employs both quantitative and qualitative data gathered from the participants through data collection tools.

This study was conducted in the Prep School at Ondokuz Mayıs University with the participation of two groups, one experimental and one control group, attending the preparatory education in 2013-14 academic year. These groups were formed randomly at the very beginning of the semester. They were included in the study throughout one semester (fall) under the framework of speaking lessons offered by the researcher.

At the outset of the semester, both groups were administered a pre-treatment attitude inventory to explore their present attitudes towards speaking lessons. Then they were given a pre-test to find out their proficiency levels in terms of speaking skills.

With the start given to the application phase of the study, the two groups were exposed to two different approaches to develop speaking skills. Throughout the semester, the experimental group received project-based speaking lessons while the control group received coursebook-based ones. The model adopted in the experimental group reflected an omnipresent learning perspective through projects; however, the lessons in the control group possessed a traditional understanding characterized by the existence and restriction of a coursebook.

At the end of the treatment, both groups were administered the attitude inventory again to explore their post-treatment attitudes towards speaking lessons. In addition, they attended a speaking post-test that was expected to yield findings as to the progress achieved by the students in terms of speaking proficiency. As a supporting dimension for these quantitative data sources, post-treatment interviews were conducted with each student in both groups.

The quantitative data gathered through pre/post-treatment attitude inventories and pre/post-tests were statistically analyzed via SPSS using t-tests. As for the interviews, the students' answers to the questions were first transcribed and then categorized and coded for frequency analysis. The results of the study were shaped in accordance with the findings gathered through the analysis of both quantitative and qualitative data.

The results of the study demonstrate that Project-based Learning is an effective means to help learners develop speaking skills. The statistical analyses concerning both attitude and speaking proficiency dimensions reveal a statistically significant difference between the experimental group and control group. Furthermore, the analysis of the answers given during the post-treatment interviews yields supporting results in favor of Project-based Learning. In the light of these findings, it can be concluded that Project-based Learning is a potentially effective way of developing speaking skills in EFL context.

Keywords: English language teaching, speaking skills, project-based learning, omnipresent learning perspective

**EFL ÖĞRENCİLERİNİN KONUŞMA BECERİLERİNİN PROJE TABANLI
ÖĞRENME YOLUYLA GELİŞTİRİLMESİNE YÖNELİK TUTUMLARI:
SINIRSIZ ÖĞRENME PERSPEKTİFİ**

ÖZ

YAMAN, İsmail
Doktora, İngiliz Dili Eğitimi Bilim Dalı
Tez Danışmanı: Yrd. Doç. Dr. İskender Hakkı SARIGÖZ
Mart, 2014 - 315 sayfa

Konuşma becerilerinin geliştirilmesi dil öğrenme sürecinin en kilit aşamasını oluşturmaktadır. İngilizceyi ikinci dil olarak ve yabancı dil olarak öğrenen öğrencilerin karşılaştıkları farklılıklar dikkate alındığında, yabancı dil olarak öğrenen öğrencilerin konuşma becerilerini geliştirme noktasında daha fazla sorunla karşılaşmaları kuvvetle muhtemeldir. Bu dezavantajın en önemli nedeni ise öğrencilerin yabancı dili doğal ortamlarda kullanma olanaklarının neredeyse hiç olmamasıdır. Buna bir de okullardaki konuşma derslerinin sınıf duvarları ve saatleriyle sınırlandırılması eklenince, sorun daha da içinden çıkılmaz bir hâl almaktadır.

Yabancı dil öğrenimi bağlamında en çetin boyutlardan birini ele alan bu çalışma konuşma becerilerinin Proje Tabanlı Öğrenme modeliyle geliştirilmesi üzerine odaklanmaktadır. Bu deneysel çalışma Proje Tabanlı Öğrenme'nin öğrencilerin konuşma dersine karşı tutumlarına ve konuşma becerilerine etkilerini ortaya koymayı amaçlamaktadır. Bu amaç doğrultusunda elde edilen bulgular katılımcılardan elde edilen nicel ve nitel verilerden yararlanılarak şekillendirilmiştir.

Bu çalışma 2013-14 akademik yılı güz döneminde Ondokuz Mayıs Üniversitesi hazırlık sınıfında eğitim alan bir deney ve bir kontrol grubunun katılımıyla gerçekleştirilmiştir. Bu gruplar dönem başında rastgele oluşturulmuştur ve güz yarıyılı boyunca araştırmacının verdiği konuşma dersleri kapsamında bu çalışmaya dâhil olmuşlardır.

Dönemin başında konuşma derslerine karşı mevcut tutumlarını değerlendirmek için her iki gruba da tutum ölçeği dağıtılmış ve sonrasında konuşma becerilerini ölçen

bir ön test uygulanmıştır. Çalışmanın uygulama aşamasının başlamasıyla birlikte, iki grup konuşma derslerini farklı iki yaklaşımla almaya başlamışlardır. Dönem boyunca deney grubunun dersleri proje tabanlı bir sistemle ilerlerken kontrol grubunun konuşma dersleri seçilen ders kitabına dayalı olarak işlenmiştir. Deney grubunun dersleri yapılan projeler vasıtasıyla zaman ve mekândan bağımsız olarak sınırsız öğrenme ilkesini yansıtırken, kontrol grubunun dersleri seçilen ders kitabıyla sınırlı kalan geleneksel bir anlayışı barındırmaktadır.

Uygulamanın sonunda her iki grup da tutumsal değişiklikleri ortaya koyması açısından tutum ölçeğini tekrar yanıtlamıştır. Aynı zamanda yapılan uygulamanın konuşma becerileri üzerindeki etkisini görebilmek için öğrencilere son test uygulanmıştır. Ayrıca, bu bahsedilen nicel veri kaynaklarına nitel destek olarak, öğrencilerle uygulama sonrası tek tek röportajlar gerçekleştirilmiştir.

Veri toplama araçlarından elde edilen nicel veriler SPSS yazılımıyla t-testi kullanılarak analiz edilmiştir. Röportajlarda elde edilen cevaplar ise önce yazıya geçirilmiş ve sonrasında frekans analizi için kategorilere ayrılıp kodlanmıştır. Çalışmanın sonuçları elde edilen bu nicel ve nitel verilerin analizi doğrultusunda şekillendirilmiştir.

Çalışmanın sonuçları Proje Tabanlı Öğrenme'nin konuşma becerilerinin geliştirilmesi bağlamında etkili bir yol olduğunu ortaya koymaktadır. Hem tutum hem de konuşma becerisi boyutlarına ilişkin analizler deney ve kontrol grubu arasında istatistiksel olarak anlamlı bir fark oluştuğunu göstermektedir. Uygulama sonrası gerçekleştirilen röportajlardan elde edilen nitel verilerin analizi de yine Proje Tabanlı Öğrenme lehinde sonuçlar ortaya koymaktadır. Bu bulgular ışığında Proje Tabanlı Öğrenme yaklaşımının İngilizcenin yabancı dil olarak öğretildiği konuşma sınıflarında öğrencilerin derse olan tutumlarını ve konuşma becerilerini geliştirmesi bağlamında etkili bir araç olarak kullanılabilmesi sonucuna varılmıştır.

Anahtar Kelimeler: İngilizce öğretimi, konuşma becerileri, proje tabanlı öğrenme, sınırsız öğrenme perspektifi

TABLE OF CONTENT	PAGE
ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZ	iv
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF GRAPHS	xiii
LIST OF APPENDICES	xiv
PART 1. INTRODUCTION.....	1
1.1 Statement of the Problem.....	1
1.2 Aim of the Study.....	5
1.3 Significance of the Study.....	7
1.4 Assumptions.....	9
1.5 Limitations.....	9
1.6 Definitions.....	10
1.7 Abbreviations.....	11
PART 2. REVIEW OF LITERATURE.....	12
2.1 Theoretical Framework.....	12
2.1.1 Major Schools of Thought in Language Learning.....	12
2.1.1.1 Behaviorism	14
2.1.1.2 Cognitivism	14
2.1.1.3 Constructivism	14
2.1.2 Teaching and Learning Speaking Skills	19
2.1.3 Recent Trends in ELT Underlying Project-based Language Learning.....	28
2.1.3.1 Learner-Centered Instruction.....	29
2.1.3.2 Experiential Learning.....	30
2.1.3.3 Cooperative, Collaborative and Interactive Learning.....	32
2.1.3.4 Whole Language Education.....	35

2.1.3.5	Communicative Language Teaching (CLT)	35
2.1.3.6	Content-based Instruction	41
2.1.3.7	Task-based Instruction	42
2.1.3.8	Blended Learning	43
2.1.3.9	Flipped Learning	45
2.1.4	Project-based Learning	52
2.1.4.1	Types of Projects	55
2.1.4.1.1	Existing Taxonomies	56
2.1.4.1.2	A New Comprehensive Approach to Project Classifications	60
2.1.4.2	Distinguishing Features of PBL	64
2.1.4.3	Stages of Project Implementation	71
2.1.4.4	Assessment in PBL	79
2.1.4.5	Benefits Attributed to PBL	82
2.1.4.6	Potential Problems in PBL and Suggested Solutions	83
2.1.4.7	The Relationship between PBL and Other Language Learning Theories	86
2.1.5	Omnipresent Learning	88
2.1.6	PBL and Developing Speaking Skills with an Omnipresent Learning Perspective	95
2.2	Relevant Studies	98
2.2.1	Research on Students' and Teachers' Perceptions about PBL	98
2.2.2	Research on the Effects of PBL on Students' Language Performances	101
PART 3. METHODOLOGY		104
3.1	Research Design	104
3.2	Population and Sampling	105
3.3	Data Collection	106
3.4	Data Analysis	109
3.5	Procedure	110

3.5.1 Treatment Process	115
3.5.2 Account of the Lessons (Experimental Group)	116
3.5.3 A Brief Summary of the Process (Experimental Group)	132
3.5.4 Account of the Lessons (Control Group)	132
3.5.5 A Brief Summary of the Process (Control Group)	148

PART 4. FINDINGS AND DISCUSSION.....149

4.1 Findings about the Pre-treatment Attitudes of Students towards Speaking Course (Research Question -2)	149
4.2 Findings about the Pre-test Scores of the Experimental Group and Control Group (Research Question -3)	150
4.3 Findings about the Post-treatment Attitudes of the Students Included in the Experimental Group and Control Group towards Speaking Class (Research Question -4)	151
4.3.1 Attitudinal Findings about Classroom Procedures	152
4.3.2 Attitudinal Findings about Language Proficiency	154
4.3.3 Attitudinal Findings about Omnipresent Learning	156
4.3.4 Attitudinal Findings about Title of the Course	157
4.3.5 Attitudinal Findings about Instructor-related Points	158
4.3.6 Discussion of the Findings about the Comparison of Post-treatment Attitudes	160
4.4 Findings about the Pre- and Post-treatment Attitudes of the Experimental Group Students towards Speaking Class (Research Question -5)	161
4.5 Findings about the Pre- and Post-treatment Attitudes of the Control Group Students towards Speaking Class (Research Question -6)	162
4.6 Findings about the Post-test Scores of the Experimental Group and Control Group (Research Question -7)	163
4.7 Findings about the Pre- and Post-test Scores of the Experimental Group (Research Question -8)	164
4.8 Findings about the Pre- and Post-test Scores of the Control Group (Research Question -9)	165

4.9 Findings and Discussion about the Efficacy of PBL in terms of Learning and Improving Speaking Skills (Research Question -1).....	166
PART 5. CONCLUSIONS AND SUGGESTIONS.....	174
5.1 Conclusions.....	174
5.2 Suggestions.....	178
REFERENCES.....	181
APPENDICES.....	199
ÖZGEÇMİŞ.....	316
RÉSUMÉ.....	317

LIST OF TABLES	PAGE
Table 1. Schools of Thought in Second Language Acquisition/Foreign Language Learning.....	13
Table 2. A Comparison of Traditional and Constructivist Classrooms.....	16
Table 3. Speaking Sub-Skills.....	23
Table 4. Conceptual Comparisons among Cooperative Learning, Collaborative Learning, and Interaction.....	33
Table 5. Comparison of Class Time in Traditional versus Flipped Classrooms.....	46
Table 6. Differences between Instruction and Construction.....	54
Table 7. Instructor and Learner Roles in Student-Centered Learning Environment.....	55
Table 8. Eyring's Taxonomy of the Projects and Their Products.....	58
Table 9. Taxonomy of Projects in the Context of Foreign Language Learning.....	61
Table 10. General Structure for Project Work.....	73
Table 11. Comparison of the Steps Followed in the Experimental and Control Groups.....	114
Table 12. The Weekly Programme for Speaking Classes in Fall Semester (2013-2014).....	115
Table 13. Comparison of the Pre-treatment Attitudes of Students towards Speaking Course.....	149
Table 14. Comparison of the Pre-test Scores of the Experimental and Control Groups.....	150
Table 15. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups.....	151
Table 16. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Classroom Procedures.....	152
Table 17. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Language Proficiency.....	155
Table 18. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Omnipresent Learning.....	157
Table 19. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Title of the Course.....	157
Table 20. Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Instructor-related Points.....	158

Table 21. Comparison of the Pre- and Post-treatment Attitudes of the Experimental Group.....	161
Table 22. Comparison of the Pre- and Post-treatment Attitudes of the Control Group.....	162
Table 23. Comparison of the Post-test Scores of the Experimental and Control Groups.....	163
Table 24. Comparison of the Pre- and Post-test Scores of the Experimental Group...	164
Table 25. Comparison of the Pre- and Post-test Scores of the Control Group.....	165
Table 26. Problems Observed in the Experimental Group and Control Group.....	176
Table 27. Pearson-Product Moment Correlation Coefficients of the Pre-Test.....	268
Table 28. Pearson-Product Moment Correlation Coefficients of the Post-Test.....	268

LIST OF FIGURES	PAGE
Figure 1. Cartoon on Constructivism in Language Classes.....	15
Figure 2. Summary of Speaking Activities.....	26
Figure 3. Kolb’s Model of Experiential Learning.....	31
Figure 4. Blended Learning Model.....	44
Figure 5. Progressive Convergence of Traditional Face-to-Face and Distributed Environments Allowing Development of Blended Learning Systems.....	44
Figure 6. Cartoon on Flipped Classroom.....	47
Figure 7. A Practical Implementation Model for Flipped ELT Classroom.....	47
Figure 8. A Sample Page from Edmodo.....	48
Figure 9. Revised Version of Bloom’s Taxonomy.....	53
Figure 10. The Project Framework.....	69
Figure 11. Layered Approach to Project Work.....	72
Figure 12. Steps of Project Development in a Language Classroom.....	77
Figure 13. Scenario and Conceptual Design of the Ubiquitous Learning System.....	89
Figure 14. A Brochure from Batıpark Presentation.....	121
Figure 15. Silencer (An Innovative Product Idea)	125
Figure 16. Ideal Campus Design Illustration.....	127
Figure 17. Cartoon on Early Speaking.....	175

LIST OF GRAPHS	PAGE
Graph 1. Answers Concerning the Pros and Cons of the Speaking Lessons.....	153
Graph 2. Answers Concerning the Enjoyability of the Speaking Lessons.....	154
Graph 3. Answers Concerning the Efficacy of the Speaking Lessons in terms of Its Contributions to Language Proficiency.....	156
Graph 4. Answers Concerning the Instructor-related Aspects.....	159
Graph 5. Answers Concerning the Magnitude of the Encountered Problems.....	169
Graph 6. Answers Concerning the Suggestions for Speaking Lessons.....	170
Graph 7. Answers Concerning the Qualification of Speaking Lessons with An Adjective.....	172

LIST OF APPENDICES	PAGE
Appendix 1. Do's and Don'ts of Oral Presentations.....	200
Appendix 2. Note-Taking Symbols & Abbreviations.....	202
Appendix 3. 9 Tips on Conducting Great Interviews.....	204
Appendix 4. Tips for Speaking Situations.....	209
Appendix 5. Lecture Ready -1- Contents (Speaking Dimension).....	215
Appendix 6. Attitude Inventory for Speaking Lessons -Including Deleted Items-....	216
Appendix 7. Attitude Inventory for Speaking Lessons.....	220
Appendix 8. Statistical Analysis of the Attitude Inventory.....	223
Appendix 9. Factors Included In Attitude Inventory for Speaking Lessons.....	226
Appendix 10. Rating Scale.....	229
Appendix 11. Statistical Analysis of the Rating Scale.....	232
Appendix 12. Project Titles.....	233
Appendix 13. Project Overview -1- Leadership	234
Appendix 14. Project Overview -2- Integrating Human Beings and Nature.....	235
Appendix 15. Project Overview -3- Designing an Ideal University Campus	236
Appendix 16. Project Overview -4- Fighting against Bad Habits	237
Appendix 17. Project Overview -5- Promoting School of Foreign Languages at Ondokuz Mayıs University	238
Appendix 18. Project Overview -6- Access to English Songs	239
Appendix 19. Project Overview -7- Ways to Socialize at Prep School	240
Appendix 20. Project Overview -8- Access to Idioms	241
Appendix 21. Project Overview -9- Storytelling	242
Appendix 22. Project Overview -10- Class News.....	243
Appendix 23. Project Overview -11- Overcoming Monday Syndrome.....	244
Appendix 24. Project Overview 12- Inventing an Innovative Thing for Daily Use ...	245
Appendix 25. Project Overview 13- Distinguishing American –British English.....	246
Appendix 26. Project Overview -14- Organizing a Speaking Club	247
Appendix 27. Project Overview -15- Making Fun of TV Programmes	248
Appendix 28. Project Overview -16- Stopping Excessive Use of Plastic	249
Appendix 29. Project Overview -17- Helping Samsun Gain More Tourists	250
Appendix 30. Project Overview -18- With and Without Money	251
Appendix 31. Project Overview -19- Redefining Euthanasia	252

Appendix 32. Project Overview -20- Rethinking Capital Punishment	253
Appendix 33. Project Overview -21- Human Access to Animal Communication	254
Appendix 34. Project Overview -22- Investigating the Effects of Advertisements on People.....	255
Appendix 35. Project Overview -23- Taking or Avoiding Risks	256
Appendix 36. Project Overview -24- Gains from Failure.....	257
Appendix 37. Project Overview -25- Encouraging Library Use	258
Appendix 38. Self-reflection on Project Work.....	259
Appendix 39. Self- And Peer-Assessment of Project Work.....	260
Appendix 40. Project Presentation Rubric.....	261
Appendix 41. Rubric for Teacher Assessment of the Students' General Project Performance.....	262
Appendix 42. Classroom Debate Rubric.....	263
Appendix 43. Scoring Sheet.....	264
Appendix 44. Pre-Test and Post-Test Results of the Experimental Group.....	265
Appendix 45. Pre-Test and Post-Test Results of the Control Group.....	266
Appendix 46. Statistical Analysis of Inter-Reliability of Raters.....	267
Appendix 47. Opinion Questions Asked in the Pre- and Post-Test.....	268
Appendix 48. If Questions Asked in the Pre- and Post-Test.....	271
Appendix 49. Speaking Prompt Pictures Used in Pre- and Post-Tests.....	274
Appendix 50. Post-Treatment Interview Questions (Experimental Group).....	294
Appendix 51. Transcription of a Sample Post-Treatment Interview (Experimental Group).....	295
Appendix 52. Post-Treatment Interview Questions (Control Group).....	297
Appendix 53. Transcription of a Sample Post-Treatment Interview (Control Group).....	298
Appendix 54. A Sample PowerPoint Presentation by a Group in The Experimental Group.....	300
Appendix 55. Some Photos from the PBL Process.....	312

“The limits of my language are the limits of my world.”

–Ludwig Wittgenstein

PART 1

INTRODUCTION

In this part, statement of the problem, aim of the study, significance of the study, assumptions, limitations, definitions, and abbreviations are given as an introduction to the study.

1.1 Statement of the Problem

Almost all languages have a popular saying putting emphasis on learning a second or foreign language. In English, for example, the saying “To have another language is to possess a second soul” attracts attention to the importance of a second language, and “L'homme qui sait deux langues en vaut deux” is the French version. Likewise German and Turkish also have the following quotations consecutively, “Je mehr Sprachen du sprichst, desto mehr bist du Mensch” and “Bir dil bir insan, iki dil iki insan”. The hidden message in these sayings is to have an oral command of a second language, not a grammatical or written one as communication which renders Homo sapiens social human beings mostly happens in oral form.

Although it is a commonly known fact that languages are for communication, what most EFL learners lack is an adequate level of speaking skill. Much of the problem can be attributed to the restriction of language learning to classroom environment and class hours. It just looks like putting an independent bird into a small cage and letting it know that the whole life is that cage. Reducing the extensive language learning process to classrooms, some EFL teachers may ignore the fact that languages are actually learned experientially by getting involved in authentic dialogues and tasks. Even though almost everyone claims to be communicative in their approaches, teacher-talk and student-talk times clearly show that there is apparent teacher dominance in foreign language classrooms (Liu and Zhu, 2012). This is the case

with even speaking lessons. That is why we need to transform speaking sessions into real opportunities for communication and interaction.

Steven Pinker (2007) relates language learning to the journalists' popular saying "When a dog bites man that is not news, but when a man bites a dog that is news." The major intention behind this comment is to emphasize that language is the means to convey messages and news which are worth saying. Considering the early phases of human language, pictographs can be observed to have conveyed real-life and human-needs related messages as well. It means that language is not an artificial tool but an original and integral part of our lives. In other words, language is much more than something theoretical. This reminds us of Saussure's *langue-parole* dichotomy. Of course there is theoretical dimension about languages and language learning like linguistics and its sub-branches, cognitive theories, critical age theories, and so forth; however the greater part is composed of the applied dimension. A learner driver can easily keep the positions of clutch, brake, and gas pedals in mind, nonetheless what matters most is the performance s/he displays behind the wheels. So, the extent of theory should not overwhelm that of practice, which leads us to the fact that one of the foremost roles of language teachers is to let learners attain opportunities to get behind the wheels, and discover and learn the target language through experiences.

Considering that our primary aim in language classes should be developing speaking skills, every chance to practice the target language, including even tiny ones, is of vital importance for learners. This gains more and more significance in EFL contexts, since EFL learners are more disadvantageous compared with ESL learners in terms of their opportunities of having access to native speakers and authentic uses of the target language. It should be borne in mind that communicative activities like clarification, confirmation, comprehension checks, requests, and reacting are indispensable for learners aiming to achieve interaction in L2 contexts (Kumaravadivelu, 2006). Similarly, the studies of Wong-Fillmore (1989) and Donato & Adair-Hauck (1992) stress the importance of social interaction and involvement in authentic communication. All these point out the high importance of speaking skills and suggest that a real communicative approach, not a so-called one, should be adopted while delivering foreign language lessons, especially speaking sessions.

Chun (2010) establishes an interesting analogy between teaching and driving with the following sentences: “Teaching is like driving a motorcycle. They both require one’s full attention, instant decision-making, acceptance of serious consequences for your own actions and those of others, and there simply are not any do-overs.” As is the case with the learners in the learning process, teachers undertake a delicate and critical role in the teaching process. Considering the issue from the perspective of the hard-to-develop speaking skills, the responsibility of the teachers grows during the teaching process if speaking can be really taught. Or we should refer to this process as *helping students learn/develop speaking skills*. While trying to help learners achieve oral production and spoken interaction as specified in Common European Framework of Reference for Languages (CEFR), language instructors should not neglect the present necessity of a skills-integration perspective. These skills are not limited to only reading, writing, listening and speaking. Bell (2010) regards collaboration, cooperation, communication and problem-solving skills as the major skills of the twenty-first century. Language teachers should design their curricula in such a way that they integrate a broad spectrum of skills.

Taking the above-mentioned “ideals” like learner contributions, active learning, and skills integration into account, we cannot disregard the challenges we face about learner autonomy. An old Chinese proverb says “Give a man fish and he eats for a day. Teach him how to fish and he eats for a lifetime”. Teachers should leave their traditional roles as an “authority” in the classroom. Instead, as another famous Chinese saying “Teachers open the door, but you must enter by yourself” stresses, they should take on the role of a “facilitator” thus letting learners direct their own learning processes. While opening the door, teachers should provide opportunities for learners to orient the learning process and decide what to study. In 1916, John Dewey argued that “the classroom should reflect society outside the classroom” (cited in Eyring, 2001). Likewise, in 1918, two years after Dewey’s introduction of this groundbreaking perspective, his successor William Heard Kilpatrick mentioned *The Project Method* by pointing out that a learning process should reflect “an experimental society of cooperating individuals” (Legutke and Thomas, 1991: 157). Correspondingly, it should be a priority for language teachers to render their classes as democratic and free as possible.

This study introduces Project-based Learning (used interchangeably with the term “project work” in this study) as an effective solution to such problems as teacher-centeredness, classroom restriction, and lack of authentic opportunities for speaking classes. Sarwar (2000: 4) provides a comprehensive definition of Project-based Learning (henceforth PBL) as follows:

A voluntary collaborative or individual process initiated by the teacher to provide EFL learners a meaningful use of the target language outside the classroom. The contents of the project may or may not relate to the learners' prescribed curriculum. The focal aims are to give them opportunities to become fluent and confident in using English by utilizing and expanding their existing language repertoire.

As it is clear from the definition, PBL is a “learner and learning” oriented approach. It aims to let the learners take the lead under the supervision of instructors. The basic tenets of PBL reflect the Vygotskian school of thought that emphasizes the role of collaboration and social learning in constructing knowledge and fostering intellectual growth (Jeon-Ellis, Debski & Wigglesworth, 2005). One of its core principles is to make language learning more meaningful and omnipresent. Learning process is not limited and reduced to classrooms. It aims to promote learning by doing and bring a novel source of motivation for the learners. Accordingly adequate level of autonomy and independence from the authority pressure help to promote group work and rapport among learners.

As an attempt to make the above explanations more concrete, it can be said that many language classes are far from being communicative enough as a result of the prevailing problems like teacher dominance, lack of autonomy, motivation, coursebook-centeredness, and so on. In such cases, both the learners and teachers have become so accustomed to their present roles that they take this monotonous and teacher-oriented system for granted. Even speaking lessons may become occasions on which mostly teachers practice their speaking skills. However, it is the students who need to improve their oral communication skills, not the teachers. We need to place the students at the exact center of the process. They should be more than just participants. By overcoming motivational, affective and autonomy-related problems, we should let them become practitioners. By asking ourselves the question ‘Am I engaging the full human learning potential of the students in my class?’ we should set our priorities in favour of the

students and students' learning (Scrivener, 2013). Prior to finding a satisfying answer to this critical question, we should think about the following:

- Do our students have the capacity to achieve more?
- Is our way of teaching appropriate to enable students to reveal their hidden potentials?
- How can we consolidate the link between school and outside life?
- How can we extend learning outside the school with no time and place restriction?
- How can we change the educational context from *being taught* to *active learning*?
- How can we help our students know that they are the *director*, not a *mediocre player*?

The focal point of this study is the use of project work as an alternative way of delivering speaking lessons as a part of the pursuit to find answers to the above important questions. With its learner-centered, collaborative, interdisciplinary, authenticity-based and all-inclusive nature, PBL can be an effective means to transform speaking lessons into more motivating, participatory, cooperative, authentic, and self-confidence building opportunities to enhance speaking skills. In a nutshell, through integrating project work into speaking methodology, the researcher intends to offer a remedy for some persistent problems that language teachers face commonly and have difficulty in handling.

1.2 Aim of the Study

The aim of this study is to reveal the extent to which PBL turns out to be effective in terms of developing speaking skills. To this end, the quantitative and qualitative data gathered throughout the study are employed. Under this framework, the researcher seeks answers to the following research questions:

- 1- Is PBL an effective way of learning and improving speaking skills?

- 2- Is there a statistically significant difference between the pre-treatment attitudes of the students included in the experimental group and control group towards speaking class?
- 3- Is there a statistically significant difference between the pre-test scores of the experimental group and control group?
- 4- Does PBL make a statistically significant difference between the post-treatment attitudes of the students included in the experimental group and control group towards speaking class?
- 5- Does PBL make a statistically significant difference between pre- and post-treatment attitudes of the experimental group students towards speaking class? (within-group statistics)
- 6- Is there a statistically significant difference between pre- and post-treatment attitudes of the control group students towards speaking class? (within-group statistics)
- 7- Does PBL make a statistically significant difference between the post-test scores of the experimental group and control group?
- 8- Does PBL make a statistically significant difference between pre- and post-test scores of the experimental group? (within-group statistics)
- 9- Is there a statistically significant difference between pre- and post-test scores of the control group? (within-group statistics)

The researcher hopes to find answers to the above questions set before the treatment process of the study. The answer to the first research question is expected to constitute the backbone of the findings of this study in that it comprises a synthesis of both attitude and achievement dimensions. In order to reach a satisfying answer to the first question the rest of the research questions are answered in the first phase and these answers are expected to determine the extent to which PBL appears to be effective in terms of learning and improving speaking skills. The answers are expected to contribute to the related literature to a notable extent, thus clarifying the potential of PBL in the realm of ELT. Centering upon the chronically problematic speaking skill, the researcher aims to show that affective problems like lack of motivation and high levels of unwillingness can be overcome via PBL. The study also aims to pave the way for prospective studies in accordance with the outcomes to be yielded by this research. The statistical data, experiences and suggestions which will be covered within this study are

expected to shed a light upon other researchers who have the intention of integrating project work into language teaching methodology.

1.3 Significance of the Study

This study takes the highly important speaking skill as its point of departure. While other skills appear to be relatively easier to develop, speaking skill constitutes the key point and the most problematic dimension in most language learning cases in EFL contexts. Nunan (cited in Lazaraton, 2001) says that the most common and biggest problems in EFL contexts turn out to be lack of motivation, students' tendency not to speak in the classroom and frequent use of mother tongue. Such problems can be observed by almost every EFL teacher, be it at primary, secondary or tertiary level. Considering this prevalence of the problem, teachers offering speaking lessons should pay particular attention to organizing authentic, motivating and varied class activities (Lazaraton, 2001). Therefore, this study undertakes an important role by introducing an alternative way to run speaking lessons in terms of teachers and to foster speaking skills with high motivation and efficiency in terms of learners.

The study of education has launched to examine the question "Why?" instead of "Who?," "What?," "Where?," and even "How?" in recent years (Richardson and Cortland, 2007). That refers to the ever-growing gravity of inquiry and inquisitive learning. Based mostly on non-googleable driving questions and issues, PBL aims to put inquiry at the exact centre of the learning process. Thus this study holds further potential in that it aims to enhance the inquiry skills of the learners by orienting them to question throughout the projects and its findings are expected to provide tangible hints as to the real potential of PBL in this sense.

Integrating project work into speaking lessons the study brings a novel alternative to the fossilized understanding that languages are learned in the classroom. PBL extends the language learning process to out-of-class environments. Introducing the term "omnipresent learning" this study emphasizes that every aspect of a foreign language, speaking skill in particular, can be learned and developed everywhere where the learner performs language-related tasks, in a café, in a library, in a public bazaar, in an office, at an airport, on a street, on a bus, at home, etc. This point that will most

probably enhance the learners' motivation and autonomy and render speaking lessons more flexible and learner-based adds a further plus to this study.

According to Fried-Booth (1986:8) "...at intermediate level the student often reaches a 'plateau', from which there is little incentive to move on. It is at this crucial point in learning- the intermediate level- that Project work can offer the much-needed incentive." That is, PBL can be viewed as quite promising to cope with the motivation problem faced by intermediate language learners. As the sample group of this study investigating the attitudes of EFL students towards the development of speaking skills via PBL is composed of intermediate-level ELT prep-class students, the experiment undertakes further significance from this aspect. This point is best exemplified by the below utterances of a student included in the experimental group of this study:

We are ready for the project presentation on "Integrating Human Beings and Nature", but it is not warm outside these days. We will most probably have to wait for a further couple of days. While waiting for a sunny day to take our classmates outside to discover the natural beauties of our campus, we want to deal with another project. Can you assign a new project to our group?

In addition to the potential contributions it will serve to language learners and teachers, this study takes on an important role in that it fills a considerable gap in the literature. Even though there are an adequate number of studies combining project-work and other fields like teaching geography, natural sciences, social sciences, etc. (Meyer, 1997, Erdem and Akkoyunlu, 2002, Korkmaz, 2002, Yurtluk, 2003, Özdener and Özçoban, 2004, Gültekin, 2005, Çiftçi, 2006, Özdemir, 2006, Sylvester, 2007, etc.), there is an apparent lack of researches on the integration of PBL into language classes. There are some (Beckett, 1999, Fragoulis, 2009, Baş and Beyhan, 2010, Simpson, 2011, etc.); however most of them do not focus on speaking skill. Thus, it becomes more important that the effect of PBL in speaking lessons will be clarified at the end of this study and all these findings will be of a constructive and guiding contribution to the prospective studies in the field of ELT and general educational sciences.

1.4 Assumptions

- 1- The pre-treatment attitudes of the students in both groups are assumed to be parallel (to be supported with pre-treatment attitude analysis).
- 2- The levels of English knowledge of both the experimental group and the control group are assumed to be similar (to be supported with pre-test results).
- 3- Subjects are assumed to answer the questions in the questionnaires and evaluate their own performances sincerely.
- 4- Subjects are assumed to participate in the projects and other activities with their full concentration.
- 5- Subjects are assumed to attend the pre and post-tests sincerely and with their full concentration.
- 6- The pre-test and post-test are assumed to be in conformity with the levels of students.

1.5 Limitations

- 1- This study is limited to the EFL context in the School of Foreign Languages at Ondokuz Mayıs University.
- 2- This study is limited to two classes attending the ELT Prep Class at Ondokuz Mayıs University in 2013 – 2014 academic year.
- 3- The study is limited to one semester of treatment for PBL.
- 4- The treatment process is limited to the randomly-assigned experimental group of the study.

1.6. Definitions

Authenticity: A principle emphasizing real-world, meaningful language used for genuine communicative purposes (Brown, 2007: 377).

Communication Strategies: Strategies used to communicate when the learner lacks the necessary language knowledge, for example mime or paraphrase (Hedge, 2000: 407).

Communicative Competence: Knowledge of language rules, and of how these rules are used to understand and produce appropriate language in a variety of sociocultural settings (Hedge, 2000: 407).

Communicative Language Teaching (CLT): An approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for real-world, meaningful purposes (Brown, 2007: 378).

Experiential Learning: The process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience (Kolb, 1984: 41).

Fluency: The unfettered flow of language production or comprehension usually without focal attention on language forms (Brown, 2007: 382).

Learner Autonomy: The ability to take charge of one's own learning (Holec, 1981: 3).

Omnipresent Learning: A term used by the researcher to refer to the broad scope of the language learning process that takes place everywhere including in-class and out-of-class environments and everytime without any kind of restriction through the utilization of every means available including any sort of written, visual, audial sources and information and communication technologies. It is not covered as the title of a new approach or method in ELT methodology but as a perspective focusing on the idea that learning should not be restricted to classroom walls and hours.

Project: A long-term activity (several weeks) that involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical and document research that includes collecting, analyzing and reporting data orally and/or in writing (Beckett, 2002).

Project-Based Learning (Project Work): An instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop (Moss and Van Duzer, 1998: 1).

1.7 Abbreviations

ATC21S: The Assessment and Teaching of 21st-Century Skills

CLT: Communicative Language Teaching

EFL: English as Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ICT: Information and Communication Technologies

L2: Second Language

LMS: Learning Management System

PBL: Project-Based Learning

SPSS: Statistical Package for the Social Sciences

*“Never make fun of someone who speaks broken English.
It means they know another language.”*

–H. Jackson Brown, Jr.

PART 2

REVIEW OF LITERATURE

In this part, theoretical framework of this study and relevant studies conducted on PBL are presented.

2.1 Theoretical Framework

In order to comprehend PBL properly, it is first necessary to have a close look at the underlying linguistic and psychological perspectives. First, the major schools of thought in language learning –behaviourism, cognitivism, and constructivism- are touched on. Second, theoretical framework about teaching and learning speaking skills is presented. Third, brief information is provided on the recent trends in ELT underlying Project-based Language Learning like Experiential Learning, Communicative Language Teaching, Content-Based Language Learning, Task-Based Language Learning, and so on. Finally, extensive theoretical information on PBL and omnipresent learning perspective, which constitute the specific context of this study, is covered.

2.1.1 Major Schools of Thought in Language Learning

Language learning is based on two main branches, linguistics and psychology. Linguistics covers language-related aspects while psychology deals with how learning happens. These two are inseparable in the construction of language teaching and learning theories. Considering the past and today of language teaching/learning theories, three schools of thought come to the fore: Structural Linguistics and Behaviorism, Generative Linguistics and Cognitivism, and Constructivism. The following table by Brown (2007: 15) presents a brief and clear-cut overview of these three major schools of thought that played and still play important roles in the formulation of various approaches and methods.

Table 1

Schools of Thought in Second Language Acquisition/Foreign Language Learning

Time Frame	Schools of Thought	Typical Themes
Early 1900s and 1940s and 1950s	Structural Linguistics and Behavioral Psychology	Description Observable Performance Scientific Method Empiricism Surface Structure Conditioning Reinforcement
1960s, 1970s, and 1980s	Generative Linguistics and Cognitive Psychology	Generative Linguistics Acquisition, innateness Interlanguage Systematicity Universal Grammar Competence Deep Structure
1980s, 1990s, and 2000s	Constructivism	Interactive Discourse Sociocultural Variables Cooperative Learning Discovery Learning Construction of Meaning Interlanguage Variability

(Brown, 2007: 15)

Table 1 covers Behaviorism, Cognitivism, and Constructivism with their time frames and typical themes. Broader information on these influential schools of thought, especially constructivism on which PBL is based, is given under the following titles.

2.1.1.1 Behaviorism

Behaviourism, which reigned throughout early 1900s, 1940s, and 1950s, puts emphasis on the repetitive conditioning of learner responses on the road to learning. Learning is viewed as a behavioural change. That is, behaviorists regard learning as an automatic process rather than a cognition-related one. Habit formation and rote learning are two key components of behaviourist learning theory. The dominant language theory in behaviorism is based on Structural Linguistics that takes language as a structure composed of different linguistic elements like phonemes, morphemes, phrases, clauses, and so on (Brown, 2007). The tenets of behaviourism, which are mostly shaped with the influences of the two prominent figures, Ivan Pavlov and Frederic Skinner, are best reflected in the Audio-lingual Method that is best known for its priority for rote learning and repetitive drills.

2.1.1.2 Cognitivism

Cognitivism, which was born as a reaction to behaviourism, was influential during the periods of 1960s, 1970s, and 1980s. Views of figures like David Ausubel, Jerome Bruner, and Noam Chomsky played important roles in the formation of cognitivism (Brown, 2007). Cognitive learning theory dismissed the focus on habit formation and stressed the cognitive dimension that is composed of the learners' reasoning and mental processes. That is, while behaviorists consider learning as a change in behavior cognitivists take it as a change in mental behavior. The controlling language theory in cognitivism is based on Generative Linguistics that takes language as more than observable stimuli and responses. Especially with the contributions of Chomsky, cognitivism began to handle language in the context of new concepts like acquisition-innateness and competence-performance (Brown, 2007). Losing its prevalence in the 1980s, cognitivism was gradually replaced by its advanced version, constructivism.

2.1.1.3 Constructivism

Constructivism, the way to which was paved by cognitivism, can be defined as “a theory which regards learning as an active process in which learners construct and

internalise new concepts, ideas and knowledge based on their own present and past knowledge and experiences” (Cohen, Manion, & Morrison, 2004: 167). Its reign covers the periods of 1980s, 1990s, and 2000s. Brown (2007) describes constructivism as a multidisciplinary approach that brings linguistic, psychological, and sociological paradigms together on a common ground. Along with this multidisciplinary dimension, constructivism is characterized by its core principle that learners are encouraged to get the ownership of their learning. Closely related with this principle, Cohen, Manion and Morrison (2004:167) point out that:

At heart there is a move away from instructing and instructivism towards constructivism... This signals a significant move from attention on teaching to attention on learning; classrooms are places in which students learn rather than being mainly places in which teachers teach. Teachers are facilitators of learning.

Considering the teacher and student roles in constructivism, learners are the active party and teacher is the guide. The foundation of a constructivist approach can be summarized as constructing knowledge, not receiving it, thinking and analyzing, not accumulating memorizing, understanding and applying, not repeating back, being active, not passive (Marlowe & Page, 2005). Constructivism is not something like the case illustrated in the below cartoon. A teacher cannot be both authoritarian and constructivist at the same time. Real constructivists take up position in favor of learners and learning.

Figure 1 Cartoon on Constructivism in Language Classes



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

(<http://constructivisminelt.wikispaces.com/Constructivism+and+language+teaching>)

The cartoon in Figure 1 describes a so-called constructivist teacher paying lip service to core tenets of constructivist view of language learning. However, constructivist teachers should reflect radical shifts from the traditional understanding of education with both their discourse and acts. Below is an account of the differences between traditional and constructivist classrooms.

Table 2

A Comparison of Traditional and Constructivist Classrooms

Traditional Classroom	Constructivist Classroom
- Curriculum begins with the parts of the whole. Emphasizes basic skills.	- Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
- Strict adherence to fixed curriculum is highly valued.	- Pursuit of student questions and interests is valued.
- Materials are primarily textbooks and workbooks.	- Materials include primary sources of material and manipulative materials.
- Learning is based on repetition.	- Learning is interactive, building on what the student already knows.
- Teachers disseminate information to students; students are recipients of knowledge.	- Teachers have a dialogue with students, helping students construct their own knowledge.
- Teacher's role is directive, rooted in authority.	- Teacher's role is interactive, rooted in negotiation.
- Assessment is through testing, correct answers.	- Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
- Knowledge is seen as inert.	- Knowledge is seen as dynamic, ever changing with our experiences.
- Students work primarily alone.	- Students work primarily in groups.

(http://www.thirteen.org/edonline/concept2class/constructivism/index_sub1.html)

Drastically different from the traditional notion of learning, constructivism is rooted in Piaget's cognitive developmental theory and Vygotsky's sociocultural theory (Kaufman, 2004). **Cognitive constructivism** holds that learners construct knowledge themselves actively and cognitively based on their existing knowledge. In this context, Piaget introduces the terms, assimilation and accommodation: *assimilation* is the integration of the new information into the existing schemata; and *accommodation* is the adjustment of schemata to new information in case of a mismatch (Gilbert, 2010). On the other hand, **social constructivism** holds that learners construct knowledge through social interaction and cooperation. At this point, Vygotsky's notion of a zone of proximal development (ZPD) describes the gap between what a student can achieve alone without external help and what s/he can achieve with the help of competent teachers or peers (Brown, 2007). Scaffolding is directly related with the assistance-receiving dimension of zone of proximal development in that the teacher or more competent peers can act as a guide or facilitator for the learners till the point when their need for external help comes to a stop.

Briefly, cognitive constructivists underline the individual cognitive construction of new knowledge in relation with the existing knowledge background, whilst social constructivists put emphasis on the social dimension in constructing new knowledge. Even so, both points of view overlap about the principle that socialization and collaboration yield better and deeper construction of knowledge (Powell and Kalina, 2009).

Even though the figures who are generally associated with constructivism are Piaget and Vygotsky, the contributions of Dewey's philosophy in this context cannot be denied. As mentioned previously, at the beginning of the 20th century Dewey advanced that "the classroom should reflect society outside the classroom" (cited in Eyring, 2001). That refers to the conclusion that the classroom subjects are to be real-life related and students should be encouraged to become active participants whose voice is attached considerable value. According to Richardson and Cortland (2007: 4) "Dewey identified human learning as a process identical with the scientific process, thus requiring teachers and students to view education as an active learning process, in a "minds-on" sense as well as a "hands-on" sense." This blend of *minds-on* and *hands-on* senses demonstrates that Dewey laid the foundations of constructivism.

It is of high importance to know the background and foundations of the constructivist perspective of learning; however, the aspect which holds higher importance is its implications for language classes. Below is a comprehensive framework of the characteristics of Constructivism in general (Cohen, Manion, & Morrison, 2004: 167):

- Students construct their own knowledge of the world.
- Learning is a search for meaning, looking for wholes as well as parts.
- To teach well we have to understand what students are thinking.
- Standardised curricula are antithetical to constructivism.
- Learning is self-directed and active.
- Learning derives from experiences.
- Knowledge is constructed internally by the learner rather than transmitted from an external resource.
- Learning takes time.
- Learning involves language.
- Learning involves higher order thinking.
- Learners continuously organise, reorganise, structure and restructure new experiences to fit them to existing schemata, knowledge and conceptual structures through an adaptation process of assimilation (changing ways of thinking as a result of learning and new knowledge) to accord with new views of reality, in striving for homeostasis (equilibrium) – the balance between assimilation and accommodation.
- Knowledge is uncertain, evolutionary, pragmatic and tentative.
- Knowledge and understanding are constructed by the learner rather than imparted by the teacher.
- Knowledge is socially and culturally mediated and located.
- Learning is an individual and a social activity.
- Learning is self-regulated.
- Intelligent thought involves metacognition.
- Learning is, in part, an organisational process to make sense of the world.
- What someone knows is not passively received but actively assembled by the learner.
- Knowledge is accommodated to learners' personal existing understanding, changing their frames of reference through adaptation.
- Learning is marked by the learner's capacities to explore and experiment.
- Knowledge is revisionary and multisensory.

- People generate their own mental models to make sense of their experience.
- Motivation is critical to effective learning.
- Knowledge is creative, individual and personal.

It is clear from the above collection of features that learning in constructivism is based on active experiences of the learner. Learners discover new information themselves with the guidance and help of the teacher and/or peers. The focus on the learner and the learning process is intended to encourage learners to develop a sense of ownership of their learning through active participation in each step of the construction of new knowledge and reality. The importance of social interaction is also strongly emphasized. By this way, learners are expected to become more active, autonomous, motivated, social, creative, and knowledgeable.

2.1.2 Teaching and Learning Speaking Skills

Speaking skills constitute the most demanding and challenging part of a language learning process particularly for EFL learners. They are also the most important and useful dimension in that without achieving successful interactions nobody can be regarded as proficient in the target language. In EFL contexts it can be easily observed that most of the learners are really good at grammar and written forms. In some cases their related knowledge may even exceed that of native speakers. Nevertheless, structural knowledge is almost no use when someone is asked by a BBC reporter to comment on the recent developments in the Arabic countries. Therefore the foremost aim should be to develop speaking skills as much as possible. It is not a simple and straightforward process, though. Brown lists the factors rendering the speaking skill more difficult than the other skills as follows (2001: 270):

- Clustering: fluent speech is phrasal, not word by word
- Redundancy: a broad variety of language forms, alternatives, etc.
- Reduced Forms: contractions, elisions, reduced vowels, etc.
- Performance variables: hesitations, pauses, backtracking and corrections
- Colloquial Language: idioms, etc.
- Rate of Delivery: speed
- Stress, rhythm, intonation
- Interaction

The above factors make developing speaking skills an intimidating process. However, when handled from a systematic and broad perspective, it is possible to enhance speaking skills to a desirable level. “Communication” is the key here. In 1972, Hymes coined the term “communicative competence” labelling speaking skills as a contextualized sociocultural event (Lazaraton, 2001: 103). Then in 1980, Canale and Swain divided Hymes’s “communicative competence” into four: grammatical competence, sociolinguistic competence, discourse competence and strategic competence (cited in Brown, 2007: 219-220). These theories promoted the understanding that speaking skills cannot be considered as an isolated dimension but as an integrated and broader aspect of language learning. Accordingly, it is quite important to know the points of distinction between written and spoken language. Luoma (2004: 12-27) presents the distinguishing features of spoken discourse as follows:

- Composed of idea units (short phrases and clauses), not written sentences
- May be planned (e.g. conference presentations) or unplanned (e.g. a spontaneous dialogue)
- Employs more vague or generic words (e.g. this one / that one, the round thing, move, put, fine, and good) as opposed to written language
- Employs fixed phrases, fillers, and hesitation markers (e.g. ah, you see, kind of, sort of, you know, now let me see)
- Contains slips and errors (mispronounced words, mixed sounds, wrong words)
- Involves reciprocity (meaningful interaction)
- Shows variation (purpose of speaking, different social situations, different speaker and listener roles)

It is apparent that spoken language differs from the written version in various respects. The most outstanding differences appear as *dependence on the context* and *structural variations*. Therefore, such differences should certainly be taken into account while helping learners develop speaking skills and assessing their progress. To exemplify this point with an authentic part of speech, given below is an excerpt from the transcript of President Obama’s oral press release on racism and profiling (<http://edition.cnn.com/2013/07/19/politics/obama-zimmerman-verdict/index.html>):

...And once the jury's spoken, that's how our system works.

But I did want to just talk a little bit about context and how people have responded to it and how people are feeling.

You know, when Trayvon Martin was first shot, I said that this could have been my son. Another way of saying that is Trayvon Martin could have been me, 35 years ago.

And when you think about why, in the African-American community at least, there's a lot of pain around what happened here, I think it's important to recognize that the African-American community is looking at this issue through a set of experiences and a -- and a history that -- that doesn't go away.

...

And, you know, I -- I don't want to exaggerate this, but those sets of experiences inform how the African-American community interprets what happened one night in Florida.

And it's inescapable for people to bring those experiences to bear.

The African-American community is also knowledgeable that there is a history racial disparities in the application of our criminal laws, everything from the death penalty to enforcement of our drug laws. And that ends up having an impact in terms of how people interpret the case.

Now, this isn't to say that the African-American community is naive about the fact that African-American young men are disproportionately involved in the criminal justice system, that they're disproportionately both victims and perpetrators of violence.

...

So -- so folks understand the challenges that exist for African- American boys. But they get frustrated, I think, if they feel that there's no context for it, or -- and that context is being denied.

And -- and that all contributes, I think, to a sense that if a white male teen was involved in the same kind of scenario that, from top to bottom, both the outcome and the aftermath might have been different.

Now, the question, for me, at least, and -- and I think for a lot of folks is, "Where do we take this? How -- how do we learn some lessons from this and move in a positive direction?" ...

As can be readily observed in the transcript above, spoken language holds specific characteristics. Although politicians, especially prominent ones like Obama, generally utter text-based language, even their speech gives away the fact that it is spoken English. It appears to be more flexible, colloquial, cordial, and meaningful, for it directly gets the feeling intended by the speaker across. Moreover, the cohesive devices used in the above transcript render it considerably different from written forms. The key point that should be drawn from this distinction is that we cannot help our students learn to speak English fluently through written materials. They may constitute a certain part of the infrastructure, but there is much more needed by the learners, especially those who hold a certain level.

As Rivers (1981: 188) says “we learn to speak by speaking.” Actually we do not teach learners how to speak; they themselves learn to speak by taking every opportunity to practice. The teachers’ role here is to facilitate this process by providing these opportunities. During this process teachers should pay attention to what Brown (2001: 69) says: “Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts...” It is clear that the scope of speaking lessons should be broader than it actually is. We need to establish an infrastructure in which students have enough freedom to lead their own learning with the awareness that it is their own will and efforts that will make them efficient users of the target language. Thus, autonomy will bring the much-needed motivation to language classes particularly to speaking sessions.

Following the general characteristics of spoken language, it is better to discover the sub-skills involved in speaking. As they constitute the basics of the whole speaking skill, learners should be made familiar with these sub-skills in order that they develop an integrated understanding as to the learning process. Lackman (2010: 3) mentions ten major sub-skills under speaking:

Table 3

Speaking Sub-Skills

Sub-skills	Explanation
Fluency	Students practice speaking with a logical flow without planning or rehearsing.
Accuracy with Words & Pronunciation	Students practice using words, structures and pronunciation accurately.
Using Functions	Students use specific phrases for purposes like giving advice, apologizing, etc.
Appropriacy	Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.
Turn-taking Skills	Students practice ways of interjecting, eliciting an interjection or preventing one.
Relevant Length	Students practice speaking at a length appropriate to a situation.
Responding and Initiating	Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.
Repair and Repetition	Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.
Range of Words and Grammar	Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task.
Discourse Markers	Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)

In the above model by Lackman (2010: 3), the sub-skills of speaking skill are given as fluency, accuracy with words and pronunciation, using functions, appropriacy, turn-taking skills, managing relevant length, responding and initiating, repair and

repetition, using a broad range of lexical items and grammatical structures, and using appropriate discourse markers to ensure a smooth flow while speaking. These sub-skills can be multiplied by adding dimensions like using intonation, body language and facial expressions, etc. All these are important points worthy of mention in the context of teaching and learning how to speak in the second or foreign language as naturally as possible.

Considering the functions of speaking, Richards (2008) expands Brown and Yule's (1983) previous framework into a three-component model: talk as interaction; talk as transaction; talk as performance. These functions are named according to the aim of the utterances. The main features of the first function, talk as interaction, are as follows (Richards, 2008: 22):

- It has a primarily social function.
- It reflects role relationships.
- It reflects speaker's identity.
- It may be formal or casual.
- It uses conversational conventions.
- It reflects degrees of politeness.
- It employs many generic words.
- It uses conversational register.
- It is jointly constructed.

Interaction generally involves casual dialogues and speech. It does not necessarily address a particular purpose. It may be a simple greeting in the morning, talking about a gossip, or just asking after someone. The language used in talk as interaction depends on the interlocutor profiles and the present situation and context. What matters most here, however, is the existence of at least a bilateral interaction. The next function covers a more pragmatic dimension. The main features of talk as transaction are given below (Richards, 2008: 26):

- It has a primarily information focus.
- The main focus is on the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- There may be frequent questions, repetitions, and comprehension checks.

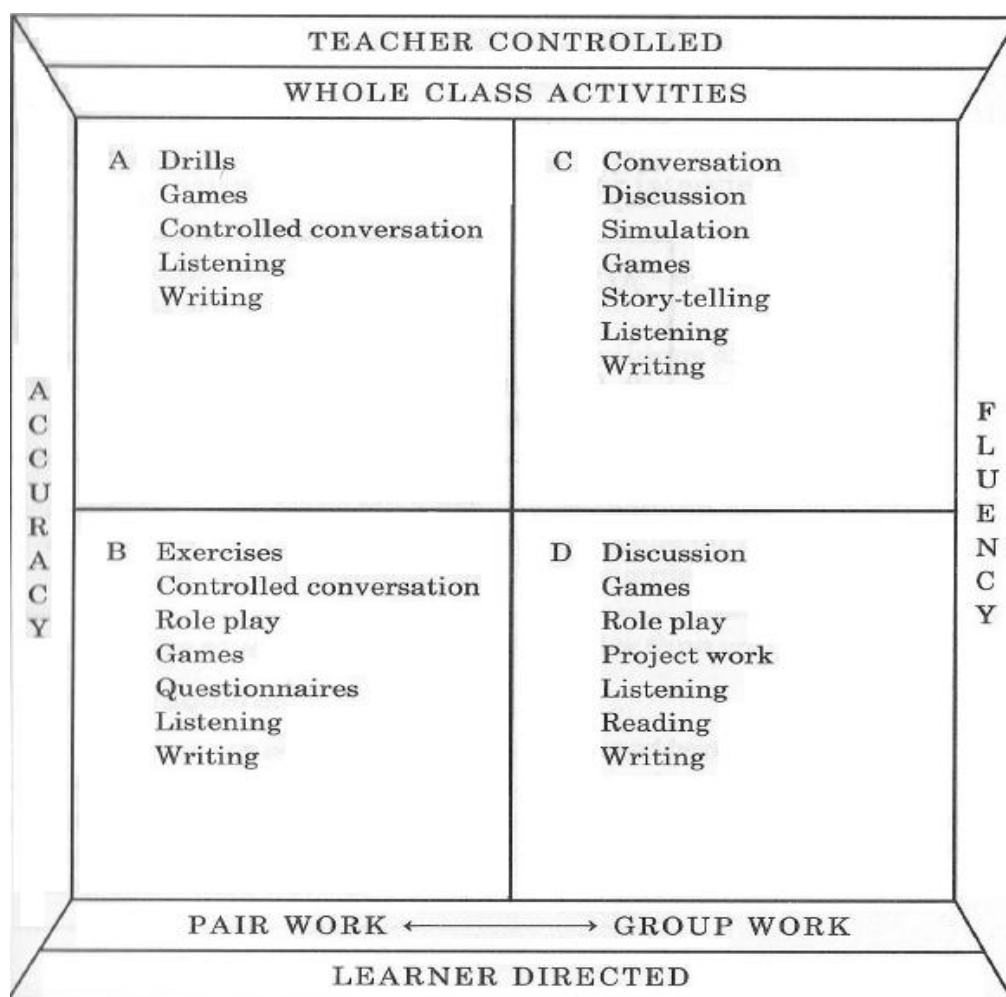
- There may be negotiation and digression.
- Linguistic accuracy is not always important.

Talk as transaction is more target-oriented. Although the language employed depends on the context, it is not as important as getting the message across. The third function holds a speaker-oriented focus. The main features of talk as performance are as follows (Richards, 2008: 28):

- A focus on both message and audience
- Predictable organization and sequencing
- Importance of both form and accuracy
- Language is more like written language
- Often monologic

Talk as performance focuses on the presentation skills of the speaker about a specific topic. Rather than being interactional, it undertakes a more monologic characteristic. The students need to develop speaking skills to address the requirements of these three functions. Therefore different kinds of tasks and activities can be used to help learners to this end. A dialogue task that requires learners to share a recent personal experience with their partner can be used enhance interactional skills, for example. An information gap activity can help learners develop transactional skills. Finally PowerPoint or poster presentations can be useful in terms of developing performance-based speaking.

Along with the importance of functions or purpose of speech, the dichotomy of fluency and accuracy holds equal significance while determining the activities and tasks to be used in speaking classes. While focus on fluency can be more preferable for talk as interaction and transaction, accuracy-based tasks and activities appear to be more suitable for talk as performance. The following figure by Byrne (1991: 106) presents an overview of accuracy-based and fluency-based speaking activities with a touch upon their tendency to teacher- and student-control.

Figure 2 Summary of Speaking Activities

As it is apparent from the above figure, while some types of speaking activities belong to a particular category, some others overlap in terms of their categories. For instance, *games* are positioned under all of the four categories whereas *project work* is situated under solely fluency-based learner-directed group work activities. Considering their characteristics, differences between such activities that focus on fluency and accuracy can be counted as follows (Richards, 2006: 14):

Activities focusing on fluency:

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable

- Seek to link language use to context

Activities focusing on accuracy:

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication
- Control choice of language

Selecting one of them as the point of departure while structuring speaking activities does not mean that this choice is made at the expense of the other. One of the dimensions can be given extra weight in accordance with the specific aims and context. What counts most here is the establishment of a sheer balance. Considering the issue from a more macro-level, Hedge (2000: 57-58), based on the works of other researchers, points out that a communicative and learner-centered approach should be adopted while teaching language skills, speaking and fluency in particular, and presents the following principles:

- The language should be a means to an end, i.e. the focus should be on the meaning and not on the form.
- The content should be determined by the learner who is speaking or writing. The learner has to formulate and produce ideas, information, opinions, etc.
- There must be a negotiation of meaning between the speakers, i.e. students must be involved in interpreting a meaning from what they hear and constructing what to say as a response. In other words, they should not be reliant on the teacher or materials to provide the language. This criterion clearly brings into play pragmatic and discourse competences as well as fluency.
- In order for the previous criterion to function, what a learner hears should not be predictable, i.e. there should be an information or opinion gap.
- The normal processes of listening, reading, speaking, and writing will be in play, for example improvising and paraphrasing in speech; in other words, students will practice and develop strategic competence.
- Teacher intervention to correct should be minimal as this distracts from the message.

Even though the principles above address almost all dimensions and skills involved in the language learning process, most part of the message can be attributed to the speaking aspect. This apparent message suggests that students should be provided with opportunities to develop speaking skills in contexts that are as natural and spontaneous as possible. The last principle brings up the quite grave and thorny issue of error correction in speaking. Putting emphasis on the distinction between *global* and *local* errors, Hedge (2000: 290) warns that teachers should know “when to push and when to stop”. That is encouragement should be the foremost aim of error correction rather than discouragement. As global errors may lead to unexpected misunderstandings they can be corrected by the teacher through a carefully-selected strategy like intervening at a convenient point of the performance, after-performance oral feedback, recorded feedback, and so on. However, as the major focus is placed on the achievement of communication and interaction, local errors can be deemed as minor and can go untreated.

Briefly it is not correct to say ‘teaching speaking skills’ since it is not something we can teach like grammar or phonetics. Thus, a better titling can be ‘helping students learn/develop speaking skills’ as they enhance this productive skill by producing and speaking. This study adopts this learner-and-learning-centered point of view and aims to investigate how PBL with an omnipresent learning perspective can help learners improve their speaking skills in an integrated manner. Under the following titles theoretical information is presented on some ELT theories paving the way for PBL. Following brief information on these theories, a detailed account of PBL, its integration with omnipresent learning perspective, and the potentials of this couple for the development of speaking skills is presented.

2.1.3 Recent Trends in ELT Underlying Project-based Language Learning

Under the following nine titles, some of the recent theories in ELT which have contributed to the formation of the philosophy behind PBL are touched on. These are Learner-Centered Instruction, Experiential Learning, Cooperative, Collaborative and Interactive Learning, Whole Language Education, Communicative Language Teaching (CLT), Content-based Instruction, Task-based Instruction, Blended Learning, and Flipped Learning. Unlike the others, Blended Learning and Flipped Learning are

handled as a potentially complementary dimension for PBL. The scopes and features of these theories are explained briefly under the following separate titles for each. Their relationship with PBL is elaborated under another title (see 2.1.4.7 on page 86) following the detailed coverage of PBL-related information.

2.1.3.1 Learner-Centered Instruction

Learner-centered instruction, which constitutes the exact contrast of teacher-centered education, puts the focus of learning on the learners and their contributions. Taking the study of Nunan (1995) as the point of departure for her adaptation, Stoller (2006: 33) lists the distinguishing characteristics of learning and learner-centered instruction as follows:

- Instructional goals are made explicit to learners.
- Learners are involved in selecting, modifying, and/or adapting goals and content.
- Learners create their own goals and generate their own content.
- Active links are created between the content of the classroom and the world beyond the classroom.
- Learners are trained to identify the strategies underlying pedagogical tasks.
- Learners are encouraged to identify their own preferred learning styles and experiment with alternative styles.
- Learners are given space to make choices and select alternative learning pathways.
- Learners are given opportunities to modify, adapt, create, and evaluate pedagogical tasks and learning processes.
- Learners are encouraged to become their own teachers and researchers.
- Learners are given opportunities to explore...relationships between language forms and communicative functions.
- Classroom learning opportunities are created that enable learners to...articulate their understanding of how language works as well as put language to communicative use in real or simulated contexts.

Parallel with the above characteristics of learner-centered instruction, Brown (2001: 47) suggests language teachers offer choices to students, even to those at beginner level, so that they develop a sense of ‘ownership’ of their learning and thus

intrinsic motivation. This thereby shifts the focus from the teacher to the learners and their experiences with learning.

2.1.3.2 Experiential Learning

New trends in foreign language teaching, and thus in ELT, put emphasis on the importance of *students' own contributions* to their language learning through initiative-taking and active involvement (Kohonen, 2005). As a part of this tendency, experiential learning appeared as an educational perspective which takes the *learners* and their *experiences* as the basis for learning. Kohonen (2005:1-2) defines experiential learning as “an educational orientation which aims at integrating theoretical and practical elements of learning for a whole-person approach, emphasizing the significance of experience for learning” and mentions the following as different techniques of applying experiential learning:

- personal journals, diaries
- portfolios
- reflective personal essays and thought questions
- role plays, drama activities
- games and simulations
- personal stories and case studies
- visualizations and imaginative activities
- models, analogies and theory construction
- empathy-taking activities
- story-telling, sharing with others
- discussions and reflection in cooperative groups

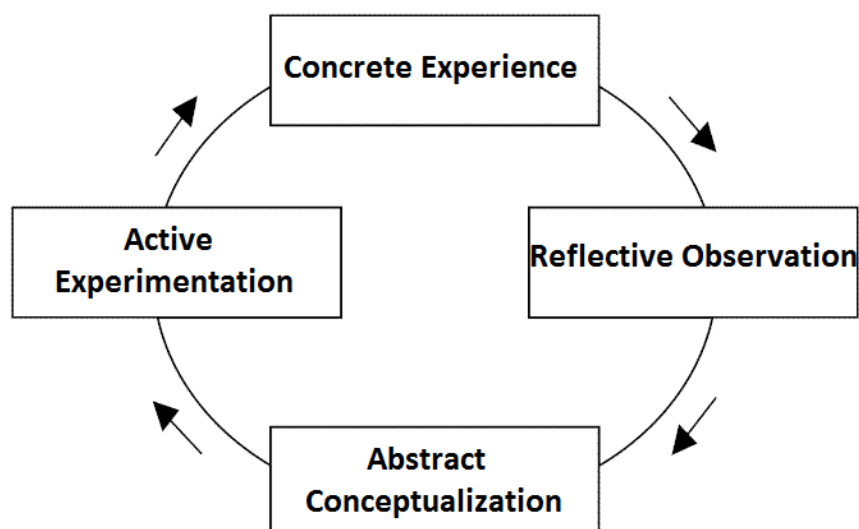
As it is clear from the above techniques, experiential learning puts the learner in the center of the learning process. As Kolb (1984: 21) indicates, experience gives the “life, texture, and subjective personal meaning to abstract concepts.” Brown (2001: 239) establishes a strong link between experiential learning and John Dewey’s educational principles: (a) one learns best by “doing”, by active experimentation, (b) inductive learning by discovery activates strategies that enable students to “take charge” of their own learning progress. It is obvious that the philosophy behind experiential learning is not new; instead its roots go back to decades ago when educators like Dewey

discovered the vital significance of the *learner* and *learning*. Brown (2001:239) advances that psychomotor dimension is an integral part of experiential learning in that it encourages learners to get physically involved in learning tasks/activities and suggests some learner-centered experiential language learning techniques:

- hands-on projects (such as nature projects)
- computer activities (especially in small groups)
- research projects
- cross-cultural experiences (camps, dinner groups, etc.)
- field trips and other “on-site” visits (such as to a grocery store)
- role-plays and simulations

Such techniques put more emphasis on the fact that experience of the learners is the core element in experiential learning. However, is experience itself enough for learning to happen? The possible answers to this key question determine the models on which experiential learning is based. Regarding active and reflective learning as the pillars of experiential learning, Knutson (2003) says that experience is the first step that must be followed by the complementary *reflection* phase and learning will not happen without the combination of these two. Likewise, David Kolb (1984: 42) who defines learning as “a continuous process grounded in experience” introduces a general theoretical framework of experiential learning as follows:

Figure 3 Kolb’s Model of Experiential Learning



Concrete Experience, the first phase of Kolb's model, is about the experience of the learners for learning purposes. Participating in a group discussion in a speaking class forms a concrete experience for language learners. *Reflective Observation* constitutes the second phase in which learners consciously think about their experience or observe the environment from different perspectives. In the third phase, *Abstract Conceptualization*, learners are expected to develop interpretations about the learning process they have gone through by establishing relationships and comparisons. *Active Experimentation* is the last phase which enables the learner to relate experiences, thoughts, and theories with real-life practice. Kohonen (2005: 4) summarizes the model provided by Kolb (1984) as follows: "Experience gives food for reflective thinking, which in turn leads to abstract conceptualizations and hypotheses to be tried out through active experimentation."

Koenderman (cited in Knutson: 2003: 54) presents an alternative experiential learning model composed of four major phases: exposure phase, participation phase, internalization phase, and dissemination phase. Exposure phase aims to activate background knowledge of the students about the topic at hand. Participation phase, just like Kolb's *concrete experience*, involves the experience. Internalization phase is related with reflection on the learner experiences, which appears to be in similar direction with *reflective observation* in Kolb's model. Last but not least, dissemination phase, which resembles Kolb's *active experimentation* stage, covers the stage in which learners link what they have learned with real life situations.

In brief, experiential learning lays down the principle that learning occurs through a balanced combination learner experiences, reflection on these experiences, and links to real life. Both Kolb's and Koenderman's models of experiential learning support this conclusion and emphasize the point that experience itself is not adequate for learning to happen but a springboard for learners to attain active, effective, and long-lasting learning processes.

2.1.3.3 Cooperative, Collaborative and Interactive Learning

According to Oxford (1997: 443) "cooperative learning, collaborative learning, and interaction are three 'communicative strands' in the foreign or second language

(L2) classroom”. As a matter of fact, these three are not peculiar to the realm of language learning-teaching; rather, they have long been used for the teaching of other types of content, especially science. The point that needs mentioning here is the misconception about the scopes of these three terms. Although they are treated by many researchers as synonyms, they are not the same considering their practical reflection in the classroom. The below table by Oxford (1997: 444) gives an overview of the distinctions among cooperative, collaborative, and interactive learning:

Table 4

Conceptual Comparisons among Cooperative Learning, Collaborative Learning, and Interaction

Aspects	Strand 1: Cooperative Learning	Strand 2: Collaborative Learning	Strand 3: Interaction
Purpose	Enhances cognitive and social skills via a set of known techniques	Acculturates learners into knowledge communities	Allows learners to communicate with others in numerous ways
Degree of Structure	High	Variable	Variable
Relationships	Individual is accountable to the group and vice versa; teacher facilitates, but group is primary	Learner engages with “more capable others” (teachers, advanced peers, etc.), who provide assistance and guidance	Learners, teachers, and others engage with each other in meaningful ways
Prescriptiveness of Activities	High	Low	Variable
Key Terms	Positive interdependence, accountability, teamwork, roles, cooperative learning structures	Zone of proximal development, cognitive apprenticeship, acculturation, scaffolding, situated cognition, reflective inquiry, epistemology	Interaction-producing tasks, willingness to interact, learning styles, group dynamics, stages of group life, physical environments

Compared with the other two, *cooperative learning* appears to be more systematic and prescriptive. Furthermore, interdependence and accountability (individual-to-group/ group-to-individual) are attached extra importance. Below are the principles of cooperative learning (Oxford, 1997: 445):

- Positive interdependence: Gains for one person are associated with gains for others; can be attained through structuring the goals, rewards, roles, materials, or rules
- Accountability: Every person is accountable through individual grading and testing, the group is accountable through a group grade; improvement scores are possible
- Team formation: Teams are formed in various ways-randomly; by student interest; by the teacher using specific criteria (heterogeneously, representing different characteristics such as aptitude or gender; or homogeneously)
- Team size: Groups of smaller than 7 members usually work best
- Cognitive development: This is often viewed as the main goal of cooperative learning
- Social development: Development of social skills such as turn-taking, active listening, and so forth can be as important as cognitive development

In comparison with cooperative learning, *collaborative learning* turns out to be less prescriptive and more flexible. Characterized by ‘acculturation of learners into knowledge communities’, collaborative learning can be directly linked to social constructivism (Oxford, 1997). On the other hand, *interactive learning* involves a broader perspective in which learners are somehow oriented to participate in communication with each other. Below are the distinguishing features of interactive classes (Brown, 2001: 48):

- significant amount of pair work and group work
- authentic language input in real-world contexts
- language production for genuine, meaningful communication
- classroom tasks that prepare learners for actual language use “out there”
- oral communication through the give and take and spontaneity of actual conversations
- writing to and for real audiences, not contrived ones

Despite the minor differences they possess in the application phase, cooperative, collaborative, and interactive learning all aim to let students learn with/from each other through communication and interaction. The existence of tenets including group work,

authenticity, meaningfulness, and communication constitutes the sine-qua-non of these three inter-related insights into language learning.

2.1.3.4 Whole Language Education

The term “whole language” holds the view that language cannot be regarded as separate items and components; rather, it should be viewed as a whole system. According to Richards and Rodgers (2001:112) “the whole language movement is not a teaching method but an approach to learning that sees language as a whole entity.” Whole language education involves the following components (Brown, 2001: 48-49):

- cooperative learning
- participatory learning
- student-centered learning
- focus on the community of learners
- focus on the social nature of language
- use of authentic, natural language
- meaning-centered language
- holistic assessment techniques in testing
- integration of the “four skills”

As it is obvious from the above components, whole language education shares almost the same features with other constructivist approaches to language learning. The common aim is to engage students with authentic language through meaningful tasks with skills integration. One of the most outstanding features of this approach is the focus it places on the importance of communication and the interactive dimension of the language learning process.

2.1.3.5 Communicative Language Teaching (CLT)

With the development of cognitivism and especially constructivism there have appeared some dramatic changes in the perspective towards language teaching and learning. The most outstanding change has showed itself in terms of the new focus on interactive skills and communication. Under this framework, the recent tendency in the

discipline of foreign language education reflects the view that language learning is the result of some processes like the following (Richards, 2006: 4):

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- Trying out and experimenting with different ways of saying things

With the gradual discredit of theories like Audiolingualism and Situational Language Teaching and the subsequent growing emphasis on the learning process and communication, new terms and theories were added to the agenda of ELT researchers and practitioners. At this point, the 1970s saw the advent and rapid rise of Communicative Language Teaching as one of the most influential cornerstones in the language teaching/learning domain. This new stream emphasized the significance of being able to send and receive messages. That is, the foremost goal was to help learners achieve mutual communication. In this context, a new term "communicative competence" was proposed by Hymes in 1972 and it was then categorized into four by Canale and Swain in 1980 (cited in Brown, 2007: 219-220): grammatical competence (knowledge as to rules, vocabulary, etc.), discourse competence (ability to construct utterances or sentences correctly considering the context), socio-linguistic competence (ability to use language appropriately), and strategic competence (ability to employ strategies when language knowledge appears inadequate). Communicative competence involves the above dimensions and the following aspects of language knowledge (Richards, 2006: 3):

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

These points explain the items included in Canale and Swain's categorization of communicative competence. Actually they cover almost every point a learner needs so as to realize communication in the target language. The above-given aspects of language knowledge are elaborated in more detail by Hedge (2000: 56) in the following list of the significant implications of communicative language ability for teaching and learning:

Linguistic competence

- to achieve accuracy in the grammatical forms of the language
- to pronounce the forms accurately
- to use stress, rhythm, and intonation to express meaning
- to build a range of vocabulary
- to learn the script and spelling rules
- to achieve accuracy in syntax and word formation.

Pragmatic competence

- to learn the relationship between grammatical forms and functions
- to use stress and intonation to express attitude and emotion
- to learn the scale of formality
- to understand and use emotive tone
- to use the pragmatic rules of language
- to select language forms appropriate to topic, listener, etc.

Discourse competence

- to take longer turns, use discourse markers, and open and close conversations
- to appreciate and be able to produce contextualized written texts in a variety of genres
- to be able to use cohesive devices in reading and writing texts
- to be able to cope with authentic texts.

Strategic competence

- to be able to take risks in using both spoken and written language
- to use a range of communication strategies

- to learn the language needed to engage in some of these strategies, e.g. ‘What do you call a thing that/ person who...?’.

Fluency

- to deal with the information gap of real discourse
- to process language and respond appropriately with a degree of ease
- to be able to respond with reasonable speed in ‘real time’.

As can be seen in the above model, Hedge (2000) mentions five components under communicative competence. The language goals given under these components can be deemed as the basic levels communicative language teaching model intends to help learners attain. Based on the principles of communicativeness, task-orientedness, and meaningfulness, CLT employs techniques such as role play, interviews, information gap activities, games, surveys, pair work, learning by teaching, and so forth. Brown (2001: 43) lists six outstanding characteristics of CLT:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Brown (2001) focuses on points like the importance of communicative aspect of the learning process, authentic and meaningful tasks, the superiority of fluency over accuracy, spontaneous communication, learner autonomy, and the guiding role of the teacher. In addition to these tenets provided by Brown (2001), Finocchiaro and Brumfit (1983: 91-93) present an extensive compilation of CLT features as follows:

1. Meaning is foremost.
2. Dialogues, if used, center on communicative functions and are not normally memorized.
3. Contextualization is a basic principle.
4. Language learning is learning to communicate.
5. Effective communication is required.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device which helps the learners is accepted, varying according to their age, interest, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Cautious use of native language is accepted where feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal.
15. Linguistic variation is a central concept in materials and methods.
16. Sequencing is determined by any consideration of content function, or meaning which maintains interest.
17. Teachers help learners in any way that motivates them to work with the language.
18. Language is created by the individual often through trial and error.
19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
20. Students are expected to interact with other people, either in the flesh, through pair and group work, or through their writings.
21. The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

The list above constitutes a broad outline of the principles adopted by Communicative Language Teaching. The whole system is based on the achievement of real communication. Therefore, dichotomies like *accuracy versus fluency*, or Chomsky's *competence versus performance*, or Widdowson's *usage versus use* are always on the table in the context of setting priorities. While accuracy, competence, and usage stand for the perfect and ideal language to be known and employed by the learners, fluency, performance, and use represent the product yielded in spontaneous interactions. Sheer correctness is the core principle for the first party, whereas the latter group is characterized by the realization of bilateral communication at the expense of some linguistic deficiencies. As for the position CLT takes about these two main fronts, it emphasizes fluency, performance, and use, for communication happens through mouth-produced utterances rather than the standard rules written in coursebooks.

Despite its revolutionary sides and numerous benefits for language classes, Communicative Language Teaching has come in for harsh criticisms. Griffiths (2004), for example, says that it does not attach importance to "learning" as much as "teaching". The idea hidden in the title is 'teaching' instead of learning. This implies a tendency towards instructivism as opposed to constructivism. Another point of opposition against CLT is that it ignores learner variables. Some researchers like Holliday (1994) and Bax (2003) claim that CLT does not pay adequate consideration to specific conditions and contexts like age, gender, learning styles, etc. Notwithstanding such points of criticism, it is an undeniable fact that CLT has had (and still continues to have) an unprecedented influence in the realm of language teaching/learning.

Jacobs and Farrell (2003) indicate that the rise of communicative language teaching has brought eight major changes in the understanding of language teaching. These changes cover the points of *learner autonomy*, *the social nature of learning*, *curricular integration*, *focus on meaning*, *diversity*, *thinking skills*, *alternative assessment*, and *teachers as co-learners*. These points, actually principles, have become an integral part of the later-developed theories on language teaching-learning. In this regard, Richards (2006) considers Content-Based Instruction and Task-Based Instruction as Process-Based CLT Approaches. These two theories that are of particular significance in terms of their close relationship with PBL are elaborated under the following two titles.

2.1.3.6 Content-based Instruction

Content-based Language Instruction aims to teach language through the study of content rather than separate sessions on language structures. In this approach “language takes on its appropriate role as a vehicle for accomplishing a set of content goals” (Brown, 2001: 49). Therefore, by prioritizing content, it aims to render language classes as authentic and interest-stimulating as possible. Content-based instruction rests upon the following principles about language learning (Richards, 2006: 28):

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- CBI better reflects learners’ needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills.

The assumptions content-based instruction adopts about language learning put emphasis on the contributions of *content* dimension to authenticity and skills integration. Below are some of the reasons to prefer integrating content into language teaching (Richards and Rodgers, 2001:209-211):

- People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- People learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal.
- Some content areas are more useful as a basis for language learning than others.
- Students learn best when instruction addresses students’ needs.
- Teaching builds on the previous experience of the learners.

It can be concluded that content-based language instruction is intended to enable learners to attain a real sense of achievement via using language to reach authentic and interesting information. As the extent to which a topic appears interesting depends, the needs and expectations of the learners are taken into consideration. In addition, the link between the learners’ existing knowledge and new content information should be attached notable importance and established in a way that enables students to constantly put new bricks on the available ones with sheer motivation.

2.1.3.7 Task-based Instruction

Task-based instruction aims to let learners get involved in communicative tasks in which they are expected to practice language as natural as possible. Bygate, Skehan and Swain (2001: 11) define task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective.” Nunan (2004) mentions two major types of tasks: real-world or target tasks, and pedagogical tasks. While target tasks involve uses of language in the real world beyond the classroom, pedagogical tasks occur in the classroom. Pedagogical tasks can be viewed as a springboard leading the learners to achieve target tasks. Unlike Nunan, Willis (1996: 149-154) categorizes tasks under six different types according to their specific requirements:

- Listing tasks
- Sorting and ordering
- Comparing
- Problem-solving
- Sharing personal experience
- Creative tasks

The above-listed tasks can be either target- or pedagogical-oriented; however, in both cases the major aim is to involve learners in meaningful communicative processes. Below are the core features of a task (Clark, Scarino & Brownell, 1994):

- **A purpose:** A sound reason to undertake the task.
- **A context:** Context involves pieces of information including the answers to the questions like who, what, when, where, and how. Contextualization is a key component that shapes the whole implementation process of a task.
- **A process:** A series of steps like brainstorming, inquiry, thinking, problem-solving, performing, and producing that are to be followed to complete a task.
- **A product:** The outcome of a completed task.

The above features are necessary for a learning agent to be labelled as a task. As for the instruction process, Feez (cited in Richards and Rodgers, 2001: 224) lists the key assumptions of task-based instruction as follows:

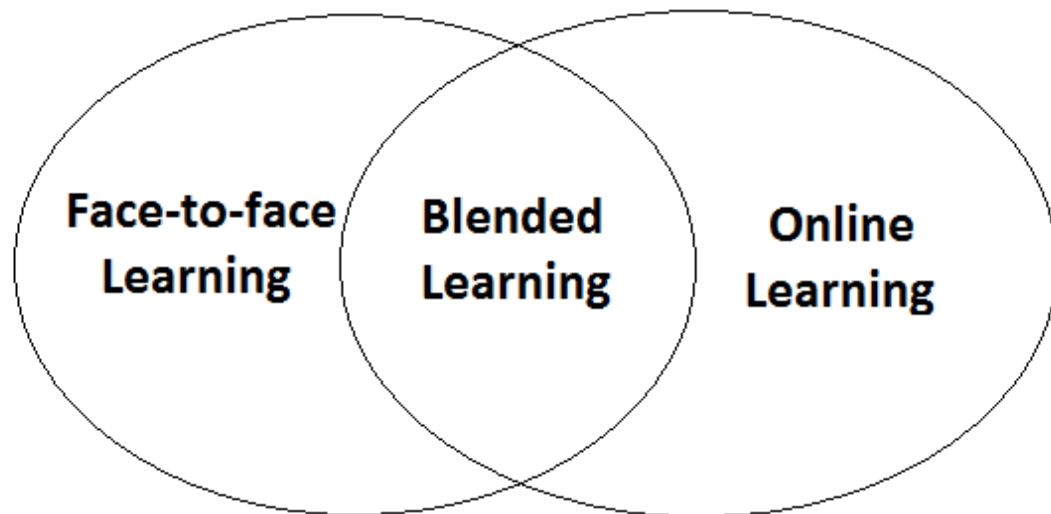
- The focus is on process rather than product

- Basic elements are purposeful activities and tasks that emphasize communication and meaning
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks
- Activities and tasks can be either:
 - those that learners might need to achieve in real life
 - those that have a pedagogical purpose specific to the classroom
- Activities and tasks of a task-based syllabus are sequenced according to difficulty
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

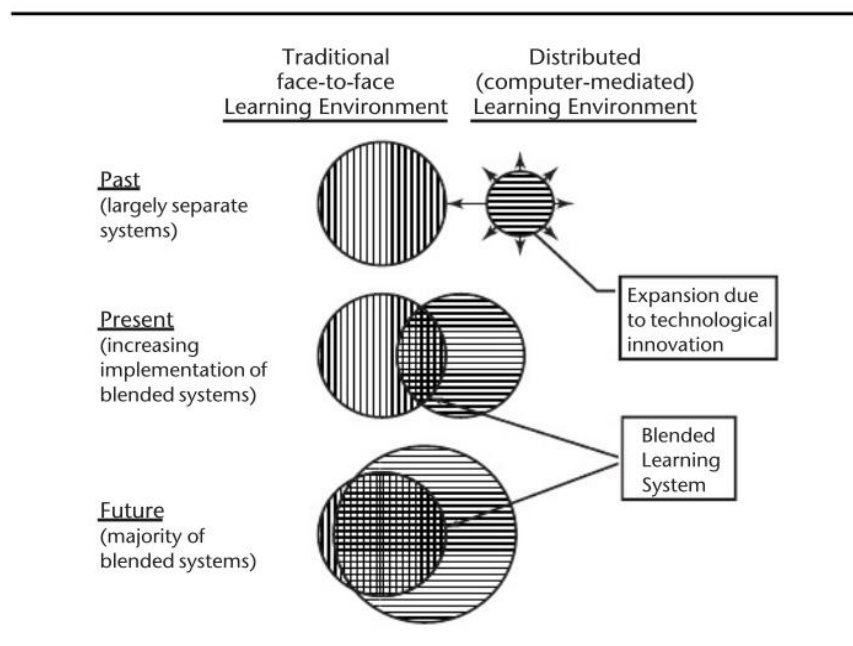
There is no doubt that task-based language teaching is positioned under the framework of Communicative Language Teaching as its main focus is on aspects like communication, interaction, and meaningfulness. Also, with its extra emphasis on the process rather than the final outcome, task-based instruction opens the door to reflection and progress observation.

2.1.3.8 Blended Learning

With the unprecedented momentum technological development has gained, technology-related terms in the educational realm are in more frequent use than ever before. As one of them, blended learning *blends* online learning and face-to-face learning in classroom as the name implies (see Figure 4). It is actually employed as an umbrella term for the trends which aim to integrate computer-mediated learning into regular methodologies. An approach, method, or technique that involves making use of computer technologies to extend the learning process to outside the classroom can be viewed as a variety of blended model. The integration of online and face-to-face dimensions is illustrated in the following figure.

Figure 4 Blended Learning Model

When we look at the extent to which blended learning has been employed by ELT teachers, it is directly proportional with the level of technological innovations. To make this point clear, Graham (2005: 6) introduces the following model that illustrates the progressive convergence of traditional face-to-face and distributed environments allowing development of blended learning systems:

Figure 5 Progressive Convergence of Traditional Face-to-Face and Distributed Environments Allowing Development of Blended Learning Systems

(Graham, 2005: 6)

As the above figure illustrates, there is an ever-growing convergence of face-to-face and computer-mediated learning environments. Twenty years ago there was all but no overlap between online learning and face-to-face classroom learning. However, today there is a considerable increase in the extent to which technology is integrated into the learning process. As for the future perspective, this mixed learning environment is expected to attain a far greater frequency and dimension.

According to Graham (2005: 8-11) blended learning, which can be realized at different levels including activity level, course level, program level, and institutional level, comes to the forefront with three major reasons to choose:

- **Improved Pedagogy:** With a broad range of online resources and its focus on learner, blended learning promises better and more active learning experiences for students.
- **Increased Access and Flexibility:** Along with the traditional face-to-face sessions, online learning enables learners to get access to resources and content more frequently with flexible time arrangements.
- **Increased Cost-Effectiveness:** Blended learning is a golden means for institutions and programmes aiming to reach broad and diverse targets with less cost. It is possible to apply to-the-point teaching programmes by investing less energy and money via blended education.

The above given three reasons for choosing blended learning constitute a general framework about the expected benefits of the blended learning model. More specific details about its implementation are provided under the next title, Flipped Learning, the philosophy of which is based on the principles of blended learning.

2.1.3.9 Flipped Learning

Flipped learning or inverted learning is a form of blended learning which aims to integrate online learning into regular classes. Bergmann and Sams (2012) describe the

gist of flipped classroom as “that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class”. That is there is an obvious inversion of the traditional system in the flipped model. The teacher records the lecture beforehand and uploads it to an online system. The students watch the lecture before coming to the class and the class time is allocated to discussions, hands-on activities, and tasks. Bergmann and Sams (2012: 15) provide the following comparison between traditional and flipped classroom.

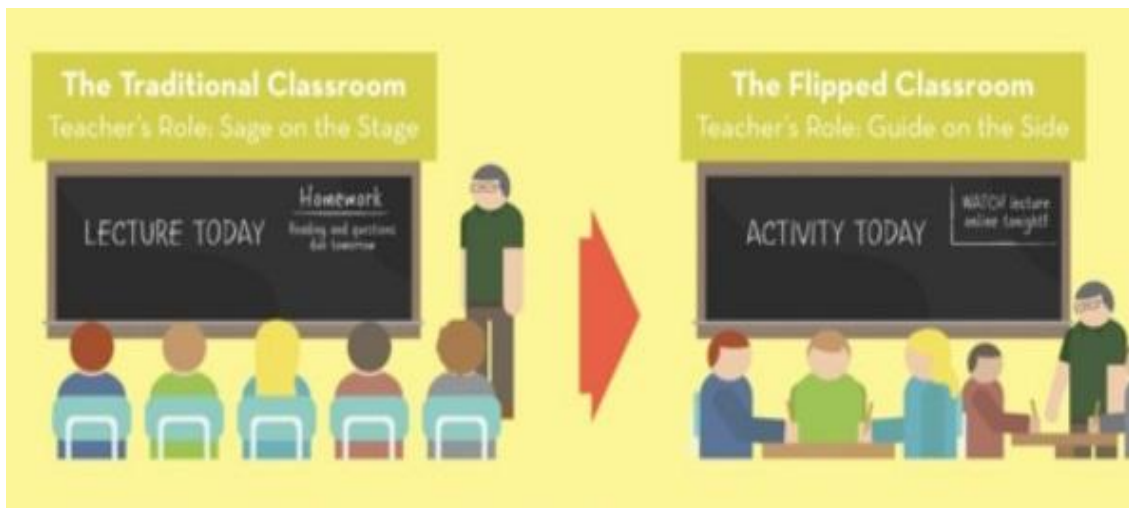
Table 5

Comparison of Class Time in Traditional versus Flipped Classrooms

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up Activity	5 min.	Warm-up Activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30–45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20–35 min.		

As it is evident in the above table, there is great time-saving in flipped classrooms. Most of the limited classroom time becomes convenient to be spent on guided and independent practice and/or lab activity. Thus it opens way to interaction to both teacher-student and student-student interaction. The following cartoon best illustrates the shift of the teacher’s role from ‘The Sage on the Stage’ to ‘Guide on the Side’. As a direct result of this, the students’ role shifts from ‘passive listeners’ to ‘active learners’.

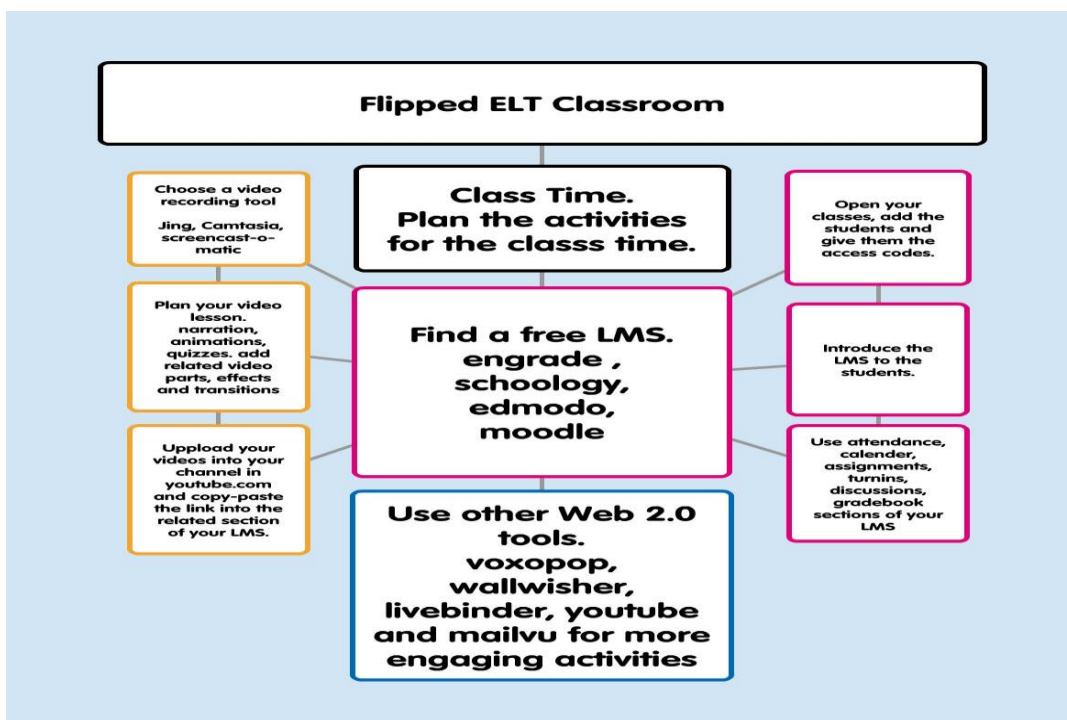
Figure 6 Cartoon on Flipped Classroom



(<http://kiwicommons.com/blog.php?p=7957&tag=the-flipped-classroom-engages-students-and-challenges-teachers>)

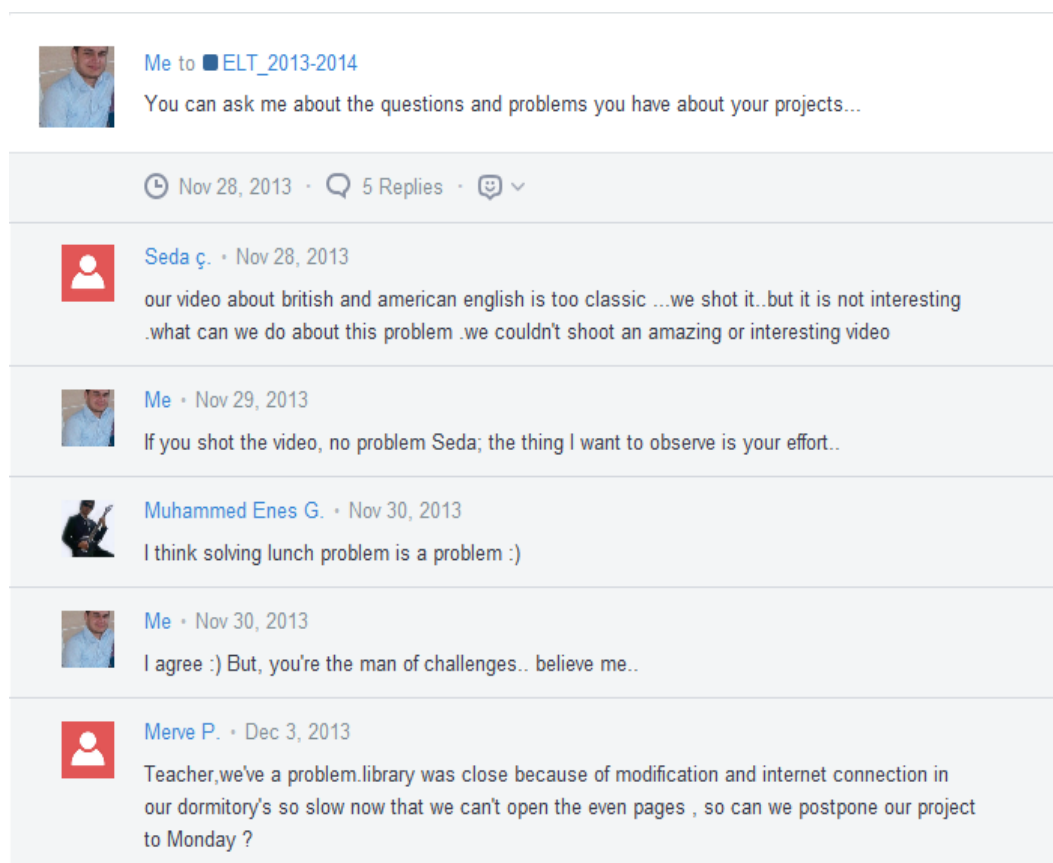
The first question that mingles the practitioners' mind is whether it is that pre-recorded lecture video that makes flipped learning yield such fruit. The answer here is that it is not that simple and straightforward. Below is a practical implementation model for flipped ELT classroom introduced by Başal (2013: 10):

Figure 7 A Practical Implementation Model for Flipped ELT Classroom



As the model above makes it clear, there are several steps that should be taken by teachers who want to integrate flipped learning into the available systems. The most important step is the careful planning and the selection of a Learning Management System (LMS) like edmodo (www.edmodo.com), engrade (www.engage.com) or schoology (www.schoology.com). Learning Management Systems are free online systems in which the teacher can upload their video or give links to other videos, assign homework and quizzes, see the attendance, and interact with the students just like other social networking sites. What makes them different from the social networking sites is that they are designed for educational purposes and reflect a motive for learning. Below is a sample page from Edmodo that has been employed under this current study:

Figure 8 A Sample Page from Edmodo



The screenshot displays a discussion thread on Edmodo. At the top, a post from 'Me' (the teacher) is addressed to 'ELT_2013-2014' and says, 'You can ask me about the questions and problems you have about your projects...'. Below this, a summary bar indicates the post was made on Nov 28, 2013, and has 5 replies. The thread continues with several replies from students:

- Seda Ç.** (Nov 28, 2013): 'our video about british and american english is too classic ...we shot it..but it is not interesting .what can we do about this problem .we couldn't shoot an amazing or interesting video'
- Me** (Nov 29, 2013): 'If you shot the video, no problem Seda; the thing I want to observe is your effort..'
- Muhammed Enes G.** (Nov 30, 2013): 'I think solving lunch problem is a problem :)'
- Me** (Nov 30, 2013): 'I agree :) But, you're the man of challenges.. believe me..'
- Merve P.** (Dec 3, 2013): 'Teacher,we've a problem.library was close because of modification and internet connection in our dormitory's so slow now that we can't open the even pages , so can we postpone our project to Monday ?'

As the above figure illustrates, everyone in the class can see the profiles of each other and the system is open to synchronous interaction. In addition to the utilization of a LMS, the planning of the content to be covered in the video, the classroom activities,

and the integration of other technological tools should be attached great importance. The teacher, as a guide and facilitator, is expected to encourage students to get involved in active learning through meaningful tasks and activities throughout the class time. Through a meticulous planning and implementation of flipped model, learners are expected to attain better learning processes. In this context, Bergmann and Sams (2012) list the positive implications of flipped learning for language classrooms as follows:

Flipping speaks the language of today's students. Children grow up as digital natives nowadays. They are almost addicted to technological devices like computers and mobile phones. Therefore, as flipping integrates online learning and face-to-face learning and orients learners to go online, it is cut out for the students of today.

Flipping helps busy students. When overprogrammed students cannot attend lessons regularly, they have the chance to follow the lectures online. It does not mean that students are encouraged for absenteeism. Rather, it is a way of providing flexibility for the students who want to compensate for the missed lessons.

Flipping helps struggling students. Under normal circumstances, the focus of the teachers is placed upon the smartest students as they raise hands when there is a question or problem to answer. However, in flipped classroom the teacher visits students on their chairs and pays attention to the struggling students who would be almost invisible in traditional classroom settings.

Flipping helps students of all abilities to excel. As the pre-recorded videos and materials are always accessible online in flipped learning, learners can get access to these resources as many times as they wish and need. Thus, it makes the flipped system advantageous in terms of addressing individual differences.

Flipping allows students to pause and rewind their teacher. In a traditional class students, especially shy and introvert ones, may feel nervous to ask their teachers for repetition or re-explanation of the subject. But in flipped model, students have the opportunity to pause and resume the video whenever they want.

Flipping increases student-teacher interaction. Covering the *lecture* phase in advance, flipped learning allows teachers to develop further and better interaction with their students in the classroom. More time is spent on discussions and question-answer dialogues.

Flipping allows teachers to know their students better. Through extended interactions between the teachers and students, there appears an invaluable atmosphere in which teachers get acquainted with the individual characteristics of the students, which fosters rapport between the two parties.

Flipping increases student-student interaction. As flipping renders the learning process more learner-centered, there is more space and time for in-class discussions and group work. As a result, it enables the students to know each other better and develop collaboration skills.

Flipping allows for real differentiation. Pre-recorded lectures make in-class procedures far more flexible in that the teacher can address the needs and specific problems of different students more carefully and in a more to-the-point fashion. Teachers can even tailor or extend the requirements of the lesson in accordance with each specific condition.

Flipping changes classroom management. Since most of the classroom time is dedicated to enable students to become active participants busy with a specific task, the possibility to encounter unruly behaviours or similar problems is minimized.

Flipping changes the way we talk to parents. Because the otherwise challenging problem of classroom management is eliminated in flipped model, teacher-parent talks no longer cover student-related problems but issues about their daughters' or sons' contributions to their own learning.

Flipping educates parents. As the videos are always accessible online, parents can watch the lectures with their children at home, letting them become more knowledgeable and achieve lifelong learning.

Flipping makes your classroom transparent. Not only parents but also others can have access to the lectures online. Therefore, there is no concern left about the things to which students are exposed at school. This helps parents feel relieved and develop trust in educational institutions.

Flipping is a great technique for absent teachers. It is a problem to find voluntary substitute teachers to offer a lecture on a specific topic in case of unexpected situations. However, if you have a pre-recorded lecture and just push the button to play it, students can watch it as if the teacher were there offering the lesson. After watching the lecture, the students can ask their questions to the substitute teacher.

What Bergmann and Sams (2012) are trying to say briefly is that flipped learning holds numerous potentials for the language teachers, students, and their parents thanks to its advantages in terms of the maximum utilization of the class time, more active learning, transparency, more interaction, etc. Başal (2013: 11) provides a summary of the benefits of flipped classroom as follows:

- freed-classroom time.
- opportunities for personalized learning.
- opportunities for a more student-centered learning.
- a continuous connection between the students and the teachers.
- an increase in the motivation of the students.
- a learning environment full of tools students are accustomed to.
- a variety in lecture content for different learning needs and styles.

After listing the above benefits of flipped learning, Başal (2013: 9) warns that the integration of outside and inside learning is of vital importance; and, to this end, pre-recorded videos, class-time activities, and other elements of technology should be integrated with each other properly in order to produce a virtuous cycle instead of a vicious one.

2.1.4 Project-based Learning

Project-based Learning is “a student-driven, teacher-facilitated approach to learning” as Bell (2010: 39) puts it. Although there are different variations as to the title of this innovative way of learning like *project work*, *project method*, *project approach*, *project-oriented approach*, the intended meaning is the same (Beckett, 2002). Although it is a recent trend in the educational realm, especially in ELT, the philosophy behind it dates back to centuries ago when Confucius, the famous Chinese philosopher, uttered these remarks: “Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” Laying emphasis on the experiential and applied dimension of learning, this centuries-old quotation reflects the gist of PBL in its full sense.

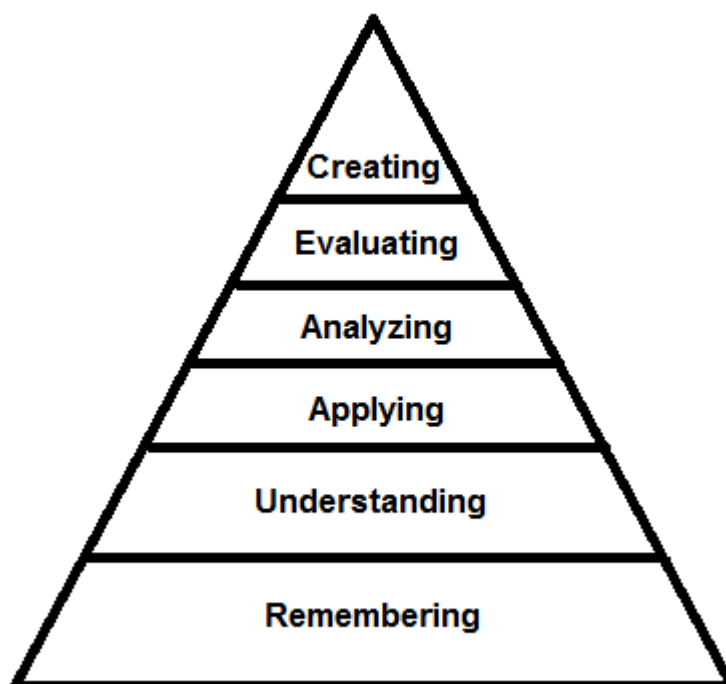
From a pedagogical perspective PBL can be defined as a “systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks” (<http://pbl-online.org/About/whatisPBL.htm>). It is evident from the definition that project work involves a demanding learning process in which learners are expected to become active players willing to get a broad range of skills, be it academic or real-life related. Actually, the most striking thing about projects is the focus put on the role of the learners. Related with this tendency, Kahlil Gibran says “If a teacher is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.” Therefore, what counts for students is not what their teacher knows but what they can attain and learn at utmost level on their own.

According to Haines (1989: 1) “Project work is not a replacement for other teaching methods, neither is it something which is appropriate only to older or more advanced students.” Instead, as Haines goes on (1989: 1) “It is primarily an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and abilities of students.” On the other hand, Stoller (2006) indicates that project work can be both an extension of regular curriculum as an enhancement tool and a complete alternative to the standard curriculum shifting the focus away from the coursebooks. Actually it is a matter of choice for the teachers whether to use projects as a consolidating tool or as the core of their methodologies. The criteria for this depend

on factors ranging from the level and expectations of the students to the policy of school administration.

PBL best reflects the top three steps in Bloom's taxonomy of learning objectives (see Figure 9 below), *analyzing, evaluating, and creating* which involve higher order thinking skills. The first three phases of remembering, understanding, and applying cover the stages which do not require a high-level contribution from the learners. However, analyzing, evaluating, and creating involve the construction of knowledge by the learners through active participation. This is just what PBL aims to do. The active involvement of the learners in the learning process through high levels of cognitive processing is the core philosophy of learning in PBL, which displays the underlying strong constructivist dimension.

Figure 9 Revised Version of Bloom's Taxonomy



(Pohl, 2000: 8)

As the above-mentioned relationship between project work and the top learning objectives in Bloom's revised taxonomy makes it clear, Project-based Learning (not instruction) reflects the shift from instruction towards construction. It is not possible to say that there is no instructor involved in the process; however, it is not the

instructor/teacher that matters for the learning to happen but the invaluable contributions of the learners themselves. In order to clarify this point better, the differences between instruction and construction should be specified in detail.

Table 6

Differences between Instruction and Construction

Function	Instruction	Construction
Classroom activity	Teacher-controlled; didactic	Learner-centred, interactive
Teacher's role	Fact teller; expert	Collaborator, learner
Student role	Listener, always the learner	Collaborator, sometimes the expert
Instructional emphasis	Facts, memorisation	Relationships, inquiry and invention
Concept of knowledge	Accumulation of facts	Transformation of facts
Demonstration of success	Quantity	Quality of understanding
Assessment	Norm-referenced, multiple- choice items	Criterion-referenced, portfolios and performances
Technology use	Drill and practice	Communication, collaboration, information access and retrieval, expression

(Cohen, Manion, & Morrison, 2004: 171)

The above overview of the differences between instruction and construction reveals that points like the types of classroom activity, teacher's and student's roles, instructional emphasis, concept of knowledge, demonstration of success, assessment, and technology use constitute the major areas of distinction. These can be easily multiplied; nevertheless, the root of all these differences lies in the characteristics of teacher-controlled and learner-centered learning environments. The following table by Giesen (2008) specifies the instructor and learner roles in student-centered learning environment.

Table 7

Instructor and Learner Roles in Student-Centered Learning Environment

Instructor	Student
<ul style="list-style-type: none"> - Facilitator of knowledge - Co-learner/collaborator - Developer of instruction - Reflective instructor - Discovery facilitator - Negotiator of knowledge - Team member - Information receiver - Coach/facilitator 	<ul style="list-style-type: none"> - Adaptive learner - Collaborator/co-learner - Co-developer of goals and objectives - Knowledge seeker - Knowledge creator - Reflective learner - Learning through discovery - Negotiator of knowledge - Team member - Active learner - Responsible learner - Mediates own learning

(Available at <http://www.niu.edu/facdev/programs/handouts/constructivism.pdf>)

It is evident from the above table that student-centered learning places the learner at the heart of the process and attributes secondary value to the role of the instructor. The teacher is responsible for providing support for the learners and assisting them throughout the whole learning process as a reliable guide, while the learners are active decision-makers and players who undertake their own learning through discovery and knowledge construction. As a matter of fact, the practice of PBL exactly reflects the above-mentioned instructor and student roles by prioritizing learning rather than teaching and letting students learn via discovery and experiences.

Following this introduction to the subject of PBL, detailed information as to its types, distinguishing features, stages of implementation, assessment, benefits, potential problems, and ties with other language learning theories is presented under the following titles.

2.1.4.1 Types of Projects

Just as there are a number of ways followed to apply PBL, different researchers offer distinct taxonomies for projects. These classifications are mostly based on the differing characteristics of the projects in terms of their aim, scope, organization, and design. Given below are the already existing classifications of projects in relation to

each other; and then the need for a new approach concerning these classifications is elaborated with a suggested taxonomy framework.

2.1.4.1.1 Existing Taxonomies

Haines (1989) divides projects into four main categories according to the organization of the project implementation process: information and research projects, survey projects, production projects, and performance and organizational projects. Information and research projects cover academic and scientific issues and aim to enable students to have access to required information via appropriate resources; for example carrying out a research on the tourism potential of the Black Sea Region. Survey projects require students to get the required data through tools like questionnaires and interviews. The attitude of Turkish people towards learning a foreign language, for instance, can be investigated under a survey project. Production projects aim to let students produce a particular thing including newspapers, radio programmes, and so on. In performance and organizational projects the focal point is the performance of the students and their organizational skills. Organizing a potluck party, starting a speaking club at school, and preparing a karaoke show with songs in the target language can be given as examples to this category of projects.

North (1990) classifies projects under four different categories: community projects, case studies, practical projects, and library projects. In community projects students gather information they need from the local community through data collection techniques like interviews and questionnaires. Case studies aim to enable students to work out specific problems under the framework of their research. Practical projects require students to undertake practical work in order to attain a specific goal. It may be preparing a new campus design or even designing and producing a novel device for daily use. The fourth and last category of North's taxonomy, library projects, require students to make use of library resources as an integral part of the research they conduct. The end product of such projects is based on the texts and books students read during their library research.

In addition to Haines's and North's taxonomies of the projects, Legutke and Thomas (1991) suggest three major types of projects: encounter projects, text projects,

and class correspondence projects. Encounter projects, like community projects suggested by North (1990), aim to enable students to get in contact with native speakers of the target language, thus letting them practice language in authentic settings. Text projects, in a similar direction with North's library projects, aim to let students make use of texts written in the target language. Class correspondence projects aim to establish correspondence between students in different countries. Under such projects pen friends can keep in touch with each other by exchanging letters, photos, postcards, and so on.

Warschauer (2001) brings a different perspective to the classification of projects by putting special emphasis on the online dimension included in the implementation process of the projects. These computer-mediated and collaborative projects aiming to promote communication between individuals and groups are interviews and survey, online research, comparative investigations, simulations, and online publication. Interviews and survey require students to conduct interviews with each other or carry out surveys and share the results. Online research is carried out by students in order to find necessary information or relevant data about a specific topic. Students carry out comparative investigations online about different customs, traditions, socio-economic conditions, and so on. Simulations are imitations of real-world situations in which students take an active role to attain the aimed goals like designing the classroom of the future. In the last type of projects students offer online publication of newsletters, magazines, or reports they prepare individually or in groups. (Warschauer, 2001:211)

Besides the above taxonomies offered by different researchers, Eyring (2001) introduces perhaps the most comprehensive and clear-cut classification made up of four general types of projects: *Collections Projects* which require the students to collect some physical materials or objects so that they can achieve a categorization and synthesis; *Informational Projects* which require the learners to obtain information on a specific topic via extensive research (internet, library, newspapers, etc.) or interpersonal dialogue (interviews, face-to-face surveys, etc.); *Orientation Projects* which aim to orient people to a specific place (museums, recreational areas, etc.); and *Social Welfare Projects* which aim to bring help to people around. Eyring (2001: 339) elaborates the classification of the projects with examples from other studies in the following table:

Table 8

Eyring's Taxonomy of the Projects and Their Products

Collection Projects

- a. Scavenger hunt to collect items from a list (a twig, something red, something brittle, etc. (Jerald and Clark, 1983)
- b. Map display showing the origin of various collected bottles, food labels, wrappings on cartons, tins, packets from around the world (Fried-Booth, 1986)
- c. Cookbook with favorite collected recipes from around the world (Gaer, 1995)
- d. Creation of a rock and fossil museum for real audience after collecting and borrowing various rock and fossil specimens (Diffily, 1996)
- e. Classification guide for authentic English language materials (newspapers, tourist brochures, letters, etc.) for a library for future project work use (ELF setting) (Haines, 1989)
- f. Report on how English-speaking cultures have influenced the way of life in the students' native country after collecting photographs, realia, videos, etc. (EFL setting) (Haines, 1989)
- g. Report on potential English language institutes or schools for students wishing to study English outside their native country after collecting language school prospectuses, maps, and tourist information (EFL setting) (Haines, 1989)

Informational Projects

- a. Report on recorded interviews between students and English-speaking travellers in airport (EFL setting) (Legutke, 1984/1985)
- b. Article for local newspaper based on a news event (EFL setting) (Fried-Booth, 1986)
- c. Café-Theater Evening/Day which informs guests of food, music, and entertainment of target culture (foreign language/EFL setting) (Semke, 1980; Haines, 1989; Fried-Booth, 1986)
- d. Buffet luncheon for invited second language guests hosted by students preparing for an overseas assignment (foreign language setting) (Kaplan, 1997)
- e. Report on interviews with performers (members of a circus and of the Theater Royale) about their crafts (Victoria Marke, 1988, personal communication)
- f. Report on training and education needed for jobs after researching employment information (Wrigley, 1998)

- g. Correspondence project report after students write letters and get information from school waste-basket or junk mail or from a week's post delivery from another school (EFL setting) (Legutke and Thomas, 1991)
- h. Survey report after interviewing townspeople about their knowledge of English (EFL setting) (Haines, 1989)
- i. Simulated political debate related to American elections after reading newspapers and magazines, writing letters to political parties, locating relevant organizations (Stoller, 1997)
- j. Videotape and dossier on a contemporary topic incorporating sketches, interviews, discussions, music, etc. (foreign language setting) (Coleman, 1992)

Orientation Projects

- a. City guide for Los Angeles after investigating beaches, parks, amusement parks, restaurants, and night spots (Eyring, 1989)
- b. Slide show and oral presentation to Rotary Club and elderly residents on cultural and recreational opportunities in one city (Candlin et al., 1988)
- c. Magazine to assist international students adjusting to American life (Gertzman, 1988)
- d. Leaflets and advertisements for university self-access center to orient other students to available computer software, satellite channel Access, magazines, etc. (Aston, 1993)
- e. Orientation handbook for women after researching no-cost activities in the city (Cray, 1988)
- f. Videotape documentary on a field trip to places in a city (Padgett, 1994)

Social Welfare Projects

- a. Report on the homeless situation after interviewing homeless people on the street (VictoriaMarkee, 1988, personal communication)
- b. Jumble (rummage) after collecting items to sell for charity (Legutke and Thomas, 1991)
- c. "Animal in Danger" article and poster about threatened species (Hutchinson, 1991)
- d. Oral histories created for elderly interviewees (Jerald and Clark, 1983)
- e. Wheelchair guide for handicapped visitors, which was shared with city tourist offices and the media (Fried-Booth, 1986)
- f. Third World display and shanty house based on research of people in developing countries (Fried-Booth, 1986)
- g. Videotape of spastic unit in a hospital which was shown to prospective patients' parents (Fries-Booth, 1986)

- h. Storytelling performance of native Laotian folktales to middle school children (Gaer, 1998)
 - i. Teaching four-day unit to elementary school students following extensive preparation in the subject matter (Carter and Thomas, 1986)
-

The above classifications provided by different researchers are mostly based upon the aim, design, and scope of the projects. However, Stoller (1997) mentions three types of projects laying the classification on the extent to which students have voice during the implementation of projects: structured, semi-structured, and unstructured projects. Structured projects, in which students have little voice, involve mostly teacher-initiated and teacher-controlled themes and tasks. The steps are specified by the teacher beforehand and there is not enough flexibility to make important changes in such projects. Semi-structured projects also have teacher-initiation and teacher-control, however they are of a more flexible nature and open to changes upon the recommendations and comments of students. For instance, when a teacher provides the title of the next project to handle students have the freedom to shape the type of the end product or to change the duration allocated for the project. Finally, unstructured projects constitute the type which involves the highest level of student voice. In this kind of projects, almost every dimension, ranging from determining the title of the project to structuring the major and minor steps to follow, is shaped by students and teacher in collaboration.

2.1.4.1.2 A New Comprehensive Approach to Project Classifications

As it is clear from the above-provided taxonomies of projects, there is no general consensus on the orientation of project categories. While Eyring (2001), Haines (1989) and North (1990), and Legutke and Thomas (1991) combine the aim and design dimensions to shape their classifications, Warschauer (2001) focuses on the computer and internet aspect of the project implementation. On the other hand, Stoller (1997) takes the way projects are initiated as the basis for her taxonomy. Since such different approaches render the project types rather ambiguous, there is a need for a more organized and detailed taxonomy that consists of main and sub-categories. Taking the dimensions and points touched in the existing classifications into consideration, the

researcher introduces the following taxonomy model in the specific context of foreign language learning.

Table 9

Taxonomy of Projects in the Context of Foreign Language Learning

Criterion	Project Types
Duration	<ul style="list-style-type: none"> - Short-term Projects - Long-term Projects
Organization	<ul style="list-style-type: none"> - Library-research projects - Internet-research projects - Material projects - Survey projects - Multi-faceted projects
Aim	<ul style="list-style-type: none"> - Public Service Projects - Performance Projects - Informational Projects - Organizational Projects
Flexibility	<ul style="list-style-type: none"> - Inflexible Projects - Semi-flexible Projects - Flexible Projects
Scope	<ul style="list-style-type: none"> - Local-scale Projects - Native Speaker Projects

As the above table makes it clear, projects designed for foreign language learning are divided into sixteen different types according to five different criteria. The first criterion used to classify projects is *duration* which is related to the period of time allocated for the implementation of the project. *Short-term projects* include those designed to be completed in three weeks' time at most. However, projects that require further time to be completed are called *long-term projects*. Such projects can go on as long as a semester or even more. Time is a fairly important factor for the project implementation process and it depends on the requirements of the project. While a project that asks students to perform a TV programme on "Class News" may take one or

two weeks to complete, another project that requires students to gather information on the socio-economic backgrounds of their neighbourhood and then prepare a profile about the whole city may take four or five weeks. Considering such variations, the requirements and the duration of the projects should be set carefully in line with student features like age, level, background, gender, etc. As Fragoulis (2009) indicates, students, especially young learners, may lose interest and motivation by the end of the process in long-term projects. According to Fried-Booth (1986) both types of projects hold their own merits and demerits. Short-term projects include a limited number of language activities due to time limitation while long-term projects can address a wider range of language activities and skills. On the other hand, the road map or the course of actions in short-term projects is far clearer and more predictable than in long-term projects, which means that the role of the teacher in long-term projects is somewhat risky and needs a delicate touch. Therefore, a balanced and flexible approach should be adopted while determining the duration of the projects, which makes the process healthier in case of unexpected situations.

The second criterion employed to categorize projects is the way they are designed and organized. *Library-research projects* require students to gather necessary information for the project via extensive research in libraries. Under a project on short story collections, for example, students are expected to carry out extensive research in libraries and look up the books, journals, and dictionaries on the shelves. *Internet-research projects*, on the other hand, require extensive research online to gather required information; for example, a project on distinguishing American and British English necessitates students to go online and search relevant audio-video files and linguistic information. *Material projects*, in the context of foreign language learning, involve tasks that require students to deal with tangible items including realia, posters, pictures, photos, and so on. In a project titled “Your Zoo, Your Animals” young learners may try to construct their own zoo in groups with play dough and learn the names of various animals through hands-on tasks making use of tangible materials. In *survey projects* data is gathered via survey techniques like interviews and questionnaires. Students’ attitudes towards the nation-wide ban on smoking indoors can be investigated through interviews under a survey project. *Multi-faceted projects* include an eclectic perspective in terms of the data gathering process, that is different features of two or more project types listed under the *organization* category are

combined and integrated. Under a project titled “Fighting against Smoking”, for instance, students might be asked to conduct research online, examine the warnings written on cigarette boxes, and also conduct interviews with classmates or native speakers. Compared with other single-dimension project types, multi-faceted projects turn out to be more engaging, effective, and advantageous in this century which is characterized by easy access to almost every kind of information.

The third criterion for the suggested taxonomy model is *aim* that is directly linked with the final outcome (end product) and consequences of the project. *Public service projects* aim to produce a certain kind of service for the public weal. A sample public service project might ask students to produce a community service announcement so as to raise awareness about the fight against stray bullets. Another sample project may involve the contribution of students to the blue cap campaign which aims to provide wheelchairs to needy people. *Performance projects* ask students to display performance by employing a specific skill or a combination of distinct skills. A project on English songs, for example, can ask students to present a karaoke performance to help them have easier access to the lyrics of songs. In addition, another example can be performing leader speech in the class under a ‘leadership’ project. *Informational projects* aim to let students get information on a particular topic and then share it with others including classmates or other people. To exemplify, a project on the distinguishing characteristics of risk-takers and risk-avoiders aims to enable students to gather relevant data and then inform others about the topic in general and the specific findings of the research conducted under the project. Unlike other types, *organizational projects* orient students to organize a social event like speaking clubs, educative trips, potluck parties, etc. Such projects serve to socialize learners and help them develop awareness about the importance of cooperation and collaboration at utmost level.

The fourth criterion used for the classification is the *flexibility* of the projects. *Inflexible projects* are carried out within the scope, steps, and principles set by the teacher in advance. Components like the title, duration, design, and end product of the project all reflect teacher voice in such projects. Also such pre-determined components are not open to change during the implementation process. In *semi-flexible projects*, however, student voice is reflected to a certain extent during the projects. Even though it is the teacher who structures the project, the process is flexible enough to embrace

changes considering the expectations of students. *Flexible projects*, on the other hand, cover projects of sheer student voice. Such projects are shaped with the ideas and contributions of students from the very beginning to the final outcome. Although inflexible projects may seem to be a preferable option for traditional foreign language classes, especially as a first step to break old habits and expectations, at least semi-flexible projects should be developed in order to let the students know that their voice is valued and reflected. That means inflexible projects may just be applied in hopeless cases. As for flexible projects, it is not so easy to see our students as active role-players at each stage of the learning process. As a matter of fact, it is the upper goal for language teachers to put such projects in action in their classrooms. Nevertheless, some students might resist these processes led by student-voice; thus beginning with semi-flexible projects and then going on with flexible projects gradually can be a solution to eliminate such problems.

The last criterion, *scope*, is about the borders of the projects. If students can initiate and finalize a project by making use of local resources like libraries, bookstores, classmates, local institutions, and so forth, they are involved in a *local-scale project*. On the contrary, those that require learners to get into contact with native speakers of the target language while gathering data are called *native speaker projects*. While it is not so difficult to have access to native speakers in most second language learning cases, they are not readily available in most foreign language learning contexts. For this reason, learners have to exert extra effort to find native speakers and communicate with them in mono-lingual countries. Considering the real sense of achievement it provides, being a part of native speaker projects is an invaluable experience for foreign language learners, though.

2.1.4.2 Distinguishing Features of PBL

According to Beckett (2002) PBL was added to the agenda of ELT researchers and practitioners with Swain's objection to Krashen's input hypothesis in 1985. Swain claimed that comprehensible input is not adequate itself; instead "L2 learners need to produce comprehensible output through meaningful interaction with native speakers" (cited in Beckett, 2002:53). Following the introduction of this new insight, PBL began to gain in popularity and to be seen as a strong alternative for the communicative

learning of languages. The following are some distinguishing features of project work (Stoller, 2002:110):

1. Project work focuses on content learning rather than on specific language targets.
2. Project work is student-centred, though the teacher plays a major role in offering support and guidance throughout the process.
3. Project work is cooperative rather than competitive. Students can work on their own, in small groups, or as a class to complete a project, sharing resources, ideas and expertise along the way.
4. Project work leads to the authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.
5. Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin-board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working toward the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
6. Project work is potentially motivating, stimulating, empowering, and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

As it is clear from the above features provided by Stoller (2002), PBL is principally based on experiential, autonomous and omnipresent learning. Indeed, the primary aim is to achieve sustainable learning by letting the learners get directly involved in the learning process and manage it autonomously. This learning by doing constitutes the core tenet of projects. So what kind of projects can be regarded as a part of project work? There are some criteria for the projects to be classified as an instance of PBL (Thomas, 2000):

- 1. Centrality:** Projects are not secondary supporting activities; on the contrary they are at the very center of the curriculum.
- 2. Driving questions:** Projects begin with interrogative questions as to real life problems.

- 3. Constructive investigation:** Projects should orient learners to the construction of knowledge by making use of different resources and skills.
- 4. Autonomy:** Learners should feel themselves autonomous enough both before and during the projects. The projects should proceed in a learner-centered fashion.
- 5. Realism:** Authenticity is one of the most important criteria for projects. They should be based on real-life problems, not artificial ones.
- 6. Collaboration:** Group work is indispensable for the implementation of projects. Rapport should be fostered throughout the process.
- 7. Scaffolding:** Teachers shift their roles to a “facilitator”. They guide the process without much intervention providing opportunities for learners. Those who are at the wheel are the learners themselves.
- 8. Opportunities for reflection and transfer:** During and at the end of the projects learners should be provided with opportunities to reflect on the process and carry out self-evaluation. Transferring the acquired knowledge and experience to other contexts is also important.

The above criteria listed by Thomas (2000) indicate that projects must be an authentic set of tasks which are carried out on a process basis by students in an autonomous and constructive manner with their teachers beside them. Without any of these criteria a project cannot be considered under PBL in its full sense. Likewise, Larmer and Mergendoller (2012) propose eight essentials for PBL:

- 1. Significant content:** In PBL learners are enabled to deal with significant and real-life related topics, which is a necessity of the authenticity principle. To exemplify, instead of spending hours on the hair colors of celebrities covered in a coursebook, students are asked to conduct research the influence of hair color on people’s personality through one-to-one interviews and online sources.
- 2. A need to know:** Projects should be launched by the teacher in a way that students feel ‘a need to know’ more about the introduced topic or issue. This is the same thing as beginning an essay with a hook that aims to capture the attention of the readership. The ‘hook’ of a project can be an interesting video, song, question, or striking statistical data.
- 3. A driving question:** Larmer and Mergendoller (2012: 2) emphasize the critical significance of driving questions for projects by declaring that “a good driving question

captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge.” In terms of giving a smart start to the project the role of a real-life related, well-structured, and challenging driving question is undeniable.

4. Student voice and choice: PBL is actually based on student voice and choice. Without the will of the students it is not likely to ensure learner-centered and autonomous education. Thus the whole project implementation process, from the very beginning to the final phase, should reflect the students’ contributions on a large scale, not the teacher’s.

5. 21st century skills: As the name implies, 21st century skills are specific to the needs of the ever developing world. Actually it a posh term used extensively in recent years especially in the contexts of learner-centered education as its focus is on the needs of the learners. So, what are these 21st Century Skills? Among different categorization models for 21st century skills, below is the product of The Assessment and Teaching of 21st-Century Skills (ATC21S), which is a research project carried out by Melbourne University.

Ways of thinking: Creativity, critical thinking, problem-solving, decision-making and learning

Ways of working: Communication and collaboration

Tools for working: Information and communications technology (ICT) and information literacy

Skills for living in the world: Citizenship, life and career, and personal and social responsibility

(<http://atc21s.org/index.php/about/what-are-21st-century-skills/>)

The above model gives 21st century skills under four main categories. In addition to the specific skills listed in the model, there are others like entrepreneurship, innovation, media literacy, flexibility, adaptability, initiative and self-direction, social and cross-cultural skills, productivity, accountability, leadership, responsibility, and so on. It is obvious that these skills are not solely for learners and learning contexts. They are also crucial for ordinary people in this information era. However, under the framework of learning and students, 21st century skills mostly overlap with life-long learning skills that also aim to help people get involved in learning process regardless of place, time, and age.

PBL aims to integrate the development of 21st century skills into learning process, which means that skills integration is not limited to a set of skills involved in a particular field. A project for reading classes, for example, does not only aim to enhance reading skill but also skills like critical thinking, ICT literacy, responsibility, collaboration, etc. By expanding the target skills to address, project work consolidates the link between classroom learning and real life outside, thus enhancing motivation and broadening horizons.

6. Inquiry and innovation: Inquiry and innovation is an indispensable feature of PBL in that projects are launched with driving questions that orient learners to question and inquire things they normally take for granted. This questioning and inquiry process aims to help learners attain innovative ideas about the specific issue at hand through brainstorming and extensive research. The inquisitive and innovative dimension of projects exists even at the end of the process via questions like ‘How could we change this project to make it better next time?’

7. Feedback and revision: Feedback, which can come in different forms like teacher feedback and peer feedback, aims to put the implementation process on a sound basis. In this context, evaluation criteria should be selected carefully and made public. Short feedback and revision sessions should be integrated into every phase of the process so that the end product and the learning process leading to it become error-free at maximum level.

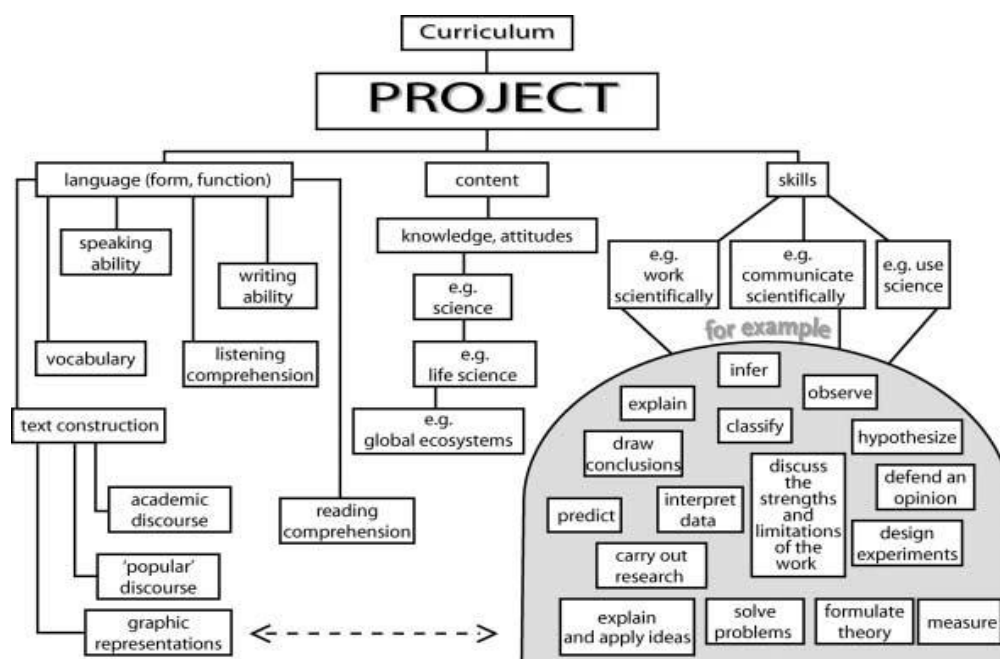
8. Publicly presented product: Being an equally process- and product-oriented way of learning, project work necessitates the preparation of an end product to be presented orally or in written form to classmates or another specific target group. This end product not only motivates learners for impending projects by giving a real sense of achievement but also letting other students become acquainted with new insights. Alan and Stoller (2005: 20) suggest some possible final outcomes of projects in language learning classes as follows:

Brochure	Bulletin board display
Oral presentation	Poster
Class newspaper or wall newspaper	Debate
Pin and string display	Research paper

Graphic display	Theatrical performance
Scrapbook	Letter
Guide book	Video or film
Simulation	Maquette
Handbook	Website
Survey report	Multimedia presentation
Information packet	Written report

In parallel with the criteria above, Mergendoller (2012) says “non-googleable driving questions, deliberative cognitive tasks, support and scaffolding – these all combine to create projects that help students become critical thinkers.” That is, project work is a multi-dimensional and challenging process on the learners’ part. However, the fruits it yields are really worth it. Figure 10 below illustrates the multi-faceted framework of projects:

Figure 10 The Project Framework



(Beckett and Slater, 2005:110)

The project framework given in Figure 10 clearly shows the multi-dimensional nature of project work. Different disciplines and skills (language skills and other skills) are combined under a project. In the sample project framework provided by Beckett and Slater (2005:110), learners are expected to integrate almost all language skills ranging

from vocabulary to academic discourse, and other skills like inferring, solving problems, etc. while studying on the content “global ecosystems”. As Guo (2006: 147) points out, “the Project Framework is a tool that helps students learn language, content, and skills simultaneously.” Under this framework, the Buck Institute for Education defines the following criteria of PBL:

PBL;

- Recognizes students’ inherent *drive to learn*.
- Engages students in the *central* concepts and principles of a discipline.
- Highlights provocative issues or questions that lead students to *in-depth exploration of authentic and important topics*.
- Requires the use of essential *tools and skills*, including technology, self-management, and project management.
- Specifies *products* that solve problems, explains dilemmas, or presents information generated through investigation, research, or reasoning.
- Includes *multiple products* that permit frequent and consistent feedback so students can learn from experience.
- Uses *performance-based assessments* that communicate high expectations, presents rigorous challenges, and requires a range of skills and knowledge.
- Encourages *collaboration* in some form, either through small groups, student-led presentations, or whole-class evaluations of project results.

(<http://www.bie.org/>)

As is the case with the aforementioned researchers, Stoller (2006: 24) specifies ten conditions that are indispensable for effective PBL to take place:

PBL should;

- have a process and product orientation
- be defined, at least in part, by students, to encourage student ownership in the project
- extend over a period of time (rather than a single class session)
- encourage the natural integration of skills
- make a dual commitment to language and content learning
- oblige students to work in groups and on their own

- require students to take some responsibility for their own learning through the gathering, processing, and reporting of information from target language resources
- require teachers and students to assume new roles and responsibilities (Levy, 1997)
- result in a tangible final product
- conclude with student reflections on both the process and the product.

It is clear that PBL has various distinguishing characteristics. While applying it in language classes, teachers should attach particular importance to the inclusion of these features. Considering the application phase, information on the stages of project implementation is presented under the following title.

2.1.4.3 Stages of Project Implementation

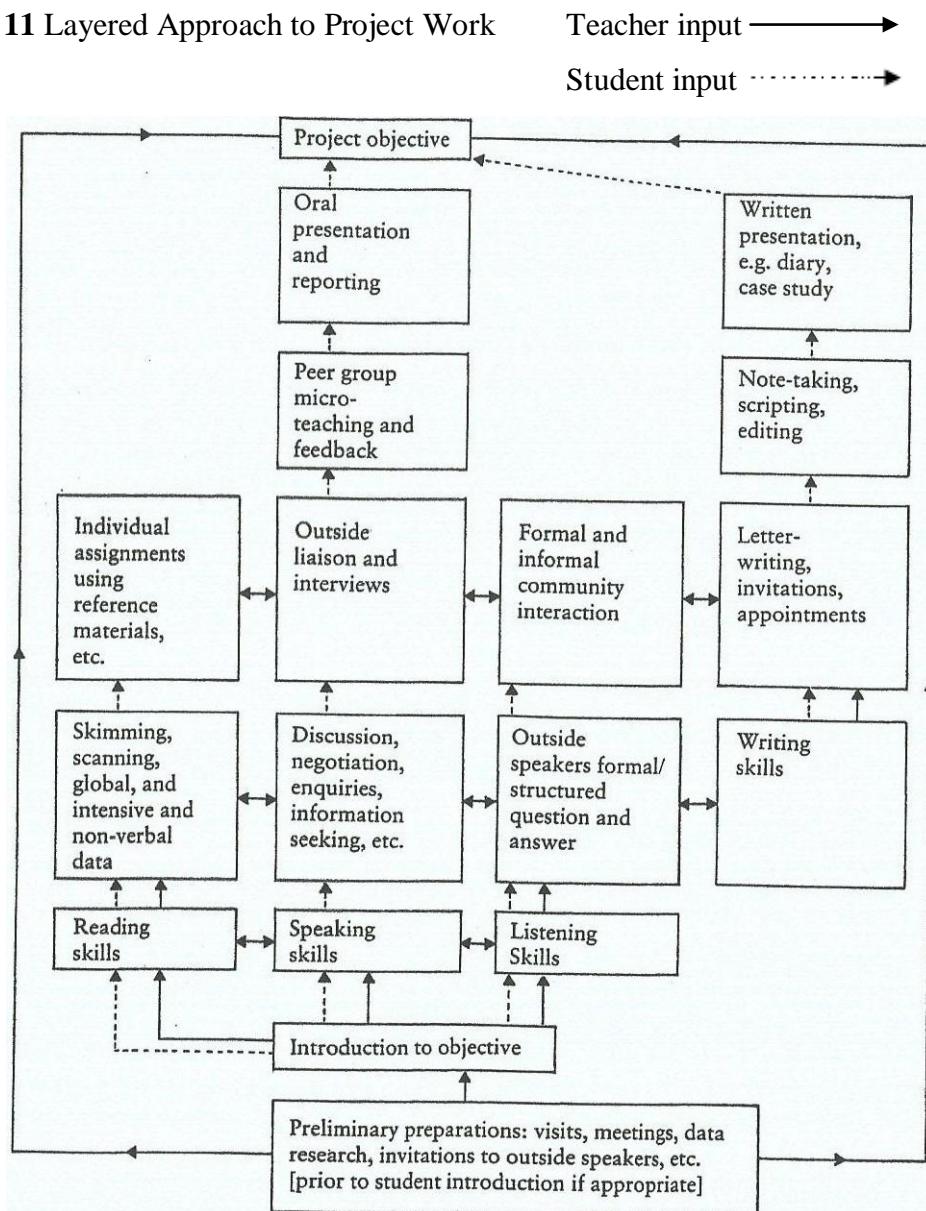
Fried-Booth (1986) mentions two distinct terms in relation with projects: full-scale projects and bridging (motivating) activities. These two are closely linked with each other in that bridging activities constitute the preparation phase in the classroom, thus paving the way for full-scale projects. Unlike bridging activities full-scale projects cover the phase beyond the classroom and involve three stages:

- *Classroom planning:* This stage includes discussions in the class which aim to set a clear plan for the implementation of the projects. Discussion topics may include language needs of students, useful resources, and key vocabulary in accordance with the project at hand.
- *Carrying out the project:* At this stage students embark on the practical and applied phase of the projects. By integrating four main skills students get involved in a busy process leading them to the end product specified in the planning stage.
- *Reviewing and monitoring the work:* This last stage includes the evaluation of the implemented project via classroom discussions and feedback sessions with the contributions of both teacher and students.

As an addition to the three stages involved in the implementation of full-scale projects, Fried-Booth (1986) suggests a layered approach to project work which puts strong emphasis on the integration of four skills along with a wide range of sub-skills

during the project implementation process. The below figure illustrates how different skills and sub-skills get interdependent as the project proceeds:

Figure 11 Layered Approach to Project Work



(Fried-Booth, 1986: 47)

As the above figure makes it clear, there is a broad diversity of skills involved in project work. The sub-skills mentioned above may change in different projects as every project possesses different language requirements. Therefore, it should be noted that the layered approach does not prescribe a specific set of skills and sub-skills; instead it attracts attention to the interwoven structure of skills involved in the whole process

which is shaped with the steps taken forward by the students. No matter what the type, aim, scope, duration, and place of the project is, skills-integration is an indispensable part of the process, which makes PBL hold “enormous potential to language learning” (Fried-Booth, 1986: 46).

Following the three-stage model and layered approach by Fried-Booth (1986), Legutke and Thomas (1991) proposed a similar model of six stages: opening, topic orientation, research and data collection, data processing, presentation, and evaluation. Opening and topic orientation stages overlap with the classroom planning stage introduced by Fried-Booth (1986) and form the introduction part of the project implementation process. The third, fourth, and fifth stages, research and data collection, data processing, and presentation are components included in the carrying-out process. Finally the sixth stage, evaluation, involves the process of reviewing and monitoring the work. Below is the general structure for project work proposed by Legutke and Thomas (1991).

Table 10

General Structure for Project Work

Inputs (teacher/learner)	Process Phases (examples)	Stimulus Questions (examples)	Activities (examples)	Learner Texts
<ul style="list-style-type: none"> - process materials - information materials 	<p>(I) OPENING</p> <ul style="list-style-type: none"> -introducing learners to a communicative approach - developing group dynamics - introducing use of media for text retrieval and production - introducing texts as data for research <p>PROJECT IDEA</p>	<ul style="list-style-type: none"> - what did I/we feel doing the task? - what was the purpose for me/us of the task? - how did I communicate with others? - how did we organize ourselves? - what communication difficulties did we have? 	<ul style="list-style-type: none"> - awareness and trust building - information sharing - problem solving - process evaluation -imagination gap 	<ul style="list-style-type: none"> - posters - profiles - stories - drawings / photographs and captions - diary entries - collages

<ul style="list-style-type: none"> - open-ended stimuli (pictures, words, sentences, titles) - short texts - slogans - preceding learner texts and information materials 	<p>(2) TOPIC ORIENTATION</p> <ul style="list-style-type: none"> - sensitizing towards the theme - mobilizing existing knowledge - arousing curiosity - exchanging personal experiences - creating awareness of the research area - appreciation of difficulties - formulation of hypotheses after evaluating prior knowledge and experience 	<ul style="list-style-type: none"> - what do we know about the problems, the theme as shown in pictures or texts? - how do I react to the picture? - what do we associate it with? - what makes us stop and think? - what does not seem interesting at first glance? - which of the items attract me most or least? 	<ul style="list-style-type: none"> - imagination-gap projection - awareness activities - communicative tasks - values clarification - plus/minus interesting evaluation - brain/heart storming 	<ul style="list-style-type: none"> - word-roses (word clusters) - sociograms - slogans - collages - posters <p>OHP-hypotheses poster-hypotheses</p>
Inputs (teacher/learner)	Process Phases (examples)	Stimulus Questions (examples)	Activities (examples)	Learner Texts
<ul style="list-style-type: none"> - teacher lecture - language input - information materials - process materials - preceding learner texts 	<p>(3) RESEARCH AND DATA COLLECTION</p> <ul style="list-style-type: none"> - focusing on the theme - articulating interest - defining project tasks - weighing up time factors - determining areas of deficit in terms of skills and competence - carrying out the target tasks of the project 	<ul style="list-style-type: none"> - which of the items, topics would I like to work on? - who would I cooperate with? - how much time is needed to accomplish the task? - does the group have sufficient knowledge to go about working on the tasks? - how can I collect more information on the topic? 	<ul style="list-style-type: none"> - communicative tasks (interpersonality and interaction: values clarification) - language exercises - skills training - determined by the group themselves - interim plenary process evaluation 	<ul style="list-style-type: none"> - list of themes - project plan - work contracts

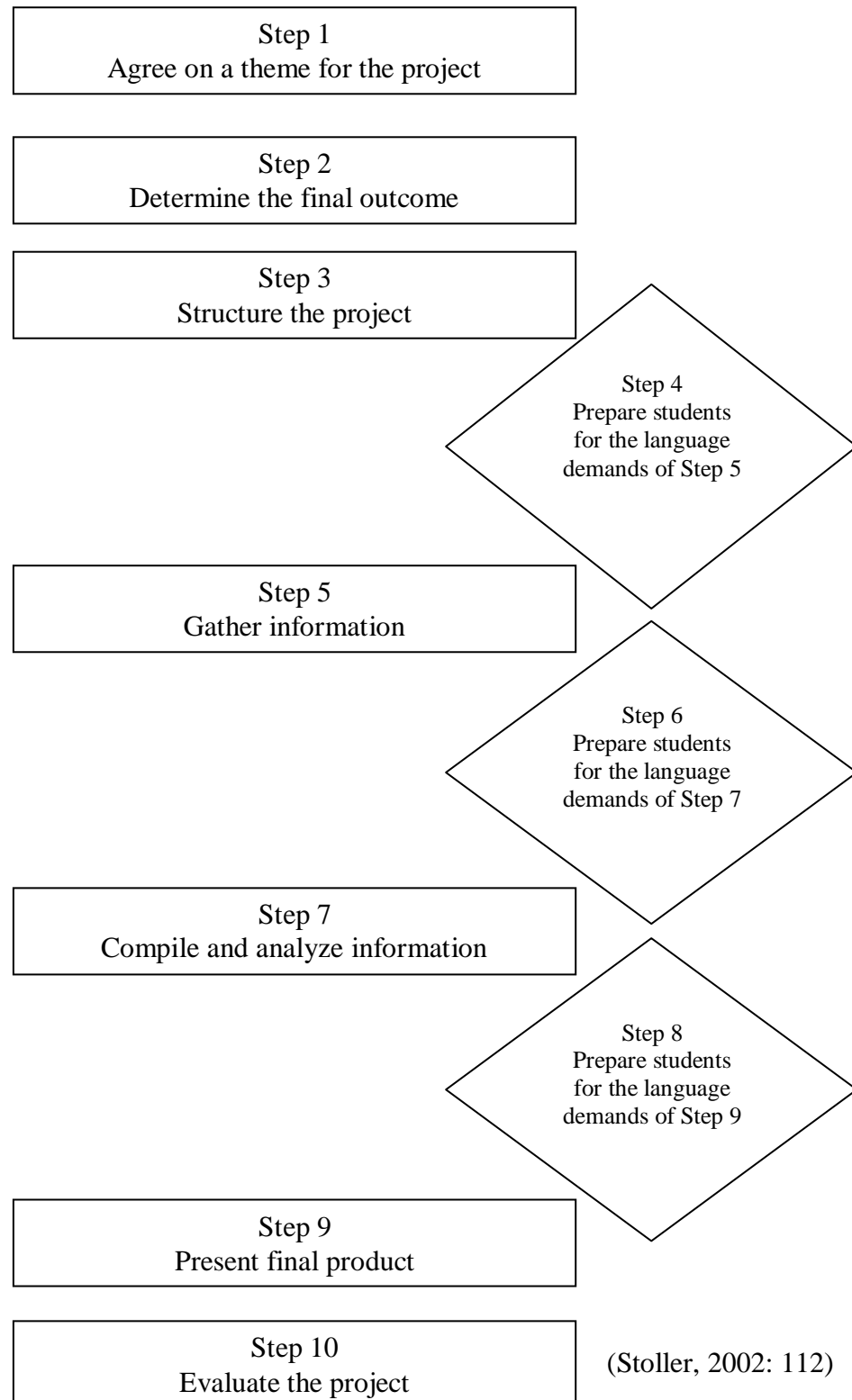
<ul style="list-style-type: none"> - information materials - process materials - preceding learner texts 	<p>(4) PREPARING DATA PRESENTATION</p> <ul style="list-style-type: none"> - selecting results for presentation - deciding on the form of the presentation - practicing the presentation - allocating areas of responsibility - creating the presentation texts 	<ul style="list-style-type: none"> - which parts of our results would be interesting for the whole class? - how can we put our results across to the class? - what should we tell to the others in spoken text, in writing, pictures? - what could be difficult to communicate? - what kind of help do our classmates need to understand our presentation? - do we have to produce extra worksheets? - do we want to use media for our presentation (OHP, blackboard, tape, film)? 	<p>determined by the group</p> <ul style="list-style-type: none"> - information handout 	<p>many types of texts :</p> <ul style="list-style-type: none"> - poster/collage - minutes/essays - commentary - summary - listening text - film text - drama script - song texts - mime instructions - programme of events
<ul style="list-style-type: none"> - preceding learner texts 	<p>(5)PRESENTATION AND SHARING</p> <ul style="list-style-type: none"> - giving a lead-in to a video film - giving a short lecture - acting in a drama/sketch/mime - giving a show-and-tell session - presenting a tape/slide show - singing a “song” 		<p>determined by groups: many forms of communicative task possible (learners as leaders and participants)</p>	
<p>Inputs (teacher/learner)</p>	<p>Process Phases (examples)</p>	<p>Stimulus Questions (examples)</p>	<p>Activities (examples)</p>	<p>Learner Texts</p>
<ul style="list-style-type: none"> - teacher lecture 	<p>(6) EVALUATION</p> <ul style="list-style-type: none"> - evaluating process 	<ul style="list-style-type: none"> - how did the project 	<ul style="list-style-type: none"> - process 	<ul style="list-style-type: none"> - theme list

<ul style="list-style-type: none"> - teacher feedback - group feedback (evaluation sheets)	and product <ul style="list-style-type: none"> - extending ability to make judgements - raising cognitive sensitivity - evaluating input materials - evaluating the roles of the experts - evaluating the group dynamic processes, etc. 	tasks, the demonstration work out? <ul style="list-style-type: none"> - which activities/ presentations were particularly effective, ineffective? - what could or should be improved? - were there any language problems? - what could or should be done about them? - how did the group cooperate with the teacher? Could the group make use of his/her competence? - was the textbook/ workbook/ resource package a satisfactory help? - etc. 	evaluation activities	follow-up
<ul style="list-style-type: none"> - preceding learner texts 	(7) FOLLOW-UP <ul style="list-style-type: none"> - further work on areas of language weakness - work on gaps in knowledge of content - agreeing on follow-up projects - changing to related/ non-related themes as basis for new project idea EXTENSION PROJECTS			

(Legutke and Thomas, 1991: 182-186)

Approximately one decade later than Fried-Booth (1986) and Legutke and Thomas (1991) introduced the above-mentioned quite parallel models of project implementation steps, Stoller (2002) put forward a more comprehensive one:

Figure 12 Steps of Project Development in a Language Classroom



The above steps beginning with determining the theme of the project and ending with project evaluation constitute a sample framework for developing projects for language classrooms. This steps-list may be shaped in a different way by other researchers. However, the general framework will most probably be the same. The duration of each step depends on the type and scope of the project. No matter what the project title and its duration is, the ultimate aim of projects in general and each step specifically is to let learners direct their own learning through constructing knowledge in a constructive and autonomous manner.

In the first step, students and instructor agree on a theme for the project. The project may be in structured, semi-structured or unstructured forms as Stoller (1997) puts it. Nevertheless, the theme of the project is clarified and elaborated at the very beginning no matter what the type of the project is. While selecting themes factors like students' interests, needs, levels, expectations, availability of resources, etc. should be taken into consideration in order to make sure that the project is built on a sound basis.

In the second step, students and instructor determine the final outcome of the project. The possible end products of foreign language learning projects are oral presentations, brochures, websites, interviews, videos, classroom debates, advertisements, newspapers, TV and radio programmes, and so on. An important point here is determining the target audience for the end product (classmates, students from other classes, teachers, etc.). After the final outcome and appropriate audience are determined, the students and the instructor structure the project in the third step by agreeing on such details as the responsibility of group members, project deadline, and timetable for the tasks to be carried out to attain the final outcome.

Following the structuring process, the instructor prepares students for the demands of information gathering. At this stage, the instructor plans and organizes activities that aim to equip students with skills and strategies (asking for clarification, note-taking, etc.) necessary for the information gathering process. Next comes the fifth step in which students gather information through various data collection tools like library and internet research, interviews, questionnaires, and so on. Then, in the sixth step, the instructor prepares students to compile and analyze data by teaching them how to categorize, synthesize, and interpret the data gathered; and after that students compile

and analyze information, which lets them approach the completion of the project one step closer.

In step eight, instructor prepares students for the language demands of the final activity. This stage is structured in line with the nature of the end product specified in Step 2. If the end product is determined as an oral presentation, for example, students are informed about the principles of how to deliver effective presentations. Following this last but one step aiming to enhance the language skills of students, students present the final product. After the presentation of the end product, there comes the last step of this demanding process, the evaluation phase. In this step, students reflect on what they have learned and done under the framework of the project. During this phase the weak and strong points of the project implementation process are identified; and new ideas and approaches can be developed for future projects.

Different approaches as to the stages of project implementation are mentioned above. As is the case with this study, some other ELT practitioners may produce their own model with some adaptations. Even though the terms or the number of the stages vary with different researchers, there is a common thing shared by all: there is a learning process leading to a product and both are equally important. This 'process and product' issue also constitutes the main material for the assessment aspect in Project-based Language Learning.

2.1.4.4 Assessment in PBL

PBL is based on a multi-dimensional basis with both product and process orientations. As it is a learner- and learning-centered theory different from traditional perspectives, its assessment is to reflect some distinguishing characteristics. The Buck Institute for Education (BIE) describes the key components included in PBL process as follows:

While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.

(<http://www.bie.org/>)

Considering its broad scope and equal value attached to the process and product, assessment stage should be meticulously planned and structured. At this point, the dichotomy of formative vs. summative assessment comes into question. Hancock (1994: 2) defines formative assessment as “an ongoing process involving the student and teacher in making judgements about the student’s progress in language using non-conventional strategies.” In contrast, summative assessment measures what a student has grasped at the end of a lesson, unit, or course and focus on the end product regardless of the process (Brown, 2001). In a nutshell, while ‘assessment of learning’ is emphasized in summative assessment, the notion of ‘assessment for learning’ is preferred in formative assessment. The question here is whether to choose formative or summative way of assessment, or both. In order to make a sound decision in this dilemma, one must know the process-product balance included in the project learning process well. Fried-Booth (2002: 6) elaborates on this point as follows:

Project work is student-centered and driven by the need to create an end-product. However, it is the route to achieving this end-product that makes project work so worthwhile. The route to the end product brings opportunities for students to develop their confidence and independence and to work together in a real-world environment by collaborating on a task.

It should be noted that there is no overbalance between the process and the product in PBL. Therefore, both of these indispensable dimensions are to be included in the assessment process. It is not acceptable to assess merely the process and skip the end product or vice versa. Under this framework, some researchers (Egbert, 2005, Slater, Beckett and Aufderhaar, 2006) suggest that teachers should employ formative assessment in PBL whereas other researchers (Hunaiti et al., 2010) emphasize the need to use both formative and summative types of assessment. This formative and summative assessment dichotomy is reflected in the purpose of the assessment. Bonthron and Gordon (1999) mention two main purposes: *Achievement* and *Diagnosis and Improvement*. While *achievement* is aimed by summative assessment, *diagnosis and improvement* is the purpose of formative assessment. Therefore, it can be concluded that summative assessment can be applied while evaluating the end product of the projects; and the steps included in the implementation process can be evaluated through formative assessment. As Sawamura (2010: 44) points out, “...assessments in PBL should help students know what they have learned, and offer positive washback in learning”. It means that the most important aim in PBL assessment is to ensure positive

washback for learners. For this reason, the whole process along with the end product should be monitored and assessed closely. In this context, Mansoor (1997: 25) suggests the teachers ask themselves the following questions to ensure that their assessment rests upon a sound basis.

In planning the project, have you:

- identified the project objective(s) and know what will be judged?
- chosen criteria that meet the project objectives?
- selected criteria that reflect a level of performance that is a model of successful achievement for the level you are teaching?
- written criteria statements that are in clear language that learners in your class can understand?
- written descriptions of the levels of performance in clear language that will aid the student in identifying what s/he can do to improve performance?

The above questions all emphasize the selection of transparent criteria for the implementation and assessment process. Actually, above these criteria, the assessment process should be characterized by *student voice*. Student voice can not only be included in the determination of the criteria, it can be actively involved in the assessment as well. Under this framework, triangulation appears to be important in raising the reliability of formative assessment (Slater, Beckett and Aufderhaar, 2006: 243). In order to put this into practice, the contributions of three parties, student, peers, and the teacher, should be equally given place in the assessment process. Self-assessment, peer-assessment, and teacher-assessment constitute the three pillars to this end. Separate or integrated rubrics should be employed for these three pillars and the final judgement should reflect a blend of these three dimensions.

2.1.4.5 Benefits Attributed to PBL

PBL is a quite promising path for both education in general and in the specific context of foreign language learning. As it is a multi-disciplinary and multi-dimensional perspective to learning, its benefits cannot be limited to a specific content or a limited range of skills. Rather, its coverage area is far broader than generally supposed.

Particular benefits of project-based instruction (general, not specific to language teaching/learning) include (Railsback, 2002: 9-10):

1. Preparing children for the workplace.
2. Increasing motivation.
3. Connecting learning at school with reality.
4. Providing collaborative opportunities to construct knowledge.
5. Increasing social and communication skills
6. Increasing problem-solving skills
7. Enabling students to make and see connections between disciplines
8. Providing opportunities to contribute to their school or community
9. Increasing self-esteem.
10. Allowing children to use their individual learning strengths and diverse approaches to learning
11. Providing a practical, real-world way to learn to use technology

It is obvious that there are a number of potential avails of project work including educational and behavioral contributions. In a similar direction with the above-provided points, Tretten and Zachariou (1995: 8) point out the benefits of PBL based on their own observations as follows:

Students, working both individually and cooperatively, feel empowered when they use effective work habits and apply critical thinking to solve problems by finding or creating solutions in relevant projects. In this productive work, students learn and/or strengthen their work habits, their critical thinking skills, and their productivity. Throughout this process, students are learning new knowledge, skills and positive attitudes.

The above account actually addresses all but every point in terms of the fruits project work yields. Likewise, through an analysis of 16 different studies, Stoller (2006: 25) mentions eight commonly reported benefits of PBL for second and foreign language learning settings:

1. Authenticity of experience and language
2. Intensity of motivation, involvement, engagement, participation, enjoyment, creativity

3. Enhanced language skills; repeated opportunities for output, modified input, and negotiated meaning; purposeful opportunities for an integrated focus on form and other aspects of language
4. Improved abilities to function in a group (including social, cooperative, and collaborative skills)
5. Increased content knowledge
6. Improved confidence, sense of self, self-esteem, attitude toward learning, comfort using language, satisfaction with achievement
7. Increased autonomy, independence, self-initiation, and willingness to take responsibility for own learning
8. Improved abilities to make decisions, be analytical, think critically, solve problems

The above benefits attest to the extent to which the high potential of PBL ranges. As the related literature expands, there is no doubt that there will be way more than these. Further information on the related benefits can be found under the titles of ‘Relevant Studies’ and ‘Conclusion and Suggestions’ of this study.

2.1.4.6 Potential Problems in PBL and Suggested Solutions

Even though PBL promises myriad great opportunities and facilities for foreign language classes, it is not a problem-free process. Haines (1989: 7-8) lists seven specific problems that may be faced by English language teachers who want to integrate PBL into their methodologies:

- 1. Students lack interest and motivation:** Lack of interest and motivation is not a problem peculiar to PBL. Rather it is one of the most common problems faced by ELT practitioners whatever the selected methodology is. In the context of project work, it sometimes appears to be harder for students to adapt to the idea that they get involved in independent or group work to complete projects as they may prefer sit-and-watch sessions which are generally led with teacher dominance. Thus, students’ voice and choice should be prioritized as much as possible throughout the whole process to let them feel that they are active decision makers. Further, the selection of interesting topics that address the needs, levels, and expectations of the students can be a good beginning in order to keep the students’ attention and willingness alive. Long-term projects, in

particular, may become demotivating during the course of the project implementation, which requires the teacher to approach the process with more flexibility so that the contribution of the students become maximized and the sense of achievement and independence is ensured on the side of the learners.

2. **A few students disrupt otherwise successful project work:** Some students might insistently resist the requirements of project work. However, a project cannot be quit just because of two or three problematic students. After putting them in different groups randomly, the teacher can try making use of other skills of such students like using computer, finding and bringing materials, etc, which makes them active and thus prevents them from doing things that may also discourage other students.
3. **Students speak in their own language instead of using English:** In second language contexts it is viable to expect students to use the target language during each phase while carrying out the project. Nonetheless, it appears to be a utopia in most foreign language learning situations as students feel strange when they are heard speaking in a foreign language. Therefore, if there is not a real need to speak in the foreign language they switch to mother tongue when there is no teacher around. In order to make sure that your students use target language as much as possible, you should convince them that authentic practice is the only way to attain native-like command of that language and overcome affective problems like anxiety and lack of motivation.
4. **You are worried about the number of language mistakes made by students:** It is quite normal and expected that learners, especially those at lower levels, will make simple mistakes while implementing language tasks under a project. If the teacher becomes excessively preoccupied with the structural mistakes of the students, the smooth flow of the project will become blocked. The major aim of project work is not to identify and correct grammatical and lexical errors of students but let them get involved in authentic communication settings in which they are expected to use the target language to achieve mutual interaction. Therefore, error correction should cover language problems that really hinder communication or cause misunderstandings and should be carefully integrated into project implementation process without demotivating students.
5. **Students do not regard projects as ‘real’ work:** Some students may not attach enough value to the projects they carry out. This poses a serious problem which

lowers the motivation level of the whole class. In order to eliminate the prospect of such problems the teacher should specify the aims and benefits of the PBL process at the very beginning of the process. If the students are not convinced that project work is worth spending time and energy on it, it is not so possible for the project to yield the expected results and contribute to the language skills of the students to a notable extent. The teacher can integrate formal language learning activities with projects in a balanced way to convince them that projects are also a part of language learning.

6. **You cannot let your students do project work outside the classroom:** Outdoors is an indispensable dimension in project implementation especially in terms of enhancing learner autonomy and promoting independent group work. However, if it is somehow impossible for the teacher to let students take part in outside tasks in certain situations due to factors like parental permission, dormitory rules, etc., the teacher can limit project work to school hours and walls by selecting less extensive topics. It does not fit the ideal inherent characteristics of PBL, though.
7. **Groups work at different speeds:** Different groups can display different paces of performance while carrying out a project. So, when a group is done with the project earlier than other groups, the students may feel isolated from the ongoing process. In order not to separate such groups from the project atmosphere the teacher can assign extra tasks related with the project or ask them to help other groups complete the required steps and tasks for the project in progress.

In addition to what Haines (1989) says about the potential problems in the Project-based Language Learning process, Fried-Booth (1986) defines the possible problems a project may incur under three categories. Problems about *organization* belong to the teachers' part. Adding extra burden on the teacher, projects may pose a real challenge in terms of finding time and energy to organize project work and guide students at each stage. *Monitoring* problems cover the students' outside-school tasks. We cannot know whether the students contribute enough to the project or use English during their project-related discussions. The easiest solution to such monitoring problems is to ask students keep a sound- or video-record of the major steps they follow while carrying out the project. *Personal problems* cover a broader extent. Disagreements among group members and sudden decrease in motivation are among the

most common personal problems likely to appear at any stage of a project. Some to-the-point solutions like member replacement, a short break with projects, and topic change can be applied by the teacher in accordance with the specific context they are situated in.

Furthermore, Marx et al. (1994) indicate common problems with time management, classroom management, control, providing support for student learning, technology use, and assessment. Besides the above mentioned potential problems, a specific project, especially long-term ones, may bring other specific problems and unexpected situations. There is always an inherent unpredictability aspect in PBL as Moss (1997: 11) underlines that “sometimes a project will move forward in a different direction than initially planned”. For this reason, it is the teacher who is responsible to work out effective solutions for specific problems. The observed problems under this study are mentioned in the “Conclusion and Suggestions” part.

2.1.4.7 The Relationship between PBL and Other Language Learning Theories

PBL that reflects almost all core tenets of constructivism is in direct relationship with language learning/teaching theories which put emphasis on the learner’s contributions to the learning process and adopt a communicative perspective. Learner-centered Instruction, for example, holds a significant change of focus from teacher dominance and perspective towards learner expectations and characteristics. Likewise, Experiential Learning takes the experiences and contributions of learners as the basis for learning. With its constructivist basis, PBL appears to be learner-centered and experiential in that projects aim to enable learners to get directly and actively involved in various tasks and experiences with the aim of *learning* instead of *being taught*. In addition, Cooperative, Collaborative and Interactive Learning, all of which somehow serve to the common understanding that language is learned through interpersonal relations like peer assistance, groupwork, or interactions, share common principles with PBL since projects aim to let learners carry out tasks via cooperation, collaboration, and interactions. *Whole language* notion is also one of the perspectives adopted by Project-based Language Learning as it holds that language is learned as a whole through learner experiences and interactions.

Communicative Language Teaching has not only made a considerable mark on the discipline of foreign language teaching/learning in recent decades but also formed the background of some recent theories including Content-based Instruction and Task-based Instruction. As a more comprehensive version of these two theories, PBL aims to enhance communication skills in integration with other skills. While fostering language skills of the learners, projects also aim to promote content knowledge through an organized series of tasks. Therefore, PBL can be regarded as an extension of Communicative Language Teaching. What is more, while CLT still keeps a teaching-oriented perspective, PBL takes the focus on communication and interaction much further by placing its core philosophy on the learner and learning process. With an equally process- and product-oriented perspective, PBL aims to promote communication and interaction at each phase involved in the project implementation process.

As for the integration of computers into the learning process, Blended Learning and as one of its most recent versions, Flipped learning, have gained so much popularity in recent years. These perspectives to language learning hold that the efficacy of the learning process can be consolidated via the integration of internet. This promising insight possesses a remarkable potential for PBL as well. In order to foster the success of project implementation process and strengthen the omnipresent learning perspective (elaborated below) blended learning or its variations, if not necessary, can be effectively integrated into project work. Considering the motivational factors and educational benefits, in particular, the integration of internet can contribute much to language classes. In this study, for example, flipped learning is employed as a supporting means to enhance the efficacy level of developing speaking skills via PBL.

As it is clear from the above account of relationships between PBL and other theories of language learning/teaching, it holds close ties and parallelism with constructivist, communicative, and learner-centered theories (see 2.1.3 on page 28). There is no ideal match among these dimensions; rather teachers can apply their own combinations with an eclectic point of view in accordance with the specific context at hand. What matters at this point is the open and welcoming vision set by PBL.

2.1.5 Omnipresent Learning

In 1970s researchers like Rubin (1975) and Stern (1975) focused on the common features of “good language learners” and tried to specify what we can learn from them. These studies paved the way for the advent of language learning strategies and raised awareness concerning the significance of learner autonomy. In later years this understanding became widely accepted and as a result of the constant pursuit of new ways to foster learner autonomy, new learning paradigms have developed in the realm of education including foreign language learning. Different variations of blended learning, for example, aim to enable learners to have access to broader alternatives and resources through the integration of online learning into regular school instruction. As for its effectiveness, there have been various studies that yielded positive results in favor of blended learning in the context of enhanced learning and learner autonomy (Bonk, Kim & Zeng, 2006; DeGeorge-Walker & Keeffe, 2010; Ugur, Akkoyunlu & Kurbanoglu, 2011, and so on). As a result of such promising studies and applications, blended learning has an increasing popularity in the field of foreign language learning.

As a part of this recent trend, the posh term “ubiquitous learning (u-learning)” has come into use as a novel learning paradigm in education. The term refers to the prevalence of learning everywhere with no time restriction. It applies to almost all branches of education along with language learning. Utilizing the previous researches and literature Yahya et al. (2010: 121) lists the main characteristics of ubiquitous learning as follows:

Permanency: The information remains unless the learners purposely remove it.

Accessibility: The information is always available whenever the learners need.

Immediacy: The information can be retrieved immediately by the learners.

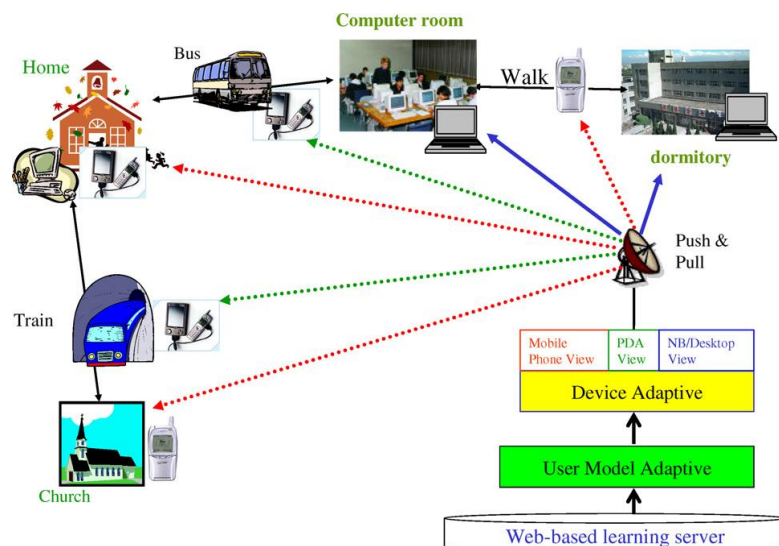
Interactivity: The learners can interact with peers, teachers, and experts efficiently and effectively through different media.

Context-awareness: The environment can adapt to the learners’ real situation to provide adequate information for the learners.

It is apparent that ubiquitous learning concept is specifically based on computer and mobile technologies. As a result of their shared points it has come to be known as a

synonym for “mobile learning (m-learning)” which takes wireless technologies and communication as its basis (Hwang and Tsai, 2011). Figure 13 below presents a sample illustration of ubiquitous learning system.

Figure 13 Scenario and Conceptual Design of the Ubiquitous Learning System



(Chen et al, 2008)

It is obvious from the conceptual design of the ubiquitous learning system in Figure 13 that the existence of a wireless computer network is the sine-qua-non for ubiquitous learning. However, this strictly computerized system is not viable in many cases for the reason that digital divide still exists among students in most educational settings. According to a recent research conducted for the World Economic Forum Turkey ranked 45th after Kazakhstan and Hungary in The Networked Readiness Index 2013 (http://www3.weforum.org/docs/GITR/2013/GITR_OverallRankings_2013.pdf). According to the findings of the same study, developing countries still face a serious problem of digital divide. Moreover, Castaño-Muñoz (2010) stresses that there are still considerable inequalities among students even in developed countries in terms of access to information and communication technologies. These all indicate that digital divide is still a problem especially in the developing countries. Therefore, Turkey is one of those that face this problem as a developing country. When asked whether they have non-stop internet access or not, all but half of the students (9 out of 23, 8 out of 20) in the experimental and control groups of this study reported problems like lack of personal

computers, smart phones, or broadband internet. They said they tried to compensate for these shortcomings with the computers at school which are not always accessible. Thus, it becomes clear that learning systems like ubiquitous learning that are strictly based on internet networks are not applicable in our context. At this point we should ask ourselves the question “Are we going to give up the aim to establish learner autonomy and restrict *learning* only to the classroom teaching?” The answer to this question is definitely ‘NO’; because learning is a quite extensive process that cannot be ever limited to classroom walls and hours. If it is language learning, we cannot even think of such limitations and borders. Egbert and Hanson-Smith (1999) list the optimal conditions for effective language learning as follows:

1. Learners have opportunities to interact socially and negotiate meaning.
2. Learners interact in the target language with an authentic audience.
3. Learners are involved in authentic tasks.
4. Learners are exposed to and are encouraged to produce varied and creative language.
5. Learners have enough time and feedback.
6. Learners are guided to attend mindfully to the learning process.
7. Learners work in an atmosphere with an ideal stress/anxiety level.
8. Learner autonomy is supported.

The above ideals are essential for an effective language learning process. If we, as language teachers, do not try to comply with these principles, the already disadvantaged EFL context is doomed to deteriorate. According to Guo (2006), Chinese EFL students are good at metalinguistic knowledge about English, however they are weak at productive skills. Thus they develop “mute English” as Wu (cited in Guo, 2006: 149) puts it. Indeed, this “mute English” problem is the case in Turkey as well. As we restrict the students to the information and skills we provide at school and do not enable or encourage them to learn beyond the classroom, we contribute to the insolubility of the vicious cycle of producing mute English learners.

Considering the above-mentioned points the researcher introduces the term “omnipresent learning” as a new learning paradigm. The word ‘omnipresent’ refers to “present in all places at all times” (<http://www.merriam-webster.com/dictionary/omnipresent>). Unlike u-learning, omnipresent learning is not necessarily dependent

upon computer technologies and wireless networks. Instead, it is a broader term encompassing every step taken by the learners to get information and develop themselves at any time and place they like. Curtis J. Bonk (2009: 7) points out that “anyone can now learn anything from anyone at anytime”. In a narrower sense within the context of this study, “omnipresent language learning” refers to the broad scope of the language learning process that takes place everywhere (including in-class and out-of-class environments) and everytime (without any kind of restriction) through the utilization of every means available including any sort of written, visual, audial sources and information and communication technologies. As the definition clearly states, it covers every aspect of learner autonomy that should be involved in the language learning process. Developing speaking skills by talking to a native speaker you meet at the airport or at school, making use of the “Tureng” application in your mobile phone, paying attention to the writing “Coach of the Year” at a bus terminal, listening to the songs of Michael Jackson on your iphone while walking, etc. are all examples that can be considered under the term “omnipresent learning”. Below are the features of “omnipresent” learning perspective coded by its letters:

Option-driven: Learners are free to choose from various options (time, content, skill, resource, etc.) concerning the learning process. Learners should be rendered aware of these options and helped to become active learners and decision-makers.

Media-rich: There is a broad range of media to be utilized during the learning process including coursebooks, classware, CDs, smart phones, internet, etc. Learners can make choices among these different media alternatives or adopt an eclectic approach.

Nonstop: Learners can continue learning without halt whenever they want. “Beyond the classroom” is an integral part of the ceaseless learning process. There is no school or classroom restriction.

Integration-based: It covers a holistic approach to learning. Different types of skills and knowledge should be integrated in order to render learning more meaningful. While developing speaking skills, for example, students can enhance listening skills and social skills as well.

Prevalent: Learners can get access to learning and knowledge wherever they want. Classrooms are places to learn from the teacher, peers, and different types of materials including printed and online resources; school corridors are places to learn from students from other classes and other teachers; cafeterias are places to learn from other students and internet; streets are places to learn from other people; buses and tramways are places to learn from the smart phones and other electronic devices or other people in the next seat; dormitories and houses are places to learn from roommates, internet, books, and CDs; and stations and airports are places to learn from other people, especially foreigners. Learning is a fruit of both limitless individual studies and cooperative/collaborative efforts.

Reflective: Constructive reflection on learning experiences is necessary for the sustainability of the process. Each step in the learning process should be integrated with other dimensions by establishing relationships and these steps should be shaped in accordance with the diagnosis of strengths and weaknesses of the previous experiences.

Eclectic: A combination of different ways and resources of learning can be employed. There are a lot of things and opportunities learners can make use of separately or in integration with each other; what language teachers should do is to make them aware of this fact and encourage them to utilize every opportunity, be it little or worthwhile, to develop themselves.

Self-directed: Learners take the control and responsibility of their own learning. So learner autonomy is one the key elements that constitute the pillars of omnipresent learning perspective.

Elastic: In case of failure, learners can change any dimension in the learning process. They have the chance to change the resources they use or consult their teachers or peers about the specific problems.

Natural: Learning process takes place in authentic settings. In EFL classes authenticity is a huge problem, however by extending the learning process beyond the classroom teachers can help learners get involved in authentic tasks like interviews with native speakers and further studies with authentic written or audio materials.

Target-oriented: Learners can direct the learning process in accordance with their needs and targets. This principle goes parallel with the dimension of being self-directed.

The above characteristics of omnipresent learning apparently indicate that it is in full agreement with the principles of learner autonomy. It removes the limits and barriers against learning and adopts an “everywhere-everytime” insight. Promoting the understanding that learning is readily accessible, the philosophy of “omnipresent learning” encourages people of all ages and from all walks of life to get involved in learning process in accordance with personal needs and interests. Omnipresent learning is eclecticism on the part of the learners. Eclecticism is not something to be adopted by only teachers. If we move from the teaching aspect to learning and prioritize learner contributions to the learning process, the choices and combinations to be made by the learners gain more importance.

Even though it is not necessarily based on the existence of computer technologies, the integral role of technology and internet in the promotion of omnipresent learning cannot be ignored. In his book “The World is Open” Bonk (2009: 51) mentions ten openers that render learning free of time and place restrictions in the 21st century:

Ten Openers: (WE-ALL-LEARN)

1. Web Searching in the World of e-Books
2. E-Learning and Blended Learning
3. Availability of Open Source and Free Software
4. Leveraged Resources and Open Course Ware
5. Learning Object Repositories and Portals
6. Learner Participation in Open Information Communities
7. Electronic Collaboration
8. Alternate Reality Learning
9. Real-Time Mobility and Portability
10. Networks of Personalized Learning

Almost all of the above points mentioned by Bonk (2009) cover an online or technological dimension. It is undeniable that internet brings a number of benefits and opportunities for learners. In order to enhance the prevalence of learning and education, in particular, technology can be utilized as an invaluable means. Likewise, Warschauer et al. (2000: 7-8) mention five reasons for teachers to integrate internet into their methodologies: ALIVE (Authenticity, Literacy, Interaction, Vitality, Empowerment). Through internet, learners can have access to innumerable authentic materials and resources, which is expected to enhance their digital literacy and computer skills. Also, authentic interaction is made possible by internet through e-mails and video talks. These broad opportunities offered by the internet render learning more important and meaningful for the learners; and both the learners and teachers become more powerful to orient the learning process.

As elaborated above, internet and ICTs undertake a vital role in education in the 21st century. Therefore, omnipresent learning encompasses this digital aspect as an effective way of rendering learning more prevalent and authentic. Nevertheless, while encouraging the students to make use of ICTs as much as possible, teachers should not disregard the inequality of the opportunities possessed by them. Under this framework, students should be encouraged to make use of every chance to learn within and outside the school integrating both individual and cooperative/collaborative learning.

Omnipresent learning is not a new approach or a novel methodology, nor is it a theory that is expected to usher a new era in the field of education and foreign language learning. It is an encompassing perspective to learning that says “learning is not so simple and insignificant to be restricted to classroom walls and hours.” On the contrary, learning should be made prevalent and viable everywhere and everytime. By its very nature, PBL removes the time and place limitations on education by encouraging learners to carry out a series of tasks based on skills-integration outside the school. As the students get involved in various communicative group studies for each project, they take every opportunity to learn both inside and outside the classroom. Therefore, its style appears to be cut out for the promotion of omnipresent learning. Under the following title, the relationships among omnipresent learning, PBL, and the development of speaking skills are elaborated.

2.1.6 PBL and Developing Speaking Skills with an Omnipresent Learning Perspective

It is no doubt that speaking is generally deemed as the most challenging one among the other language skills. This is the case especially in EFL contexts as there are not usually adequate chances to practice oral English in authentic settings. Therefore there is an obvious need to break the routine and useless clichés. According to Rivers (1981: 188), in order to help students enhance oral skills, “teachers will need to give their students many opportunities to practice speaking.” Emphasizing the critical importance of the guiding role of the teacher, Rivers (1981: 188) adds “they will need to use their imagination in devising situations which provoke the use of language in the expression of the student’s own meaning, even when the student has very limited resources on which to draw.” The emphasized point here is the pioneering and guiding role to be undertaken by EFL teachers at all educational levels. Considering the issue in relation with the intimidating speaking skill, this role gains more gravity.

There is a broad variety of paths to choose for language teachers who deliver speaking lessons. With the advent of the post-method era and the mounting popularity of eclecticism, teachers began to feel more independent while deciding what kind of approaches, methods, strategies, and techniques to follow. However, this vast diversity of alternatives does not mean that education is a jigsaw puzzle. Instead, it is a highly critical realm in which teachers and learners should act as meticulously as possible. In this context, PBL appears to be a strong and promising path for EFL speaking classes that are unfortunately far from being communicative and motivating enough. Alan and Stoller (2005: 11-12) summarizes the key benefits of Project-based Language Learning as follows:

The end result is often authenticity of experience, improved language and content knowledge, increased metacognitive awareness, enhanced critical thinking and decision-making abilities, intensity of motivation and engagement, improved social skills, and a familiarity with target language resources.

As stressed in what Alan and Stoller (2005) say PBL is not something that serves a single aim but a versatile way of learning that encompasses a broad range of points. Since developing speaking skills involves a multi-faceted process including

aspects like fluency, vocabulary, communication, anxiety management, and so on, PBL can serve as a reasonable remedy for the problems experienced in EFL speaking classes on the part of both learners and teachers. Here the most outstanding contribution of PBL to speaking classes is that its tenets are in favour of the notion that speaking is learned/developed by speaking. As language teachers, we should ask ourselves and help our students ask themselves the question “How many hours a day do we speak in our mother tongue?” If we take the average sleep span as 8 hours and the other 8 hours as the mute period, one third of our daily lives is spent speaking our native languages. This happens almost everyday. So, as prospective teachers of English, why do not our students talk in English during even one fourth of this mother-tongue-spoken period? The simple answer to this key question is another question or a series of new questions: How can I speak English while everyone around speaks Turkish? Isn't it absurd to speak English while everyone is looking with curious eyes? Why should I communicate with people in English if I can communicate with them more easily in Turkish? Is it possible to find someone to communicate in English in Samsun? The message that should be concluded from such questions is that students need a *sound reason* to speak English; and PBL holds the potential to provide the students with this sound reason. As the students go through the steps while carrying out the projects, they get involved in various meaningful tasks in which they need to speak English. This, in turn, helps the students improve their speaking skills to a considerable extent. The implementation process of a project, especially a speaking-based one, is not an easy and smooth path. As Scrivener (2013) stresses, teachers should follow a “Demand High” principle in order to help and encourage their students to learn more and more. This is what project work does with its engaging and intensive nature. However, the core inviting and convincing point is that the potential outcomes are worth it.

Byrne (1991: 54-55) suggests the ways to help the students in terms of classroom interaction as getting them to interact, getting everyone to join in, listening to their ideas and listening to their language. These four ways are not actually solutions but aims set to attain solutions. As a part of this problem-solving process, Byrne (1991) stresses that project work involves a lot of discussion, which makes it highly valuable for fluency work. However, he (1991: 101) goes on with a to-the-point warning: “...it can take up a lot of time, so you will have to decide carefully what kind of project work you are going to give the students.” Indeed, project work is way more than a tool to

increase classroom interaction. If it is carefully and professionally planned and organized in accordance with the specific conditions including student background, needs, expectations, age, school type, physical conditions, etc., it promises irrefutable benefits for both learners and teachers in speaking classes. What actually makes it so valuable is the integration of the out-of-class dimension. At this particular point, the researcher presents the term *Omnipresent Learning* in relation with PBL.

During project work, students are expected to go through some steps in order to complete the projects at hand. In these steps, they collect data individually or in pairs/groups. The data collection process requires skills-integration and necessitates students to contact with others including classmates, schoolmates, instructors, Erasmus students, native speakers, and so on. This phase is mostly implemented outside the class or school and aim to render learning omnipresent. In addition to this dimension, students are expected to collect further data orally or in other forms through visits, library researches, online quests, etc. Along with this outside aspect of learning opportunity, students develop their speaking skills through in-class and in-group discussions about the projects during the lesson hours. Furthermore, upon the integration of the flipped dimension with a LMS (Edmodo) the students are given the opportunity to contact the instructor and their friends whenever and wherever they want. In cases where students face problems with access to internet, compensation ways like text messaging and frequent visits to the instructor can contribute to the omnipresent collaboration dimension. At the last stage of the project implementation process, students or groups present their end products yielded by an omnipresent learning and research process to a group of audience, mostly classmates, in the class or somewhere outside in accordance with the needs and nature of the project. Whether it is a classroom or outdoors performance, both the presenters and the classmates develop their speaking skills through interactions before, during, and after the presentation performances. This briefly-mentioned intensive and demanding cycle of projects aims to let learners get involved in prevalent and omnipresent learning with no time and place restriction, which is also expected to help them develop life-long learning skills such as critical thinking, ICT literacy, responsibility, creativity, cooperation, and collaboration.

2.2 Relevant Studies

Research on PBL generally focuses upon its effects on different fields of education. While studies by Meyer (1997), Yurtluk (2003) and Sylvester (2007) concentrate on mathematics education, researches conducted by Erdem and Akkoyunlu (2002), Gültekin (2005) and Çiftçi (2006) are related with the project application in social sciences education. Likewise, while Korkmaz (2002) investigates PBL in terms of science education, Özdener and Özçoban (2004) take computer courses as the application field for their project work. On the other hand, with their longitudinal research, Guo and Yang (2012) focus on the potential contributions of PBL to teacher professional development and student learning from a general educational perspective. As the main focus of this study is centered upon Project-based Language Learning in an EFL speaking class, the studies mentioned below are drawn from the ELT realm. First, studies on students' and teachers' perceptions about PBL are covered; and then researches on the effects of PBL on students' language performances are cited. The findings of these studies hold extra importance in that the findings obtained from the present study are discussed and interpreted with reference to the existing literature on Project-based Language Learning.

2.2.1 Research on Students' and Teachers' Perceptions about PBL

The extent to which Project-based Language Learning is considered successful and useful by students and teachers is a quite important criterion in making general judgements as to the efficacy of projects in language classes. However, there is not a vast literature on studies that cover the attitudes of teachers and learners towards project work. As one of the earliest researchers in this context, Montgomery and Eisenstein (1985) carried out a study in which they compared a group who participated in projects in an ESL course and another group who received language lessons without projects. The results of the study indicate that the most considerable language improvement appeared as grammatical accuracy and most of the learners evaluated the Project-based Language Learning process with positive expressions. Parallel with these researchers there were others, if not so many, who conducted similar studies. Eyring (1997), for example, investigated the attitudes of ESL students to project-based instruction under which they developed a guide book for tourists throughout the whole course. It was a

flexible project most dimensions of which were decided by the students. The students planned the project, conducted library research, talked to native speakers, synthesized the collected data, and presented their findings. The findings of the study indicate that the treatment group students had more positive attitudes towards the course compared with the control group students. Nevertheless, most students expressed concerns about taking so much initiation and responsibility during the whole project implementation process. The students also reported that it would have been better if they had been engaged in more traditional activities with more teacher guidance. As for the opinions of the teacher who coordinated the project work in the study, the prevailing impression was not positive considering the project implementation process but in terms of the end product. In accordance with these findings, the researcher suggests the integration of a certain degree of traditional ESL activities into the project work in language classes.

Similar to that of Eyring (1997), the study of Beckett (1999) examined the implementation of project-based instruction in ESL classes (with students from far-eastern countries) in a Canadian secondary school. Two projects titled “Child Abuse” and “Searching a Word” were implemented under the study. Interviews, observations and written works and documents made up the data collection tools of the research. The teachers and the researcher herself evaluated the treatment process positively in view of achievement levels and attitudes towards English lesson. However, a certain number of students expressed negative opinions concerning the experimental process based on project work. The students who stated negative opinions about the project process complained that projects were too demanding and time-consuming and they needed more basic knowledge like grammatical structures and lexical items to be delivered by the teacher. Both Beckett (1999) and Eyring (1997) report that ESL students have willingness for traditional ways of learning due to their cultural and educational backgrounds. The solution for this resistance is given by both researchers as a certain amount of tolerance for the transition period to be experienced by the students.

Moulton and Holmes (2000) carried out a research with the participation of ESL students who received a project-based language course at university. The findings of the study point out that the students who completed the course were glad with the project implementation process. However, as the researchers report, some students found the projects too challenging and believed that they should have focused on pure-language-

related activities and tasks. The researchers suggest that there should be a stage of learner training on the steps and potential benefits of PBL before letting the students undertake projects. In addition, Allen's (2004) study in which she investigated the ESL university students' perceptions as to the project implementation process yielded positive results about the attitudes of the students towards the integration of projects in to the language learning process.

In addition to the above-cited studies in ESL contexts, there are others like those of Subaşı-Dinçman (2002) and Gökçen (2005) which constitute the EFL side of the literature on Project-based Language Learning. Subaşı-Dinçman (2002) investigated teachers' perceptions as to the use of projects and portfolios during the implementation of the new writing program in the School of Foreign Languages at Hacettepe University. The findings of the study suggest that the teachers who participated in the project work believe the new program enriched with projects and portfolios is a promising step; however, they also report that there are some ambiguous points about the new writing program's instruction and assessment tools. Like Subaşı-Dinçman, Gökçen (2005) investigated the attitudes of instructors towards the integration of project work as an alternative assessment and instruction tool in the School of Foreign Languages at Karadeniz Technical University. The findings of the study indicate positive attitudes of the instructors as to the use of project work instead of traditional assessment ways. However, the instructors report that they had difficulties in implementing projects in their classroom. The results of the study also imply that there is a need for in-service training for instructors on the use of projects as a novel way of instruction and assessment.

Adding the internet dimension to the issue, Elam and Nebit (2012) tried to investigate the efficacy of the incorporation of PBL and Web 2.0 tools in terms of promoting collaboration and motivation. This action research was carried out for an 8-week period with the participation of 22 undergraduate students in a Pai Chai University EFL Tourism course in South Korea. During the Project implementation process, the students used *Ning* as a Learning Management System (LMS). The results of the study show that students responded favorably to working in groups to carry out projects and to being a part of the blended learning system supported with Web 2.0 tools.

The findings of above-cited studies clearly show that there is not a common response towards the use of PBL in language classrooms. Some students and teachers who get involved in project work find it unnecessary or too difficult while others regard it useful and motivating. The following studies focusing on the effects of PBL on students' language performances are elaborated with reference to their contexts and findings.

2.2.2 Research on the Effects of PBL on Students' Language Performances

Although there is an ever-growing body of research integrating project work into other fields of education, such studies are scarce in the field of ELT. Just as there is not a broad literature on studies that cover the attitudes of teachers and learners towards project work, there is not a satisfying body of research investigating the effects of PBL on students' language performances, either. As one of these researches, Fragoulis (2009) carried out a study with the participation of 15 sixth grade primary school students and two primary school teachers in Greece. Based on "local history" the project lasted for six months. The study yielded positive findings about project work contributing to the students' willingness to participate in activities, four language skills, speaking and listening in particular, knowledge about local history and communicative competence. The researcher also reports some difficulties about the project process like the long duration of the project, the students' lack of familiarity with group work and new role of their teachers as a facilitator and so on. Finally the researcher regards PBL as a potentially effective tool for language classes.

Adding a new dimension to the project work, the study of Bař and Beyhan (2010) aimed to investigate the effect of multiple intelligences supported PBL on elementary school students' achievement levels and attitudes towards English lesson. Conducted with the participation of 50 5th grade students, the study included a four-week treatment process. The topic "foreign nations and countries" was covered in line with the principles of PBL in the experiment group while it was handled with a traditional approach in the control group. The research was based on quantitative data and its results indicated that multiple intelligences supported PBL has a statistically significant effect on the students' achievement and attitudes towards English lesson. The researchers suggest that language teachers' awareness about this method be

enhanced and applications of PBL be implemented in foreign language classes. Likewise, the study of Baş (2011) investigates the effects of PBL on students' academic achievement and attitudes towards English lesson with the participation of 60 9th grade students. The results of the study suggest that there is statistically significant difference between the achievement levels and attitudes to the favour of the students included in the treatment group. In line with this finding, the researcher suggests ELT teachers teaching at different levels incorporate PBL into the regular methodologies they follow in English lessons.

Unlike the above-mentioned studies, the studies carried out by Simpson (2011) and Poonpon (2011) were at tertiary level and investigated the effects of PBL on Thai university students' English language proficiency, learning skills and self-confidence. Making use of both quantitative and qualitative data, Simpson (2011) conducted the study with the participation of 26 third year students majoring in English enrolled in *English for Tourism* course. The subjects were divided into three as high, medium and low groups. Following the implementation period, the low and medium achievers had progress in their language skills except grammar and writing while high achievers showed progress in speaking and writing. The study suggests that project work also turns out to be effective in terms of learning skills (teamwork, higher-order thinking, and presentation skills) and self-confidence. The researcher concludes that PBL can be an effective means of teaching English as a foreign language. Just like Simpson (2011), Poonpon (2011) tried to find out the extent to which PBL is effective in view of enhancing the motivation of students towards the assigned tasks and fostering their four language skills. Under the study, 47 undergraduate students took part in an interdisciplinary project in the English lessons. The analysis of the qualitative data collected via semi-structured interviews at the end of the treatment indicates that the use of PBL appears to be promising and beneficial in terms of developing both motivation and language skills. The only complaint by the participants was about the poorly-planned implementation procedures.

The above-mentioned studies with different findings constitute only some of the literature as to PBL. They have been selected randomly in order that they represent the literature about PBL properly and provide a brief overview of the subject in both ESL and Turkey's EFL context. Following such key points from some sample studies on

Project-based Language Learning, specific and detailed information on the application dimension of this current study is presented under the next title “Methodology”.

“A language is not an academic subject. It is something that happens between people in flesh and blood.”

- Greg Thompson

PART 3

METHODOLOGY

In this part, information about the research design, population and sampling, data collection, data analysis, and lesson procedure followed under this study is presented.

3.1 Research Design

A pre- and post-test true experimental design with a control group is employed in this study. The subjects of the study are composed of a treatment group and a control group. The participants were assigned to the groups randomly. That is, the students who got a score of 60-69,5 (B1) in the proficiency exam held at the beginning of the academic year were assigned to two ELT classes randomly by the school administration. Then ELT -A- was selected as the treatment group of the study while ELT -B- was determined as the control group by the researcher. As Dörnyei (2007: 117) points out, ‘random group assignment’ is the key point that distinguishes true experimental design from quasi-experimental studies. In addition, the existence of equivalent groups is the sine-qua-non for randomization as is the case with this study.

The study holds a mixed methods design in terms of data collection. The major data sources are quantitative pre- and post-test (speaking proficiency) and quantitative attitude inventory (pre- and post-treatment). Other than these, a qualitative interview was conducted with the students in both groups at the end of the treatment process. Therefore, this study can be categorized as a **QUAN** → **qual** one. According to Dörnyei (2007) this type of mixed method designs are characterized by a dominant quantitative style with a supporting follow-up interview as is the case with this study.

During the research process the experimental group received speaking lessons (4 hours each week) based on PBL and its principles while the control group's speaking lessons (4 hours each week) were held on a traditional basis making use of the coursebook titled "Lecture Ready 1, Strategies for Academic Listening and Speaking (Second Edition)" (Sarosy and Sherak, 2013). The speaking lessons were offered by the researcher himself. The coursebook was selected by the executive board of the School of Foreign Languages upon the proposal of ELT speaking instructors. As it is evident from the title, the coursebook covers the skills of listening and speaking. Therefore, the four-hour listening course for both experimental and control groups was based on the same resource. These weekly listening lessons were offered by a native speaker instructor in accordance with the policy of the school administration.

In the control group, speaking lessons followed the listening part in terms of topics and skills whereas the experimental group improved speaking skills via semi-flexible projects which were offered by the instructor as alternatives and were open to change with student contributions. Topics for the projects were determined with regard to their applicability in speaking classes and real life relevance. Detailed information about the projects is given in the 'Appendices' part at the end of the dissertation; and information on how the projects were integrated into speaking lessons is provided under the 'Procedure' title.

As for the selected coursebook 'Lecture Ready 1' by Oxford, it is a new edition resource and based on improving listening and speaking skills through strategies. The coursebook, the contents of which are presented in Appendix 5, is composed of 5 units and 10 chapters (2 chapters in each unit). Each chapter covers certain *academic discussion* and *presentation* strategies to help learners enhance speaking skills. Detailed information on how the contents and strategies were employed in the control group is provided under the 'Procedure' title.

3.2 Population and Sampling

The population of the study consists of students attending the ELT Prep Class at Ondokuz Mayıs University in 2013 – 2014 academic year. The sample of the study is composed of two groups attending the ELT Prep Class at Ondokuz Mayıs University in

the 2013 – 2014 academic year. One of these classes is assigned as the experimental group randomly and the other one forms the control group. The average level of the students included in both groups is B1 (Intermediate) in accordance with Common European Framework of Reference for Languages (CEFR).

The experimental group is composed of 23 students 3 of whom are males. The control group consists of 20 students and 4 of them are males. 17 students in the experimental group reported that they graduated from an Anatolian High School, while the other 6 are graduates of an Anatolian Teacher Training High School. Similarly, 10 students in the control groups are graduates of an Anatolian High School, while 7 of them reported that they graduated from an Anatolian Teacher Training High School. Along with these types of high school, 1 student was a graduate of a General High School and 2 students reported that they received high school education abroad.

As it is clear from the figures presented above, there is not a numerical balance among students and between groups in terms of variables like gender and graduated high school. In both groups female students are more in number. Furthermore, considering the graduated high schools, Anatolian High School prevails. Departing from these numerical data, it was decided by the researcher that these variables would not be included in the study in order to eliminate the prospect of getting subtle results.

Prior to the treatment process, it was ensured that there was no statistically significant difference between the speaking proficiency levels and attitudes of both groups. The results of the analysis of speaking pre-test scores suggest a significance level of 0,591 ($p>0,05$) between the experimental and control groups. Similarly, the analysis of the pre-treatment attitudes of the two groups yields a significance level of 0,894 ($p>0,05$). The related tables covering the analyses of the pre-test results and pre-treatment attitudes are included in the “Findings and Discussions” part of this study.

3.3 Data Collection

1. An Attitude Inventory was administered to both groups at the beginning and at the end of the treatment on the basis of anonymity in order to identify the attitudes of the students towards speaking course.

Following a comprehensive review of the literature on attitude scales and speaking-related studies, the researcher devised a 60-item inventory. Then, the inventory was broached to five experts to ensure its *face validity* and their constructive recommendations and final approval were taken as the basis before putting it into practice and statistical analysis. In order to collect data for reliability and validity tests, the inventory was administered to 240 ELT Prep Class students (which constitute almost the whole of the population). During the statistical analysis, which was conducted by an experienced statistician, 10 items were deleted from the inventory in order to ensure a high level of reliability (see Appendix 6). Cronbach Alpha reliability coefficient of the final 50-item scale was found to be 0,93, which demonstrates the high reliability of the inventory. Inter-correlation values of the items covered in the attitude scale are provided in Appendix 8.

Prior to factor analysis, the Kaiser–Meyer–Olkin measure of sampling adequacy was found to be adequate (0, 65). Values for the Kaiser–Meyer–Olkin measure of sampling adequacy range from 0 to 1, values closer to 1 are preferred and values of 0.60 are at the lower limit of acceptable (Field, 2005: 640). The factor analysis revealed that items were reduced under five significant factors with factor loadings ranging between “.352” and “.719”. The underlying domains were titled by the researcher as “items related with the students’ attitudes towards the title of the course”, “items related with the language proficiency of the students”, “items related with the students’ attitudes towards classroom procedures”, “items related with omnipresent learning perspective”, and “instructor-related items” (See Appendix 9). The inventory has 8 reverse scored items (2,4,7,13,18,19,21,41) and all items were found to explain 49% of the total variance.

2. A pre- and a post-test for speaking skill were administered to both groups at the beginning and at the end of the treatment in order to see the level of the subjects and identify the level of progress they achieved.

The speaking test employed in pre- and post-test is a kind of achievement test which aims to assess students’ speaking skills under the framework of the speaking course. It is a direct and criterion-referenced test as the students are evaluated in terms of their speaking performance individually. Although it can be regarded as a discrete-

point test as it aims to test speaking skills separately, it actually holds a strong integrative dimension in that students are expected to listen to the assessors and participate in a mutual dialogue while providing answers to the questions.

The test consisted of three parts: answering an *opinion question*, answering an *if question*, and talking about a *prompt picture*. Each student was asked to pick two small pieces of sheet for each type of question and, after thinking for a few minutes, decide on one of them to answer in the test. During the test, the students were asked to introduce themselves first. Then they were expected to answer the *opinion question* they chose (see Appendix 47). After that, they answered the *if question* they picked out (see Appendix 48). At the final stage of the test, they were asked to choose one of the two *prompt pictures* that were shown to them on computer screen and talk about it (see Appendix 49). Each of the three stages of the test was carried out as a dialogue between the instructors and students rather than a monologue. The test for each student took approximately five to eight minutes.

The performances of the students were assessed by two speaking instructors and one outside rater who is also an experienced English language instructor. The assessment process for each test-taker involved analytic scoring system and was completed as soon as they left the testing room. The students were assessed in terms of seven categories including fluency, grammar/accuracy, vocabulary, pronunciation/intonation, relevance and adequacy of the content, listening comprehension, and body language. The rating scale (see Appendix 10) employed in the speaking test was adapted from the speaking rating scale used by Güllüoğlu (2004). Each category covered in the scale is composed of 5 points identifying different performance levels of students from the highest to the lowest. In order to test the reliability of the rating scale, the pre-test scores of the students included in both groups (43 in total) were employed and Cronbach Alpha reliability coefficient of the rating scale was found to be 0,92, which indicates the high reliability of the scale. Inter-correlation values of the seven categories covered in the rating scale are provided in Appendix 11.

Each rater who had their own scoring sheets (see Appendix 43) assessed the students independently. As the maximum total score of the rating scale is 35, the scores given by the raters were multiplied by 20 in order to obtain scores out of 100. Then the

final score for each student was calculated by averaging the points given by the three raters. The pre-test and post-test results of both groups and the statistical analysis of the inter-reliability of the raters are presented in Appendix 44 and 45. The statistical data there make clear that all the coefficients both in the pre- and post-tests are above .70, which demonstrates a high positive correlation among the raters.

3. In addition to the above quantitative data sources, semi-structured interviews, the basic questions of which are given in Appendix 50-51-52-53, were conducted (recorded as well) with the participants of the study including both experimental and control groups. These qualitative data were analyzed and employed to support the data gathered through other data collection tools.

3.4 Data Analysis

The quantitative data collected under this study were first entered in Microsoft Excel and then transferred to the SPSS software (Statistics Package for Social Sciences) for statistical analyses. The statistical analyses of the study were carried out by means of the “SPSS 20.0” data analysis program employing statistical techniques such as mean, standard deviation, and T-tests. While analyzing the differences (both attitudes and speaking scores) between the experimental group and control group *Independent samples t-test* was employed whereas *Paired samples t-test* was utilized to analyze within-group data. According to Dörnyei (2007) independent samples t-tests are used to compare the results of groups independent of one another while paired samples t-tests are employed to compare two sets of results from the same group. Besides, in order to find out the inter-rater reliability of the scores given by the three raters, Pearson-Product Moment correlation coefficients were statistically calculated for the pre-test and post-test separately through SPSS (Appendix 46). While conducting statistical analyses, the threshold for significance was accepted as $p < 0.05$ and discussions and comments on the findings of the study were shaped in accordance with this significance threshold.

On the other hand, strategies like categorizing, coding and interpreting were employed in order to analyze qualitative data. In order to handle the post-treatment interviews as qualitative data, the recordings were first transcribed by the researcher and

then the answers to each question (except for question 6 for both groups) were categorized as *positive*, *negative*, and *neutral* taking the reverse questions into consideration. The codes employed for these categories are 1 for positive, 2 for negative, and 3 for neutral. These number codes are actually used to quantitize the qualitative data in order that their percentage can be easily calculated via Microsoft Excel. As Dörnyei (2007:270) points out “quantitizing involves converting qualitative data into numerical codes that can be further processed statistically.” Both the percentages and sample sentences from the students’ answers are presented while discussing the findings. As for the answers to the 6th question in both groups, the suggestions of the experimental group were categorized under *project selection*, *allotted time*, and *PowerPoint presentations*. On the other hand, the suggestions of the control group were categorized as *coursebook limitation*, *PowerPoint presentations*, and *lack of enjoyable topics*. These categories were also coded with 1, 2, and 3 consecutively. Therefore, the related interpretations were shaped in accordance with these categories of suggestions and thereby determined codes.

3.5 Procedure

The experimental process of the study was planned to last for one semester (Fall/2013-2014 Academic Year). Throughout the semester the experimental group was engaged in projects designed to help them enhance speaking skills. The instructor had prepared 25 different topics (see Appendix 12) for project work and upon the completion of each project the students (in groups) selected a new topic for the next project. A *project overview* was developed by the instructor for each project. In these overviews, information was provided on various points including level, duration, scope, driving question, project description, end product, target skills and sub-skills, related disciplines, resources, and keywords. Although the instructor provided the students with such core information about the content and requirements, the projects were semi-flexible, which means that the students were given the freedom to change the course of the project implementation process.

The projects were tentatively planned to last 1 week or 2 weeks (open to change) as short-term projects in order that the students would get familiar with as many contents as possible and have a strong source of motivation. Also, each project was

planned to yield an end product that involved an oral performance (poster, PowerPoint, acting, debate, etc.) by the group members. Most of the end products involved a PowerPoint presentation; and in order to help students to this end throughout the learning process a paper including *Dos and Don'ts of oral presentations and seven deadly sins of PowerPoint presentations* was provided by the instructor (Appendix 1). These communicative oral presentations mostly included a student-created video and an audio or video record of an oral interview with a native speaker or a proficient English speaker. The interviews were planned as a part of the data collection process of the projects and as a motivating opportunity which was observed to provide a real sense of achievement. Especially considering the high number of ELT students in Turkey graduating from universities without even a short experience of dialogue with a native speaker, this interview dimension turns out to be more valuable. The students were encouraged by the instructor to produce self-created videos and conduct interviews during the whole process (see the attached DVD inside back cover for sample files). In order to help the students conduct better interviews, the instructor provided them with a sheet on note-taking symbols and abbreviations (Appendix 2) and an article covering some tips to conduct great interviews (Appendix 3) along with a source of speaking tips (Appendix 4).

In addition to the above points, the instructor asked the students to keep an individual voice diary about the steps or tasks they would undertake while carrying out the projects. What is more, he asked them to bring an audio-record of a 10-minute discussion in which group members would participate orally in English. Both voice diary and discussion files were submitted to the instructor by group members at the end of each project and the instructor provided oral feedback in return (see the attached DVD inside back cover for sample files). This aimed to enable the students to get engaged in more stress-free speaking practices thus helping them overcome the high levels of anxiety they experienced while speaking in English.

Another important component of the PBL system in this study was the integration of a Learning Management System (Edmodo) into the process. As was mentioned under the title “Flipped Learning”, technology brings motivation and more freed time for practice and more meaningful tasks. In order to engage the students in project work with an omnipresent learning perspective, the students were not only

encouraged to utilize every physical chance (peers, native speakers, libraries, books, etc.) to learn but also use an online learning management system via which teacher-student and student-student interconnection is enhanced. However, due the stubborn existence of digital divide among students and even the lack of opportunities of some students to have access to internet, this flipped system was not planned as the sine-qua-non of the learning process. Instead, its use was encouraged by the instructor at every stage; and useful links and materials related with the projects were regularly uploaded. The instructor also checked for students' new posts and replies at regular intervals. Some of the students actively used this while some others logged in the system from time to time. However, the clear thing is that every student somehow made use of this borderless educative tool.

Considering the strong emphasis PBL puts on group work and collaboration, each group member was expected to participate in the final oral performance and the tasks throughout the project implementation process on an equal basis. Therefore, different rubrics were employed for different tasks in order to assess the process and the end products with the contributions of the trilogy of the instructor, the student himself/herself and, peers. First of all, in order to assess the project implementation process from the students' (group members) point of view, "Self-Reflection on Project Work" (Appendix 38) and "Rubric for Self and Peer Assessment of Project Work" (Appendix 39) were filled in by the students and submitted to the instructor following each project. On the other hand, "Rubric for Teacher Assessment of the Students' General Project Performance" (Appendix 41) was employed by the instructor so as to assess the groups' and group members' performances within the process. Lastly, "Project Presentation Rubric" (Appendix 40) and "Classroom Debate Rubric" (limited to two *uncovered* project titles) (Appendix 42) were employed by both the instructor and all of the classmates in order to evaluate the end product performances of the performing groups. These multi-dimensional evaluation steps were followed during each project and thus it was aimed to render the assessment process more objective and transparent on both process and product basis. Out of the above-mentioned rubrics "Rubric for Self and Peer Assessment of Project Work" was developed by the instructor for this study and the other ones were taken from reliable sources on PBL. In order to ensure their *face validity* all of these rubrics were broached to ELT experts and only after their approval were they put into practice.

As opposed to the above educational model for the experimental group (which is also illustrated with sample photos from the treatment process in Appendix 55), the system for the control group was based on the selected coursebook, “Lecture Ready 1, Strategies for Academic Listening and Speaking (Second Edition)” (Sarosy and Sherak, 2013). The coursebook bases speaking on academic discussion and presentation skills and strategies. The topics and strategies were covered in accordance with its coverage. Academic discussion and presentation strategies were handled within classroom time and an academic discussion was put into practice following the introduction of the related strategies. Then, following discussions about the new presentation strategies the students were assigned to develop an oral presentation (in groups) on the topic specified in the coursebook. The students were encouraged to feel free to ask the instructor for help and guidance during preparations for the presentations. As is the case with the experimental group, “Project Presentation Rubric” (Appendix 40) was employed to evaluate the presentation performance of the students in the control group as well.

In addition to the above points, both groups were provided with a series of pronunciation lectures (41 sessions delivered by Jennifer Recio Lebedev, a well-known ELT professional) to which anyone can have access as online podcasts (see the attached DVD inside back cover). Some of the students employed the online links while others made use of these lectures offline through the video files (1,04 GB in total) provided by the instructor. Throughout the semester the students included in both groups were encouraged to learn from these lectures and enhance their pronunciation skills. The instructor’s feedback following group presentations in both classes also included the pronunciation aspect in accordance with the principles given in these lectures.

A further common point for both groups is the room in which speaking lessons were offered. Most of the sessions (except those that required outdoors) were run in the technologically-equipped ‘Video Room 2’ in the School of Foreign Languages. This room possesses an LCD projector, a computer, a satellite LCD television, a satisfying sound system with two loudspeakers, and a white board. These supporting aids were at the disposal of the students in both groups during the whole educational process. In the below two-column table the major steps followed in the experimental group and in the control group are given in detail, thus making the distinction between the two methodologies clear.

Table 11

Comparison of the Steps Followed in the Experimental and Control Groups

Experimental Group	Control Group
<p style="text-align: center;">Step 1 Instructor provides alternative project titles</p>	<p style="text-align: center;">Step 1 Instructor asks prompt questions about the topic being covered in the coursebook</p>
<p style="text-align: center;">Step 2 Groups agree on/select a project</p>	<p style="text-align: center;">Step 2 Classroom discussion about the topic in general</p>
<p style="text-align: center;">Step 3 Classroom discussion on the project requirements (open to change)</p>	<p style="text-align: center;">Step 3 Instructor touches on the discussion strategies covered in the chapter</p>
<p style="text-align: center;">Step 4 Groups initiate studies for the project</p>	<p style="text-align: center;">Step 4 Students are addressed a specific discussion question related with the topic to practice discussion strategies</p>
<p style="text-align: center;">Step 5 Instructor shares to-the-point videos or links about the language and content requirements of the project on Edmodo (LMS)</p>	<p style="text-align: center;">Step 5 Instructor provides feedback about the discussion performances</p>
<p style="text-align: center;">Step 6 Groups come to cooperate with the instructor about the needs and problems they encounter</p>	<p style="text-align: center;">Step 6 Instructor introduces the presentation strategies with a sample video covered in the chapter</p>
<p style="text-align: center;">Step 7 Instructor provides feedback and support both online (Edmodo) and face-to-face</p>	<p style="text-align: center;">Step 7 Classroom discussions on the use of the new presentation strategies</p>
<p style="text-align: center;">Step 8 Classroom discussions on the progress of the projects</p>	<p style="text-align: center;">Step 8 Groups are assigned to prepare an oral presentation on the topic given at the end of the chapter</p>
<p style="text-align: center;">Step 9 Groups complete the requirements of the project</p>	<p style="text-align: center;">Step 9 Groups perform their presentations</p>
<p style="text-align: center;">Step 10 Groups present their end products</p>	<p style="text-align: center;">Step 10 Instructor and classmates provide feedback for the presentation performance</p>
<p style="text-align: center;">Step 11 Instructor and classmates provide feedback for the end product and performance</p>	
<p style="text-align: center;">Step 12 Reflection on and assessment of the project implementation process</p>	

Table 11 covers the learning process for the two groups step by step; and in the below part the process is described elaborately in accordance with the dates when speaking lessons for both groups were held.

3.5.1 Treatment Process

The below table covers a thorough timetable of the speaking lessons offered to both experimental and control groups throughout the whole fall semester. The dates given in *italics* and underlined form refer to the skipped lessons. The first-week lessons for both groups did not take place due to some problems and uncertainties about the weekly programme. Besides, the fifth-week lessons for both groups did not take place owing to the sacrifice holiday. In addition, the two-hour session for the control group on October 29, 2013 was skipped due to the Republic Day celebrations. Lastly, the sessions on December 25, 2013 and January 1, 2014 for both groups did not take place due to the midterm exams and New Year holiday consecutively.

Table 12

The Weekly Programme for Speaking Classes in Fall Semester (2013-2014)

Experimental Group		Control Group	
<i>1st Week</i>	<u>September 16, 2013</u> <u>September 18, 2013</u>	<i>1st Week</i>	<u>September 17, 2013</u> <u>September 18, 2013</u>
2 nd Week	September 23, 2013 September 25, 2013	2 nd Week	September 24, 2013 September 25, 2013
3 rd Week	September 30, 2013 October 2, 2013	3 rd Week	October 1, 2013 October 2, 2013
4 th Week	October 7, 2013 October 9, 2013	4 th Week	October 8, 2013 October 9, 2013
<i>5th Week</i>	<u>October 14, 2013</u> <u>October 16, 2013</u>	<i>5th Week</i>	<u>October 15, 2013</u> <u>October 16, 2013</u>
6 th Week	October 21, 2013 October 23, 2013	6 th Week	October 22, 2013 October 23, 2013
7 th Week	October 28, 2013 October 30, 2013	7 th Week	<u>October 29, 2013</u> October 30, 2013
8 th Week	November 4, 2013	8 th Week	November 5, 2013

	November 6, 2013		November 6, 2013
9 th Week	November 11, 2013 November 13, 2013	9 th Week	November 12, 2013 November 13, 2013
10 th Week	November 18, 2013 November 20, 2013	10 th Week	November 19, 2013 November 20, 2013
11 th Week	November 25, 2013 November 27, 2013	11 th Week	November 26, 2013 November 27, 2013
12 th Week	December 2, 2013 December 4, 2013	12 th Week	December 3, 2013 December 4, 2013
13 th Week	December 9, 2013 December 11, 2013	13 th Week	December 10, 2013 December 11, 2013
14 th Week	December 16, 2013 December 18, 2013	14 th Week	December 17, 2013 December 18, 2013
15 th Week	December 23, 2013 <i><u>December 25, 2013</u></i>	15 th Week	December 24, 2013 <i><u>December 25, 2013</u></i>
16 th Week	December 30, 2013 <i><u>January 1, 2014</u></i>	16 th Week	December 31, 2013 <i><u>January 1, 2014</u></i>
17 th Week	January 6, 2014 January 8, 2014	17 th Week	January 7, 2014 January 8, 2014

Note: The dates given in *italics* and underlined form refer to the skipped lessons.

Under the below two titles detailed accounts of the lessons in the experimental and control groups are presented. The lessons are told with some references to the *Appendices* part.

3.5.2 Account of the Lessons (Experimental Group)

2nd Week

September 23, 2013

This was the first speaking lesson with the experimental group. The students first and then the instructor introduced themselves shortly. Following this introduction, issues like the aims and requirements of the speaking class, the significance of speaking skills, the expectations of the instructor from the students and the students' expectations

from him were discussed. The students were told that speaking lessons would be based on PBL during the fall semester and then the instructor offered an informative PowerPoint presentation on the tenets of PBL and its implications for speaking classes in EFL contexts. It was especially emphasized that it is *learning*, not teaching. Thus it was aimed to make them aware of that they would be active agents as groups throughout the process rather than passive participants. Then they were asked to form groups of 3 or 4 for the tasks to be carried out under the framework of projects. At the end of the lesson the students were administered the attitude scale (Appendix 7) to identify their attitudes to the speaking class before the beginning of the lessons. Lastly the students were notified that they were expected to attend a speaking test in the next session on Wednesday to identify their levels of speaking at the very beginning of the semester.

September 25, 2013

Students included in the experimental group took the pre-test (see Appendix 47-48-49) in this session. The speaking test was run by three instructors in the researcher's office. Further information on the pre-test is presented under the title of *data collection tools* before. Before the test, the students had been informed that they were going to be evaluated according to seven criteria (fluency, grammar/accuracy, vocabulary, pronunciation/intonation, relevance and adequacy of the content, listening comprehension, and body language) covered in the rating scale. The interest of the students in the pre-test was observed to be satisfying despite their nervousness and lack of experience regarding the assessment of productive skills.

3rd Week

September 30, 2013

This session marked the launch of PBL for the students in the experimental group. They were informed about the learning management system (Edmodo) to be employed in order to foster the efficacy of the PBL process. The instructor gave them a password they would enter to become a member of this online system. Following a short visual explanation of Edmodo, they were asked to select a topic for the first project of the semester out of 25 alternatives that also had been posted on Edmodo. All

of the groups agreed on the project titled ‘Fighting against Bad Habits’ (see Appendix 16) and the rest of the lesson was allocated to the discovery of the project’s characteristics and requirements. At the end of the lesson the instructor introduced the evaluation scales (Appendix 38-39-40-41-42) to be used throughout the project work during the whole semester and informed the students on how and when they were expected to employ these scales.

October 2, 2013

The lesson began with the comments of the students about the first impression they had as to their first PBL and Edmodo system experience. The instructor had posted (on Edmodo) sample public service announcement videos for the project at hand and a Word document (see Appendix 4) that covered an extensive list of expressions that students could use during speaking tasks they would undertake throughout the semester. The rest of the lesson was allocated to the detailed analysis of the videos and the useful speaking tips. While the community service announcement videos were intended to serve as a model for the students, the speaking tips were shown (also handed out) as an important resource the students would make use of in every stage of the learning process through projects. At the end of the session, the instructor reminded the students that they were expected to go on studies for their projects and cooperate with peers and the instructor at almost every level.

4th Week

October 7, 2013

In this session the students experienced their first project presentations. Considering that this was the first try, it was no surprise that the students were observed to be nervous and anxious before the performances. Four groups delivered their oral presentations on the adverse effects of alcohol dependence, drug addiction, overconsumption of junk food, and computer addiction. Each presentation consisted of a PowerPoint presentation about the topic, an interview with a native speaker, and finally a self-created community service announcement video to fight against and raise awareness about the covered bad habit. The presentations ended with a question-answer session. At the end of each performance, group members were provided with oral

feedback by the instructor and classmates based on the project presentation rubric and the requirements specified in the project overview. The lesson ended with discussions about this first project presentation session and the instructor's statement that the rest of the groups were expected to complete preparations for their presentations and cooperate with the instructor in case of any need.

October 9, 2013

Today the remaining three groups delivered their presentations on bad habits including smoking, computer games, and lastly overshopping and overspending. In accordance with the requirements of the project, each presentation included a PowerPoint presentation about the topic, an interview with a native speaker, and finally a self-created public service announcement video. The presentations ended with a short question-answer session; and then group members were provided with oral feedback by the instructor and classmates based on the project presentation rubric and the requirements specified in the project overview. At the end of the lesson the first project implementation process was evaluated by the students through exchange of ideas and comments and they were asked to select a new topic for the next project cycle. Four groups decided on "Access to Idioms" (Appendix 20), one group on "Leadership" (Appendix 13), one group on "Access to English Songs" (Appendix 18), and the last group on "Ways to Socialize at Prep School" (Appendix 19).

6th Week

October 21, 2013

This session was allocated to the evaluation of the progress achieved by the groups about their projects. All of the groups reported what they had done so far and were planning to do for their project and the instructor provided feedback and assistance for the groups one by one. At the end of the lesson the students were notified that they were expected to complete preparations for the projects and perform their presentations in the next lesson.

October 23, 2013

This lesson hosted three group presentations on “Access to Idioms”. All of the presentations consisted of a PowerPoint presentation and a self-created video which covered a collection of opaque idioms with the illustration of their literal meanings. In the PowerPoint stage, the group members presented information on the distinguishing features of idioms and some strategies to guess their hidden meanings. Then, letting their classmates watch the videos they enabled other students to develop ability to make prophetic predictions about the intended meanings. After each presentation, the instructor and classmates provided feedback for the group members. In the conclusion part of the lesson, the remaining groups reported about their progress and were informed that they were supposed to complete the project implementation steps for next Monday.

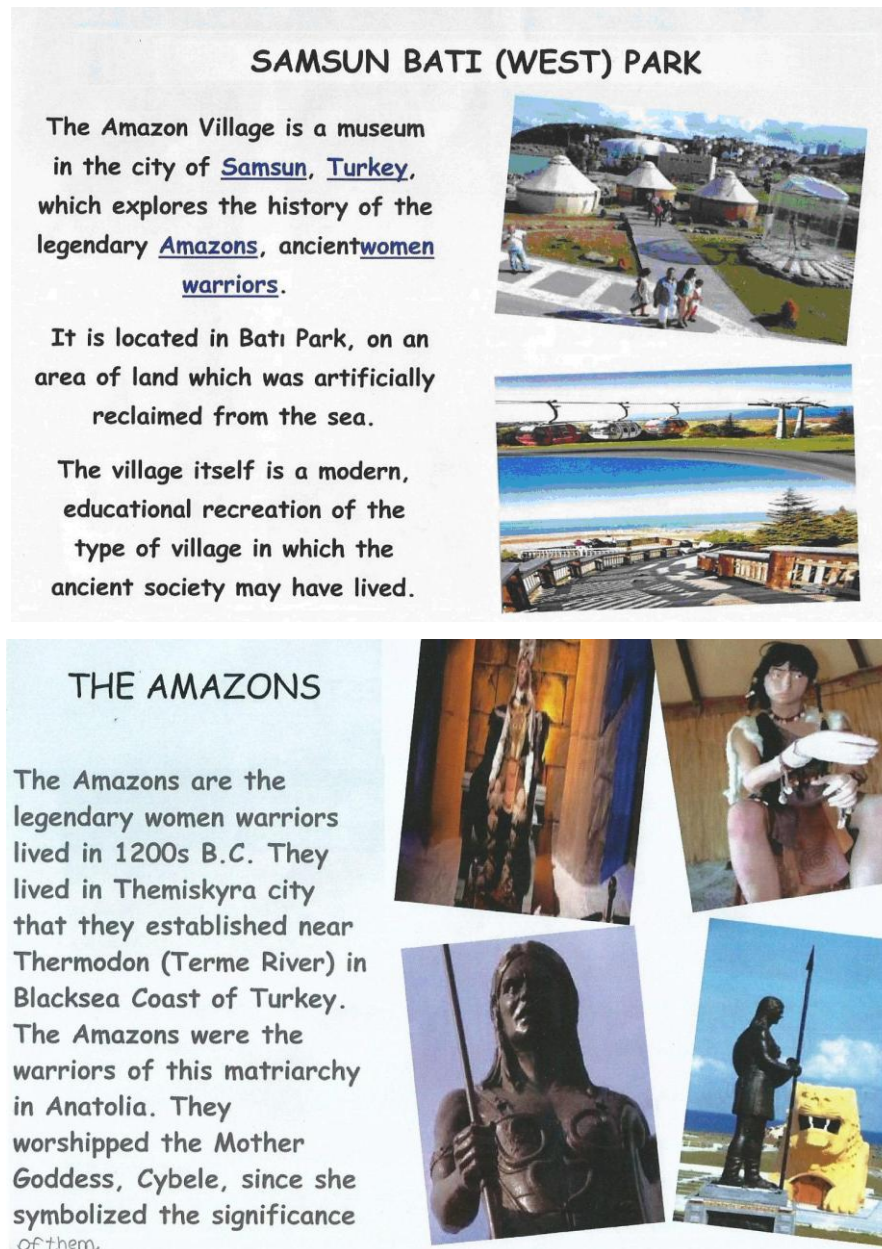
7th Week

October 28, 2013

At the beginning of this two-hour session one group performed an oral presentation on “Access to Idioms”. The presentation covered some strategies to guess the meaning of unknown idioms and there was an entertaining self-created video on the literal and intended meanings of some opaque idioms. After the question-answer and feedback phase of this interactive presentation, another group performed their presentation on leadership. The presentation began with a PowerPoint presentation on the distinguishing characteristics of leaders and a video display of the group members’ interview with a native speaker instructor on leadership. Finally the group members acted out a meeting in which the CEO of a company on the verge of bankruptcy delivered a confidence-building speech to the employees. Then another group’s presentation on “Access to English Songs” was on stage. The group members informed their classmates on how to develop skills to understand the lyrics of English songs while listening. The presentation ended with a song display including a cloze exercise and an entertaining karaoke performance by the group members with the participation of the rest of the class. At the end of the session the students were asked to choose the title of the next project and all groups agreed on the project of “Overcoming Monday Syndrome”.

There was another project presentation planned for that day. Although it was public holiday as of 12:00 p.m. students volunteered to participate in the presentation in Batıpark. Under normal conditions it would not be so possible to convince students to attend a school-related event within holiday hours. The title of the project was “Ways to Socialize at Prep School”, and the group members who had selected this title organized a socializing event in Batıpark, a popular recreational destination in Samsun, with the participation of their classmates. They introduced the place in detail and let their friends discover many interesting things about Batıpark. Below is a brochure handed out by the presenters to their classmates during Batıpark presentation.

Figure 14 A Brochure from Batıpark Presentation



October 30, 2013

This session was an introduction to the new project “Overcoming Monday Syndrome”. The instructor delivered a short presentation on syndromes in general with examples like *Stockholm Syndrome*, *Impostor Syndrome*, *Jet Lag*, and *Burnout Syndrome* and on Monday Syndrome in particular. He asked the students to discuss the relevant videos they watched on Edmodo the day before and let them watch new entertaining videos on Monday Syndrome. Following further discussions about the topic, the instructor opened the steps and requirements of the project to discussion among the students. Groups discussed how to structure their end products and the possible problems they might face. While concluding the session the instructor reminded the students that they were expected to launch the implementation process and cooperate with the instructor and peers.

8th Week

November 4, 2013

Today, three groups who had completed the stages of the project performed their presentations on Monday syndrome. Each group displayed a PowerPoint presentation including an interview with a native speaker and a relevant self-created video (see Appendix 54 for a sample presentation). Following each performance and subsequent discussions, the instructor and classmates provided oral feedback to the group members. For the last 20 minutes of the lesson, the teacher asked students to go out and bring a ‘crazy object’ into the classroom. They were observed to get highly surprised by this maneuver of the teacher; and with smiling faces they went out and brought some objects they thought as ‘crazy’ like different kinds of leaves and flowers, oak, cigarette stub, etc. Then, they were asked to talk about the objects they chose and why they have regarded them as crazy. At the end of the lesson, the rest of the groups were reminded that they were expected to complete their preparations for project presentations.

November 6, 2013

The rest of the groups performed their oral presentations in the classroom. In the last 20 minutes of the lesson the teacher asked the students to choose the title of the next

project. All groups unanimously agreed on the project titled ‘Inventing an Innovative Thing for Daily Use’ (See Appendix 24). The project that is based on innovation aims to enhance convincing speaking skills as well as creativity and business-related skills of the students. Before closing the lesson the teacher, as an introduction to the new project, showed the students a video of Steve Job’s commencement speech at Stanford University which includes important stories from the life of the late world-renowned CEO of Apple Company.

9th Week

November 11, 2013

Today’s speaking session was allocated to the analysis of some popular mottos that can be easily observed in advertisements and commercials everyday. The covered mottos ranged from Volkswagen’s “Das Auto” and Renault’s “Driven by the future” to Nikon’s “We are at the heart of the image” and Apple’s “Beauty outside. Beast inside”. The instructor tried to show the students how large companies integrate their field of activity into the mottos they use. This session aimed to help students come up with an alluring, assertive, memorable, and striking motto for their inventions. Through a closer look at authentic motto examples, the students’ vague ideas about their products and mottos became clearer. Following the two-hour session, groups came to see the instructor during lunch break and asked for opinions to make their invention projects better.

November 13, 2013

The class discussed the inventions included in the video ‘Top Inventions of the Year 2011’ which had been posted on Edmodo by the instructor two days ago. The students compared their own invention ideas with the professional ones covered in the video and tried to develop different alternatives. Following the discussion on the video, the instructor asked each group to form circles and take notes about the following questions: 1. What is the daily need you are focusing on? 2. What about the shape, size and color of your product? 3. What is the most suitable name for the product? 4. Sketch a simple visual illustrating your product? 5. Who is the target consumer and what is the price? 6. What can be the most effective motto for it? Within groups students sought

answers to these questions and tried to head for a draft for the project. During group discussions the instructor visited each group one by one at least twice and tried to help the students shape their answers to the questions and determine the lexical items to be used in the poster presentation. After further discussions about the project details, the session was concluded by the instructor by letting students know that they were expected to present their poster presentation during the next session on Monday.

10th Week

November 18, 2013

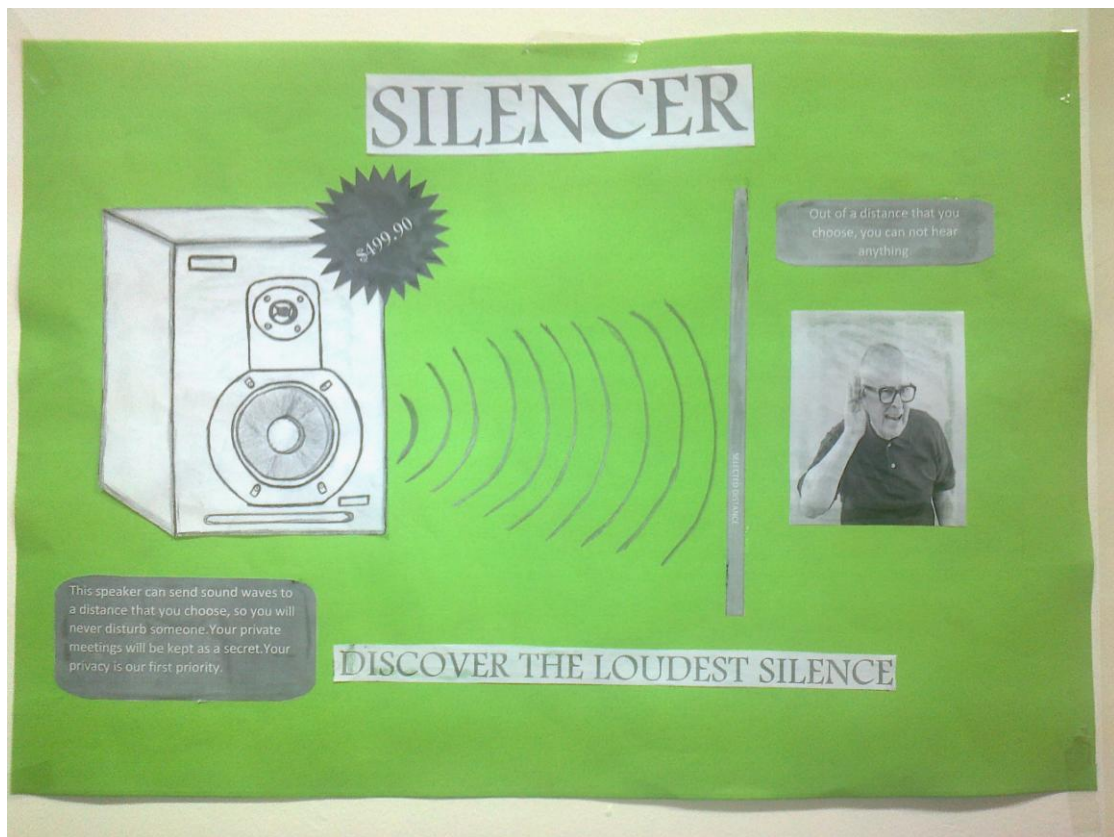
Today was the due date for poster presentations. However, when the instructor went into the class and hoped to see the students with colourful posters in their hands, he faced an unexpected disappointment. No group except one was ready with their posters. Sorry to encounter such a frustrating scene, the instructor wanted to learn the reasons behind this poor preparation and responsibility. All groups had agreed on their innovative products, targets, mottos, etc. the previous week. Some students tried to give personal excuses while others promised to complete the requirements till next session on Wednesday. In order not to discourage students from the ongoing process of project work, the instructor offered further help to the groups about their projects by visiting each group. All of the seven groups tried to overcome their vague ideas about some details through discussions. Following such within-group and among-group discussions, they were reminded that they were expected to complete and present their poster presentations during the next session on Wednesday. So as to break the invisible ice and enhance their motivation for speaking, during the last 15 minutes of the lesson, the instructor offered to play 'Taboo' and gave some phrases to three volunteers from the class to get their classmates to guess the words using verbal clues.

November 20, 2013

In this session the groups came with their posters each with innovative ideas. Each poster covered points including the focused daily need, illustration of the product (shape, size and color), the name for it, its functions, the target consumers, the price, and the selected motto. The groups hung their posters on the walls of the classroom and the instructor together with other students visited each group to receive information

about the details of their innovative product. Each group promoted their own products by informing their classmates about the uses and the advantages of them. Below is an example out of the posters presented by the groups.

Figure 15 Silencer (An Innovative Product Idea)



Following 7 informative presentations, the students had discussions about the project implementation process and the end products. Before closing the session the instructor showed the students the alternative project titles for the next cycle and asked them to think and decide on one specific topic.

11th Week

November 25, 2013

This session was allocated to the finalization of the project selection by the groups. They had been asked to select among the rest of the project ideas the previous week and the final decisions of the groups were revised and discussed in this session

with reference to the project overviews included in the Appendices. Three groups decided on the title “Distinguishing American –British English”, two groups on “With and Without Money”, one group on “Integrating Human Beings and Nature”, and another on “Designing an Ideal University Campus”. The instructor shared some videos on the selected project titles and the class discussed the video content. Then there were discussions about the requirements and language needs of the projects. Following the interactive discussions with the participation of the instructor and students, the students were informed on why they should avoid plagiarism and how to make simple references to the resources they use. At the end of the lesson, the instructor, in order to provide a short break with the project routine, wrote twenty irrelevant words (victor, fate, street, son, land, vicious, balcony, bush, board, pink, word, will, cottage, timid, power, safe, claim, country, credit, loyal) on the board and asked the students to make up a story and prepare to tell their stories orally in the upcoming session.

November 27, 2013

Most part of this session was allocated to the stories told by the students individually. Each student came to the stage and told a story based on the twenty irrelevant words they had been given the session before. Following an interactive question-answer stage after each performance, the instructor provided feedback for the students. After the story part, the instructor initiated discussion about the progress of each group in their new project. The group members shared information about their plans and the tasks they had completed so far. At the end of the session, the students were reminded that they were expected to maintain studies for their projects and cooperate with the instructor whenever they needed.

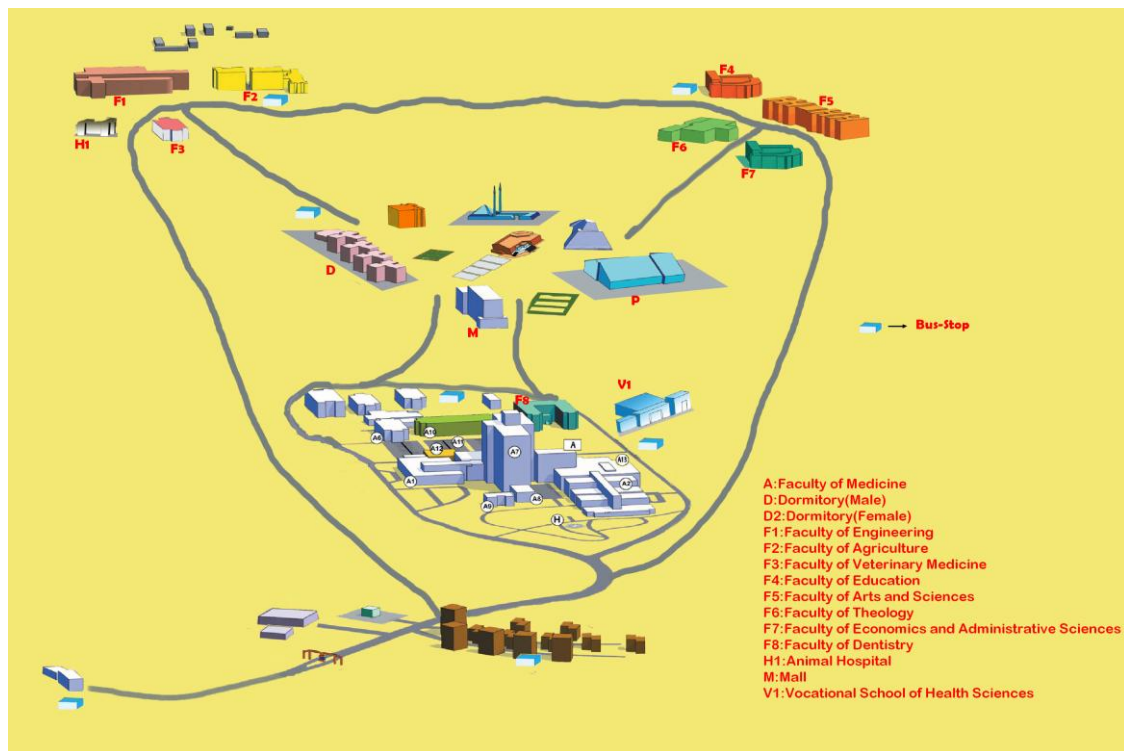
12th Week

December 2, 2013

In this session, two groups who had completed the requirements of their projects delivered their oral presentations. The first presentation was about the differences between American and British English in terms of lexical characteristics. Group members began their performance with a PowerPoint presentation and provided information on some distinguishing lexical differences. Then they showed an

entertaining video from a TV show making fun of American slang. Following this, their own video covering some differing words or phrases was on the screen. At the end of the presentation there were a question-answer stage and relevant discussions. The title of the second project presentation was “Designing an Ideal University Campus”. The group members focused on the available campus of Ondokuz Mayıs University and tried to evolve it into a better one for students. They offered solutions to the common problems of transportation, access to meals, lack of a social activity centre, and so on. The presentation ended with the classroom discussion on the suggested campus design. Below is the illustration of the suggested ideal campus design by the group members.

Figure 16 Ideal Campus Design Illustration



At the end of the session, the rest of the groups reported on their progress and their problems about the implementation process. The instructor and their classmates provided constructive suggestions and tried to provide help for their problems and questions.

December 4, 2013

This session was allocated to two presentations on the differences between American and British English. The first group delivered their presentation on the general differences like grammar, spelling, lexical items, and so on. They showed a self-created video on the lexical differences between the two versions of English. Then they showed the record of their interview with Sophie, an American native speaker teaching at prep-school at Ondokuz Mayıs University, on her personal experiences about the reflection of these differences in daily life. After discussions about the delivered presentation, the second presentation on the same topic was on stage. This group focused on pronunciation differences and following the PowerPoint presentation they showed their self-created video and interview with a native speaker. Subsequent to the presentations of the two groups, the instructor and peers provided oral feedback for the group members. Now that four groups had done with their presentations, they wanted to give a start to preparations for the next cycle of projects. One group selected “Making Fun of TV Programmes”, one group took “The Effects of Advertisements on People”, and the other two chose “Stopping Excessive Use of Plastic”. The session ended with the reminding statement of the instructor that the remaining groups were expected to complete the required steps and get ready to display performance in the next session.

13th Week

December 9, 2013

This lesson was planned to cover three different presentations; two groups on “With and Without Money”, and one group on “Integrating Human Beings and Nature”. The first two presentations investigated the role of money in the daily lives of human beings and the things we cannot buy with money. Each group began with a PowerPoint presentation and then a self-created video about the topic was on the screen. One of the videos ended with the ironic and funny statement “On a beautiful day, preparing project with friends is PRICELESS”. The other planned presentation on “Integrating Human Beings and Nature” was postponed due to the adverse weather conditions as it required the class to walk outside. The session was concluded with the selection of new project titles and discussion about the progress of groups who had already chosen their topics previously.

December 11, 2013

The group which consisted of the only three males of the class had selected the topic “Making Fun of TV Programmes”. In this session they performed an entertaining TV show based on an interview with a coach. The video in which the students acted themselves made fun of a football team which conceded 107 goals in 10 matches. The speech of the coach, which was 7 minutes long, included so many pieces of chicken translation, which made the whole class laugh over. After the group members closed their TV show and subsequent discussion about the group performance, the instructor let the students watch a movie titled ‘Charlie and the Chocolate Factory’ directed by Tim Burton. The movie was cut out for the very context in that it also made fun of the artificial lives of people. The main point criticism is addressed to parents who spoil their kids too much by meeting all of their demands, and those who let their children sit too long in front of the idiot box (TV). As the time was already over, there was a very short discussion after the movie; however the instructor observed that the students really liked this entertaining movie.

14th Week

December 16, 2013

Because of the intensive studies for the imminent midterm exams, there was just one group ready for their presentation in this lesson. The title of the project was “Stopping Excessive Use of Plastic”; and after a short introduction about the topic the group members delivered their PowerPoint presentation supported with rich visual aids. At the end of the presentation, they let the audience watch an awareness-raising video on the ever-increasing daily use of plastic materials. Then a question-answer session was initiated by the presenters about the issue; and after that the classmates and the instructor provided feedback about the performance. The primary point of criticism about the content of the presentation was the lack of coverage on the blue cap campaign. The rest of the time was allocated to guidance for the other groups in order to see their progress level and help them overcome certain problems including access to appropriate internet resources, to-the-point lexical item selection, etc.

December 18, 2013

This session hosted two group presentations on “The Effects of Advertisements on People” and “Stopping Excessive Use of Plastic”. The first group began their performance with an informative PowerPoint presentation; and after discussions about the content they showed a really entertaining and awareness-raising self-created video on honey sales. Following further discussions about the presentation and video, the instructor and peers provided oral feedback for the group members. The next presentation was about the harmful effects of excessive plastic use in our daily lives. As a part of the performance, the group members delivered a PowerPoint presentation and then showed an informative video full of striking statistics and visuals. After the feedback stage for the second performance the remaining groups reported about their progress and noted that they would be ready soon. At the end of the lesson, the students were announced that they would take a speaking quiz in the next session both as a part of preparations for the midterm exam and as the post-test of the current study.

15th Week

December 23, 2013

The students in the experimental group took the post-test in this session and they knew that their performances would be evaluated as a speaking quiz. The students took the test in the instructor’s office with full participation (23 students) and their performances were evaluated by three raters. The reason why the post-test was held two weeks earlier than the end of the semester was the likelihood of a lack of motivation in students after the midterm. Therefore, it was held just before the midterm as a speaking quiz. The students were observed to be more motivated and confident compared with the impression they had given in the pre-test. In order to help the students feel more motivated and self-confident, the instructor offered a bar of chocolate for each student after their speaking performances.

16th Week

December 30, 2013

This session began with the evaluation of the students' performances in the quiz and the following midterm exam. By comparing the mean scores of the pre-test and the post-test, the instructor provided a clear overview as to the progress they had achieved throughout the semester. After further discussions, the project "Integrating Human Beings and Nature", which had been put off owing to adverse weather conditions, was put into action. Upon the offer of the instructor, it was integrated with another project, "Encouraging Library Use" (Appendix 37). The group members took their classmates to a walk in the beautiful nature of the campus and let them discover new paths and parts hosted by their campus. After the group members' oral presentation about the importance of the strong ties between nature and human beings, especially young generation, the instructor oriented the students to the Foreign Languages Library in the Faculty of Education. Together there, following a ten-minute walk, the class discovered the resources provided for the students in the library and were informed on how to make use of these resources. The session ended with the walk back from the Faculty of Education to the School of Foreign Languages.

17th Week

January 6, 2014

In this session of the last week of the Fall semester, the students were administered the 'Attitude Inventory for Speaking Lessons' to find out the differences in their attitudes towards the speaking lessons full of project work held throughout the semester. After they were finished with the inventory, the instructor conducted a short interview with each of the students. This semi-structured interview aimed to get more concrete opinions from the students in the treatment group as to the integration of PBL into speaking lessons. The interview also enabled the students to make a reflective evaluation of the whole semester in terms of speaking lessons. At the end of the session, the instructor thanked all of the students for their participation in and contributions to the projects and lessons and told them they were invited to a space show to be organized by the Planetarium located on the campus for the session on Wednesday.

January 8, 2014

In this last speaking session of the semester, the instructor took the students to the Planetarium of Ondokuz Mayıs University and enabled them to have enjoyable moments while discovering new things about the Earth and space. At the end of the visit to the Planetarium, which also aimed to help the students know the potentials of the campus better, the students were all observed to be glad with this extraordinary activity about the intriguing space.

3.5.3 A Brief Summary of the Process (Experimental Group)

Throughout the Fall semester the experimental group covered 15 different projects except for the following: “Promoting School of Foreign Languages at Ondokuz Mayıs University” (Appendix 17), “Storytelling” (Appendix 21), “Class News” (Appendix 22), “Organizing a Speaking Club” (Appendix 26), “Helping Samsun Gain More Tourists” (Appendix 29), “Redefining Euthanasia” (Appendix 31), “Rethinking Capital Punishment” (Appendix 32), “Human Access to Animal Communication” (Appendix 33), “Taking or Avoiding Risks” (Appendix 35), and “Gains from Failure” (Appendix 36). At the beginning of the semester, the instructor had offered 25 semi-structured projects for the semester; and within the process the students opted for 15 projects out of this broad range of alternatives. Some of the projects were carried out with sheer loyalty to the points specified in the project overviews while some others involved slight divergences upon the will of the project implementers, the students. In addition, the integration of the assessment forms (self, peer, instructor), within-group discussions and voice diaries were in effect for all of the projects.

3.5.4 Account of the Lessons (Control Group)

2nd Week

September 24, 2013

This was the first speaking lesson with the control group. The students first and then the instructor introduced themselves shortly. Following this introduction, issues like the aims and requirements of the speaking class, the significance of speaking skills,

the expectations of the instructor from the students and the students' expectations from him, and the coursebook to be covered during the fall semester were discussed. At the end of the lesson, the students were administered the attitude scale (Appendix 7) to identify their attitudes to the speaking class before the beginning of the lessons. Finally the students were notified that they were expected to attend a speaking test next day to identify their levels of speaking at the very beginning of the semester.

September 25, 2013

Students included in the control group took the pre-test (Appendix 47-48-49) in this session on the same day with the experimental group. The speaking test was run by three instructors in the researcher's office. Further information on the pre-test is presented under the title of *data collection tools*. Prior to the test, the students had been informed that they were going to be evaluated according to seven criteria (fluency, grammar/accuracy, vocabulary, pronunciation/intonation, relevance and adequacy of the content, listening comprehension, and body language) covered in the rating scale. It was observed that the students got a bit nervous before the test; however, upon the instructors' soothing and constructive utterances they became more relaxed and more motivated to speak in English.

3rd Week

October 1, 2013

The title of the first chapter 'The First Day in Psychology Class' served to help the freshman students in the control group feel familiar with the terms like lecture, syllabus, assignment, discussion, etc. They watched a sample lecture from a Psychology Class and then they were informed about the expressions they could use to show interest during the group discussions and the significance of doing so. The instructor launched discussion with the prompt question 'What kind of expectations do you have about the speaking class this semester?' and observed the students use the interest-showing expressions during discussion. The next stage was the introduction of strategies for establishing good posture and good eye contact during presentations. After letting the students watch a related video, the instructor assigned students to prepare short individual presentations about their future career visions for the next session. Before the

end of the lesson, the students were informed that they were expected to form groups of 3 or 4 (flexible and open to change) to work in cooperation and collaboration for the oral presentations they would undertake this semester. Below is a list of the discussion and presentation strategies covered in Chapter 1.

Showing Interest during the Discussion (Academic Discussion):

Actions That People Use to Show Interest during the Group Discussion:

- Make eye contact with the speaker.
- Nod your head when something is important or when you want to show that you understand or agree.
- Write down ideas that you think are interesting or important.

Expressions for Showing Interest during the Group Discussion:

- Uh-huh.
- Hmm.
- That's interesting.
- Wow!
- I get it.
- I see.

Using Good Posture and Eye Contact (Presentation):

Strategies for Using Good Posture:

- Stand up straight, and don't slouch.
- Hold your head high.
- Avoid moving back and forth.

Strategies for Using Good Eye Contact:

- Look at the entire audience, not just a few people.
- Move your head around so you can make eye contact with people in all parts of the room.
- Avoid looking at the floor or out a window.

(Sarosy and Sherak, 2013: 10-13)

October 2, 2013

In this lesson, the individual presentations of 20 students were on stage. Each came and gave information about his/her plans and expectations as to the future. After each oral presentation (no visuals), the presenters answered the addressed questions from their classmates and the instructor. Then the instructor gave oral feedback about

their use of posture and eye contact with the audience. At the end of the lesson, the students were informed that this was the first and last *individual* presentation for them throughout the semester since the following would be developed and delivered as a product group-work.

4th Week

October 8, 2013

Today the topic was ‘The Pace of a Place’. After watching a related video on the speed of life in different cities, the students received a briefing on the expressions they could use to lead group discussion. Then they were asked to form circles and begin to discuss how they describe the pace of life in their hometowns (fast, medium, or slow) and why. Following the within-group discussions and subsequent feedback by the instructor, the students were informed about the significance of using body language and especially hands effectively. At the end of the session, the groups were assigned to choose a specific city in Turkey or in other countries and develop a presentation on the pace of life in these cities with visual aids. Below is a list of the discussion and presentation strategies covered in Chapter 2.

Leading the Group Discussion (Academic Discussion):

Expressions for Leading the Group Discussion:

- Is everybody ready to start?
- Let’s start with question number 1.
- Anna, do you want to begin?
- Marino, what do you think about that?
- Has everyone had a chance to speak?
- Any other comments?
- Thanks, everyone. Good discussion.

Effective Hand Use While Giving a Presentation (Presentation):

- Don’t play with things such as coins, pens, or notecards.
- Use an appropriate number of gestures-not too many, not too few.
- Use gestures that match your ideas. For example, if you say, “It’s very big,” your gesture could be holding your arms and hands wide apart.

(Sarosy and Sherak, 2013: 22-24)

October 9, 2013

In this session all of the seven groups in the control group delivered their presentations on the pace of life in cities like Barcelona, Rio, İstanbul, Venice, and so on. All group members took turns to deliver their part and after each group performance there was a question-answer session among the students. The instructor gave oral feedback about the presentations in general and the use of body language for each group member after the performances.

6th Week

October 22, 2013

The topic of the new chapter covered in this session was 'Business Innovation'. The students were asked to think about innovative ideas they see or experience in their daily lives. They were also asked to discuss the historical development of technology so far. Following this introduction, the instructor let the students watch an academic year commencement speech by Steve Jobs, the late CEO of Apple, at Stanford University. The speech was valuable for the students in that it covered an account of the successful life of Steve Jobs and important lessons from it. While watching the video the instructor paused it intermittently and enabled the students to discuss his story full of achievements and the background of his innovative ideas. The lesson ended with the comments of the students about the outstanding stories they learned from Steve Jobs.

October 23, 2013

This session was allocated to the introduction of new academic discussion and presentation strategies. First the students were informed about the expressions they might use to enter discussion on a specific topic. Then they were assigned the prompt question 'What are the distinguishing characteristics of innovators and how does the process leading to innovation work?' to discuss. The students first discussed the issue within groups and then at class-wide level. They were especially expected to practice the expressions for entering the discussion and were provided with feedback about their discussion performance. The next stage of the lesson covered the use of taking a poll in order to catch the attention of the audience during presentations. After the investigation

of related expressions the students were assigned to develop a presentation on an innovative company with its distinguishing features. Below is a list of the discussion and presentation strategies covered in Chapter 3.

Expressions for Entering the Discussion (Academic Discussion):

- I'd like to say something here.
- Can I add something to that?
- Can I say something here?

Expressions for Taking a Poll (Presentation):

- How many of you have ever seen...?
- Raise your hand if you have ever heard of...
- How many of you have experienced...?

(Sarosy and Sherak, 2013: 36-39)

7th Week

October 30, 2013

This session was allocated to the group presentations on innovative companies like Samsung, Honda, Microsoft, Apple, and so on. All of the seven groups delivered their oral presentation with particular emphasis on the innovative aspect of the companies. They were expected to pay extra attention to attracting the attention of the audience by taking polls at the very beginning of the presentation. At the end of each presentation, after a question and answer session, the instructor and peers provided feedback for the performance of the group members. The lesson ended with the statement of the instructor that the *business* topic would go on in the next session.

8th Week

November 5, 2013

The title of the chapter covered in this lesson was 'Global Business: The Case of MTV'. After letting the students watch a video on the global marketing policy of MTV channel, the instructor asked some comprehension and opinion questions about the content of the video. Then he introduced some expressions that can be used to contribute ideas to the discussion. Upon the prompt question 'What kind of other

strategies can be followed to increase the profits of a company active in media sector?', the students began to discuss the issue in groups. Following the discussion and the subsequent feedback session, the instructor opened discussion about the possible expressions they might employ to signal transitions while speaking. After a comprehensive coverage of the issue, the students were assigned to choose a product and develop a plan to promote and market the product for the next oral presentation. Below is a list of the discussion and presentation strategies covered in Chapter 4.

Expressions for Contributing Ideas to the Discussion (Academic Discussion):

- I think...
- In my opinion,...
- I noticed that
- I think it was interesting that...
- ... is really important because...

Expressions for Signalling a Transition (Presentation):

- Now that I've told you about... I'm going to explain...
- I'd like to move on to...
- Let me turn to...

(Sarosy and Sherak, 2013: 48-50)

November 6, 2013

This session was planned to cover sample commercials and advertisements about diverse products from various sectors. The instructor let the students examine online resources (commercial podcasts and advertisement visuals) extensively so that they could have a clear idea about how an effective marketing policy should be. After each examined commercial or advertisement, the students discussed the intended messages comprehensively. At the end of the session the instructor reminded the students that they were expected to complete preparations for the oral presentations.

9th Week

November 12, 2013

This session was allocated to the group presentations on marketing a product with innovative strategies. All of the seven groups delivered their oral presentations on

a broad range of products including computers, cosmetics, and bicycles. During the presentations they were expected to pay particular attention to using transition signals. At the end of each presentation there was a short question-answer session; and then the instructor and peers provided feedback for the performance of the group members.

November 13, 2013

The topic of the new chapter covered in this lesson was ‘Celebrities and the Media’. Following discussions about the opinions of students about the high-rate coverage celebrities take in the press and media, they were informed about the expressions that could be used to interrupt someone or ask for clarification while speaking. Then an academic discussion was launched with the question ‘What are the major reasons behind the ever-growing interest of media in the lives of celebrities?’. After further discussions on celebrities and media coverage, the students were briefed about the importance of creating rapport with audience and the ways to do so. At the end of the session the groups were assigned to prepare an oral presentation on a celebrity who took a great amount of coverage in the media. Below is a list of the discussion and presentation strategies covered in Chapter 5.

Interrupting and Asking for Clarification (Academic Discussion):

Actions to Let Others Know You Want to Interrupt:

- Make eye contact with the person who is speaking.
- Make a small hand gesture.
- Raise your hand.

Expressions to Use for Interrupting:

- Excuse me,...
- I’m sorry,...
- Before we go on,...

Questions to ask When You Don’t Understand:

- Could you repeat that, please?
- Could you say that again, please?
- Could you explain that?
- What does that mean?

Creating Rapport with Audience (Presentation):

- Smile and make eye contact.

- Point out that you have something in common with the audience.
- Use expressions like:
 - All of us have seen...
 - If you're like me, you...
 - We all like to... (Sarosy and Sherak, 2013: 62-64)

10th Week

November 19, 2013

This session was allocated to the group presentations of the students about a celebrity who takes a great amount of coverage in the media. Four groups performed their presentations about different celebrities including Adam Levine, Kemal Sunal, Seçkin Özdemir, and Beren Saat. During the presentations the students paid particular attention to creating rapport with their classmates by touching on common experiences about the media and TV series, asking questions, and making use of gestures and mimics. After classroom discussions at the end of each presentation, the instructor gave feedback to the group members about their strong and weak points. He closed the session after reminding the remaining groups to be ready for the next session.

November 20, 2013

In this session, the rest of the groups performed their oral presentations on celebrities including Volkan Konak, Bob Marley, and John Nash. After classroom discussions at the end of each presentation, the instructor provided feedback for the group members about their strong and weak points. At the end of the lesson, the instructor, in order to break the routine, wrote twenty irrelevant words (innovation, green, school, Obama, capital, coach, white, plane, success, accident, river, boy, animal, wall, unexpected, bliss, click, meet, water, humankind) on the board and asked the students to make up a story and prepare to tell their stories orally in the upcoming session.

11th Week

November 26, 2013

The session began with a short briefing on the significance of making references and the wrongness of plagiarism in terms of the content of the presentations offered by students; and they were shown how to give references simply. Then, it was time to listen to the stories which were based on the twenty irrelevant words. The aim of this mid-activity was to broaden the creativity and imagination of the students. Each student came to the stage individually and told his/her own story making use of notes. There was a short question-answer stage after each performance. It was observed that this activity clearly showed the students how the limits of their imagination could go and contributed to the struggle against their lack of motivation.

November 27, 2013

The title of the chapter covered in this session was “Communication Revolutions”. After a ten-minute discussion about the topic in general the students were informed on sample expressions used to ask for more information during discussions and debates. Then a discussion was initiated by the instructor about the past and today of mass communication styles in the world and in Turkey. In the course of the discussion the students studied in groups and practiced how to ask for more information. After the instructor gave feedback to the students about their discussion performances, the presentation strategy “opening the floor to questions” was covered. They were informed about the significance of question-answer stage at the end of each presentation. At the end of the session, the students were assigned (as groups) to prepare an oral presentation comparing two types of mass media they used. Below is a list of the discussion and presentation strategies covered in Chapter 6.

Expressions for Asking for More Information (Academic Discussion):

- Could you explain more about...?
- What is an example of that?
- How does that work?
- What do you mean by that?
- What's the difference between ... and ...?

Expressions for Opening the Floor to Questions (Presentation):

- Thank you. Do you have any questions?
- Thank you for your interest. I'm happy to answer questions.
- Thank you for listening. Now I'd like to take your questions.

(Sarosy and Sherak, 2013: 74-77)

12th Week

December 3, 2013

In this session groups delivered oral presentations comparing two types of mass media they used. The topics ranged from newspapers (broadsheet, tabloid) and TV to internet media and radio. The group members were expected to pay particular attention to opening the floor to questions at the end of their presentations. Following each performance, the presenters encouraged their classmates to address questions related with the presentations; and the instructor and peers asked questions and gave feedback to the presenters.

December 4, 2013

The title of the chapter (Chapter -7-) covered in this session was “How sleep affects thinking”. Related with this topic, the students learned how to use expressions for agreeing and disagreeing as an academic discussion strategy. After elaborating on the sample expressions and letting the students watch a short relevant discussion video, the instructor assigned the question “What kind of strategies can students adopt to cope with their problems with sleeping?” and asked them to brainstorm about the possible answers. Then the students formed groups and began to discuss the issue with particular focus on the agreeing and disagreeing expressions. Subsequent to the group discussions and feedback stage, the presentation strategy “creating effective word visuals” was covered. The instructor showed a sample PowerPoint presentation which complies with the principles specified in the chapter. Following discussions about the strategies the students (as groups) were assigned specific topics about ‘sleep’ (sleepwalking, brain studies on sleep, interesting cartoons on sleep, REM sleep, insomnia, movies on sleep disorders, and dreaming) and asked to prepare an oral presentation paying keen

attention to the covered presentation strategies. Below is a list of the discussion and presentation strategies covered in Chapter 7.

Expressions for Agreeing (Academic Discussion):

- I agree with John.
- That's a good point.
- John is right.

Expressions for Disagreeing (Academic Discussion):

- I don't agree with that.
- I disagree with John.
- I'm sorry, but I have to disagree.
- I have a different idea.

Strategies for Creating Effective Word Visuals (Presentation):

- Make letters big enough for everyone in the room to read
- Leave space between lines
- Express each idea with a phrase, not a full sentence

(Sarosy and Sherak, 2013: 88-91)

13th Week

December 10, 2013

This session hosted the oral presentations of the groups about the general topic of sleep. Five groups performed their presentations on sleepwalking, interesting cartoons on sleep, insomnia, movies on sleep disorders, and dreaming. The students were expected to prepare their PowerPoint presentations paying particular attention to covering the content in effective visuals. Following discussions about the content of the presentations and question-answer stages, the instructor provided feedback on the use of visuals and reemphasized the significance of employing legible and phrase-based word visuals.

December 11, 2013

First the two remaining presentations on brain studies on sleep and REM sleep were on stage. One of the quite interesting facts cited in one of the presentations was '12 percent of people have black and white dreams. Before colour television was

invented, the number had been 75 percent.’ Following the presentations and relevant discussions, the new topic covered in Chapter 8 ‘The Influence of Geography on Culture’ was introduced by the instructor. Then, expressions that can be used to show respect for others’ opinions and the reasons why it is so important were touched on. The students were asked to brainstorm about the relationship among the terms *geography, religion, language, media, family, and climate* and discuss it in groups. The instructor provided feedback about the respect-showing expressions they used. The next stage of the lesson was the introduction of strategies to speak effectively about the employed visuals. After discussion on the role of visuals in oral presentations and the ways to use these visuals as supporting items, the groups were asked to develop and deliver a presentation about a place with an important geographical feature for the next session. Below is a list of the discussion and presentation strategies covered in Chapter 8.

Expressions That Show Respect for Others’ Opinions (Academic Discussion):

- I see your point, but...
- I think you are right about..., but I don’t agree with you about...
- That may be true, but...

Strategies for Speaking Effectively about Visuals (Presentation):

- Prepare your audience for the visual image. Use language like the following:
 - Here’s a picture to show what I’m talking about.
 - Let’s look at a photograph. It will help you see what I mean.
- Tell the audience what they are looking at. Point at the visual image. Use expressions like these:
 - Here is... (name of something)
 - If you look here, you see...
 - To the right/left/north/south/east/west,...

(Sarosy and Sherak, 2013:100-103)

14th Week

December 17, 2013

In this session four groups delivered their oral presentations on places including London, Ihlara Valley, Fairy Chimneys, and Sahara Desert. Each group introduced these outstanding places with reference to their distinguishing geographical characteristics. During the presentations that were rich in pictures, photos, and videos

the students were expected to pay special attention to talking about the visual aids covered in the PowerPoint slides. All of the performances ended with a question-answer phase; and then the instructor and peers provided oral feedback for the presenters.

December 18, 2013

Today, the remaining three groups delivered their presentations on Mount Nemrud, Niagara Waterfall, and Pamukkale Travertines. Following discussions about the covered contents and the performances of the group members, the instructor initiated classroom discussion on the new topic “The Story of Fairy Tales”. After a short introduction about the topic, the instructor touched on expressions that can be used to support one’s opinions; and gave the prompt question “What are the common characteristics of fairy stories you remember from your childhood?” After the classroom discussion in groups and teacher feedback, some strategies for emphasizing important words were introduced. At the end of the lesson, the students were assigned to develop an oral presentation on a fairy tale from any culture for the session on December 31. Below is a list of the discussion and presentation strategies covered in Chapter 9.

Expressions for Supporting Your Opinion (Academic Discussion):

- Let me tell you why.
- Let me give you an example.
- The reason is...
- This is because...

Strategies for Emphasizing Important Words (Presentation):

- Say the word a little loudly.
- Say the word with a slightly higher pitch.

(Sarosy and Sherak, 2013:114-117)

At the end of the lesson, the students were announced that they would take a speaking quiz in the next session both as a part of preparations for the midterm exam and as the post-test of the current study.

15th Week

December 24, 2013

The students in the control group attended the post-test in this session and they knew that their performances would be evaluated as a speaking quiz. The students took the test in the instructor's office with full participation (20 students) and their performances were evaluated by three raters. The reason why the post-test was held two weeks earlier than the end of the semester was the likelihood of a lack of motivation in students after the midterm. Therefore, it was held just before the midterm as a speaking quiz. The students were observed to be more motivated and confident compared with the impression they had given in the pre-test. In order to help the students feel more motivated and self-confident, the instructor, as is the case with the experimental group, offered a bar of chocolate for each student after their speaking performances.

16th Week

December 31, 2013

This session began with the evaluation of the students' performances in the quiz and the following midterm exam. By comparing the mean scores of the pre-test and the post-test, the instructor provided a clear overview as to the progress they had achieved throughout the semester. Following such discussions, it was unanimously decided by the class that the oral presentations on fairy tales be postponed to the next session. Then, the last chapter covered in the coursebook "Architecture: Form or Function?" was introduced by the instructor with a driving question asking the students their background knowledge on the worldwide-famous architects like Frank Gehry and Zaha Hadid. After that, expressions for connecting ideas to others' ideas were touched on and the students were asked to discuss the principle "Form Follows Function". Subsequent to group discussions on the reflection of this principle on the buildings around us, the instructor introduced some strategies that can be employed for pacing speech. At the end of the lesson, the students were asked to develop an oral presentation on an outstanding architect or a striking architectural masterpiece. As the previous presentations had been postponed, the students were asked to be ready with both of their presentations for the next session. The following list covers the discussion and presentation strategies covered in Chapter 10.

Expressions for Connecting Your Ideas to Other Students' Ideas (Academic Discussion):

- My idea is similar to Anne's idea.
- As Anne already said/pointed out,...
- I'd like to go back to what Anne said.
- I'd like to go back to the point Anne made about...
- I agree/disagree with Anne that...
- Anne said..., and I'd like to ad...

Strategies for Pacing Your Speech (Presentation):

- Pause at the end of a phrase.
- Pause at the end of a clause.

(Sarosy and Sherak, 2013:126-129)

17th Week

January 7, 2014

At the beginning of this session the instructor asked the volunteering students to deliver their oral presentations. Two groups came to the stage and performed their presentations; one on fairy tales (Bald Boy) and the other on architecture (Burj Dubai). After a short discussion about the topics, the students were administered the 'Attitude Inventory for Speaking Lessons' to find out the differences in their attitudes towards the speaking lessons held throughout the semester. After they finished answering the inventory, the instructor conducted a short interview with each of the students. This semi-structured interview aimed to get more tangible clues as to the opinions of the students included in the control group. The interview also enabled the students to make a reflective evaluation of the whole Fall semester in terms of speaking lessons. At the end of the session, the instructor thanked all of the students for their participation in and contributions to the lessons and told them they were invited to a space show to be organized by the Planetarium located on the campus for the session on Wednesday.

January 8, 2014

In this last speaking session of the semester, the instructor took the students in the control group to the Planetarium of Ondokuz Mayıs University and enabled them to discover new and unusual things about the Earth and space. The activity also aimed to help these freshman students become aware of the facilities offered by the university. At the end of the visit to the Planetarium, the students were all observed to be content with this interesting activity about the intriguing space.

3.5.5 A Brief Summary of the Process (Control Group)

Throughout the Fall semester 5 units and thereby included 10 chapters in Lecture Ready 1 were covered with the control group. That means the whole coursebook was studied chapter by chapter. The lessons were mostly shaped in accordance with the content and requirements of the chapters. In some cases the students were offered flexibility in terms of the coverage and the requirements of the chapters. In each chapter the students learned a new set of academic discussion and presentation strategies and then they practiced these through in-class discussions and oral presentations.

“Language is the means of getting an idea from my brain into yours without surgery.”

–Mark Amidon

PART 4

FINDINGS AND DISCUSSION

In this part of the study, findings gathered from the collected data are presented together with the discussion part. The scope of the findings covers statistical data about pre-test and post-test scores as well as pre- and post-treatment attitudes of the experimental and control groups. The results are fostered by qualitative data obtained through post-treatment interviews with students. All findings are then used to investigate the answers the study yields as to the research questions determined at the outset of the research. As the first research question of this study encompasses the rest of the questions, findings and discussions about it are presented at the end of this part.

4.1 Findings about the Pre-treatment Attitudes of Students towards Speaking Course (Research Question -2)

In order to make sure that the treatment and control groups were equal in view of their attitudes towards speaking lessons, the instructor administered the ‘Attitude Inventory for Speaking Lessons’ to the students in both groups at the outset of the semester. This was necessary for the researcher to get on track. Therefore, the total scores of the inventories gathered from both groups were analyzed through independent samples t-test. The following table presents the results of the statistical analysis of the pre-treatment attitudes of the students towards speaking course.

Table 13

Comparison of the Pre-treatment Attitudes of Students towards Speaking Course

	Mean	N	St. Deviation	t	Significance
Experimental	155,65	23	13,84		
				-,134	,894
Control	156,25	20	15,41		

*p>0,05

As the above table makes it clear, there is not a statistically significant difference ($p>0,05$) between the attitudes of the students in the treatment group and control group towards speaking lessons. Especially considering the mean scores given in the table above, the two groups appear to be eligible subjects for this study with a particular focus on the attitude dimension.

4.2 Findings about the Pre-test Scores of the Experimental Group and Control Group (Research Question -3)

As is the case with the attitude dimension mentioned above, before launching the study and Project-based Language Learning process, it was required to ensure that the experimental and control groups did not differ significantly with regard to their proficiencies in speaking. With this aim, both groups were administered the same pre-test on September 26, 2013. The scores were analyzed through independent samples t-test and the analysis is presented in the table below:

Table 14

Comparison of the Pre-test Scores of the Experimental and Control Groups

	Mean	N	St. Deviation	t	Significance
Experimental	50,04	23	8,54		
Control	51,75	20	12,04	- ,541	,591

* $p>0,05$

The analysis of the results of the pre-tests conducted for both groups shows that the significance level is 0, 591 ($p>0,05$). It means that there is not a statistically significant difference between the proficiency levels of the students included in the experimental and control groups in terms of speaking skill. Getting this finding at the beginning of study was crucial in that it enabled the researcher to include the “progress in speaking” dimension in his study and give a start to the process.

4.3 Findings about the Post-treatment Attitudes of the Students Included in the Experimental Group and Control Group towards Speaking Class (Research Question -4)

The key point of departure for this study was to find out the effects of PBL on the students' attitudes towards speaking lessons. To this end the experimental group received speaking lessons based on PBL for one semester while the students in the control group attended coursebook-based speaking lessons. At the end of the treatment the students in both were administered the 'Attitude Inventory for Speaking Lessons' again. First, the results were statistically analyzed through independent samples t-test with a holistic point of view. That is, the cumulative scores of the scales were employed as the data source for the analysis. Then the results were statistically analyzed with regard to the five different factors involved in the scale. The below table presents the statistical analysis of the post-treatment attitudes (total) of the students included in the experimental and control groups.

Table 15

Comparison of the Post-treatment Attitudes of the Experimental and Control Groups

	Mean	N	St. Deviation	t	Significance
Experimental	199,39	23	12,26		
Control	156,55	20	14,84	-10,364	,000

*p<0,05

The statistical analysis of the post-treatment attitudes of both groups indicates that the significance level is ,000 ($p < 0,05$). It means that there is a clear statistically significant difference between the students included in the experimental and control groups in terms of their attitudes towards speaking lessons at the end of the treatment. Considering the mean scores of both groups (199,39-156,55), the gap between the two groups becomes more apparent. Even this finding alone demonstrates a great plus for PBL in language classes. Since developing positive attitudes towards a specific course constitutes the first step to attain success, the positive effect of PBL on the attitudes of the students towards speaking lessons becomes more meaningful.

In order to reach more detailed findings concerning the attitude aspect, the items in the attitude inventory were statistically analyzed according to the domains they belong to. The five domains covered in the ‘Attitude Inventory for Speaking Lessons’ are *Classroom Procedures*, *Language Proficiency*, *Omnipresent Learning*, *Title of the Course*, and *Instructor-related Points*. The statistical analyses to compare the post-treatment attitudes of both groups considering the factors were conducted through independent samples t-test for each domain.

4.3.1 Attitudinal Findings about Classroom Procedures

The first domain investigated as a part of the attitude scale is *Classroom Procedures*. This category includes items such as “I have a strong motivation for taking part in the activities held under speaking lessons” and “Speaking lessons foster cooperation and collaboration among students in class.” These items are related with the attitudes of the students towards how speaking lessons are run. The below table presents the results of the statistical analysis of the items covered under the domain of classroom procedures.

Table 16

Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Classroom Procedures

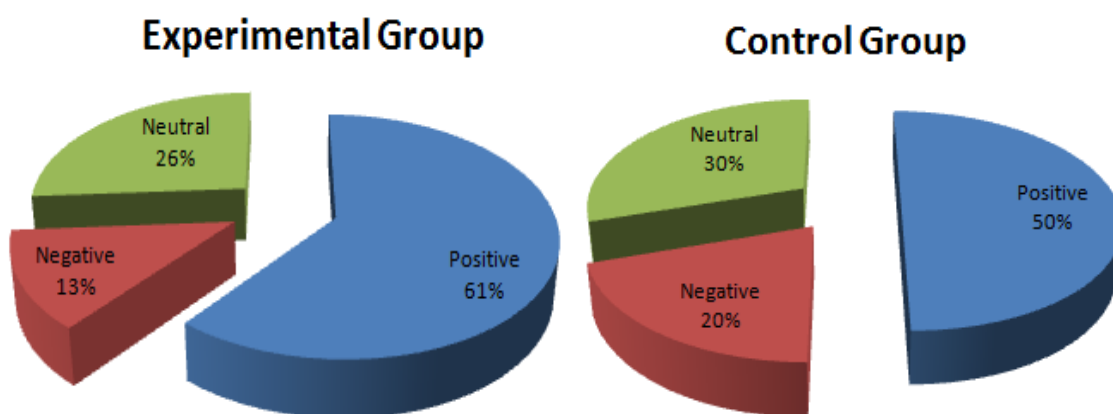
	Mean	N	St. Deviation	t	Significance
Experimental	56,73	23	3,79		
Control	45,15	20	5,48	8,140	,000

*p<0,05

The statistical analysis of this dimension yields a significance of ,000 ($p < 0,05$), which means that there is statistically significant difference between the two groups’ attitudes in the context of classroom procedures. This finding goes parallel with the result yielded by the statistical analysis of the post-treatment attitudes of the two groups

as a whole. When we look at the mean values in the above table, the considerable difference between the groups becomes more obvious.

In order to verify the findings as to the students' attitudes towards classroom procedures, the instructor addressed the questions "What were the pros and cons of PBL for speaking lessons? Which one outweighs the other?" to the experimental group students and the questions "What were the pros and cons of the speaking lessons? Which one outweighs the other?" to the control group students in the post-treatment interview. The answers were categorized as positive, negative, and neutral in line with the weighings of the pros and cons. The related graph is given below.

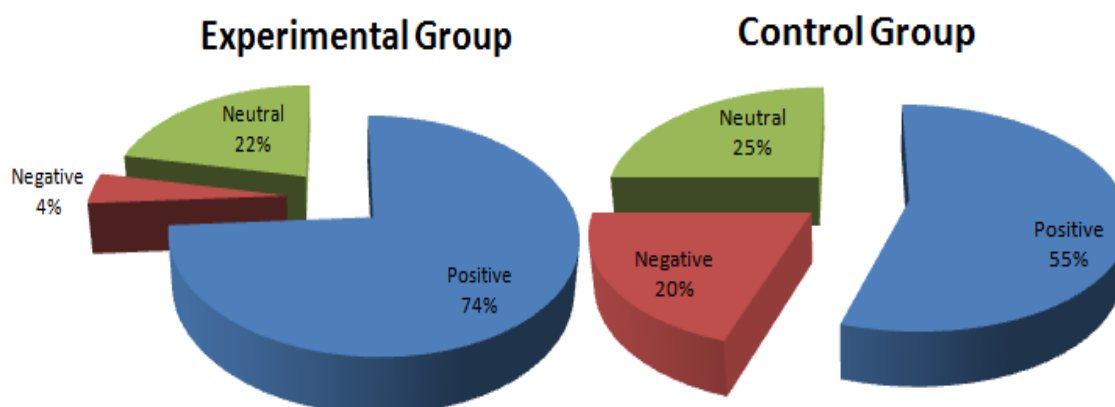


Graph 1. Answers Concerning the Pros and Cons of the Speaking Lessons

As the above graph makes it clear, 61% of the students in the experimental group reported that the pros outweighed the cons of project-based speaking lessons, while 50% of the students in the control group reported that coursebook-based speaking lessons had more advantages than disadvantages. For example, Student A in the experimental group says "It has a lot of potentials for us to develop our speaking skills, but the pace of the process can be a bit difficult for the students. However it is certainly beneficial." On the other hand, Student D in the control group declares "It improves our speaking skill and gives us information. But, I don't like speaking books and this is a big problem for this lesson." The percentages and the provided sample accounts of the students appear in parallel with the statistical findings about the dimension of classroom procedures. Although project-based speaking lessons were likely to cause opposition on

the part of the students as a routine-breaking methodology, the majority of the students reported expressions in favor of its benefits.

Another question asked in the interview to find out details as to the attitudes of the students towards the classroom and learning processes was “Have you enjoyed the projects you have participated in this semester?” for the experimental group and “Have you enjoyed the tasks/presentations you have participated in this semester?” for the control group. The answers of the students are illustrated in the following graph.



Graph 2. Answers Concerning the Enjoyability of the Speaking Lessons

As it is clear from the above graph, 74% of the students in the experimental group report that they enjoyed the projects while 55% of the students in the control group report that they enjoyed the tasks under the speaking lessons. All of these findings amount to the result that PBL turns out to be more effective than employing coursebooks in terms of influences on the students’ attitudes towards classroom procedures.

4.3.2 Attitudinal Findings about Language Proficiency

The next examined domain *Language Proficiency* covers items like “When my language knowledge falls short while speaking, I know how to find a way out without panic” and “I think that I will be a fluent speaker in English thanks to speaking lessons we take this semester.” The findings about this dimension related with the contributions of the lessons to the speaking levels of students are also going to be mentioned in relation with the to-the-point findings about the groups’ pre- and post-tests of speaking.

The following table shows the comparison of the post-treatment attitudes of the experimental and control groups with regard to language proficiency.

Table 17

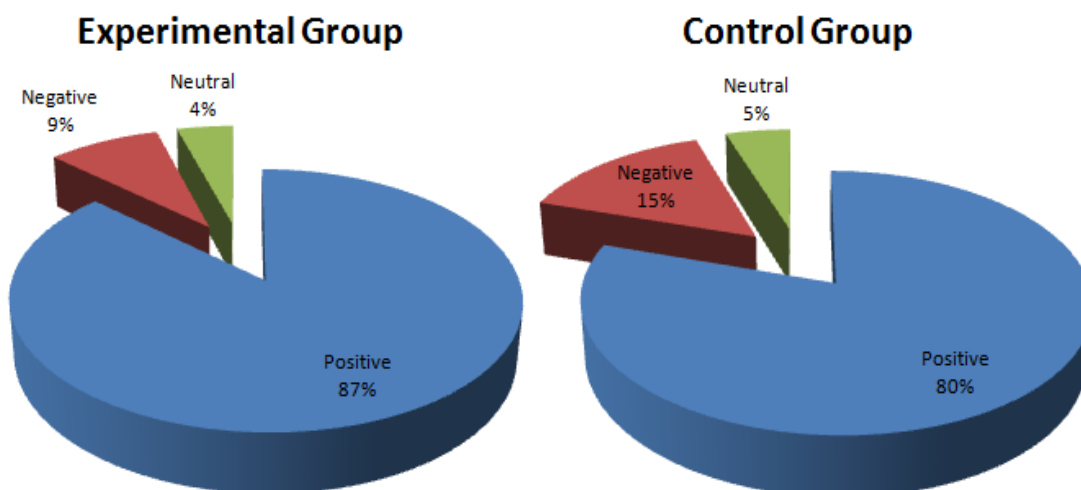
Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Language Proficiency

	Mean	N	St. Deviation	t	Significance
Experimental	53,65	23	3,98	9,877	,000
Control	41,75	20	3,89		

*p<0,05

The result of the statistical analysis on this domain indicates a statistically significant value of ,000 ($p < 0,05$). That is, PBL appears to have affected the attitudes in terms of language proficiency more positively in comparison with the case in the control group. This finding also shows parallelism with the findings as to the total of the attitude scale.

In order to get a further idea about the students' thoughts on the effects of the speaking lessons they attended in terms of developing language proficiency, the researcher asked the question "Do you think that speaking lessons have been beneficial for developing your speaking and other language skills?" to the experimental group and "Do you think that PBL has been beneficial for developing your speaking and other language skills?" to the control group. The following graph illustrates the relevant answers.



Graph 3. Answers Concerning the Efficacy of the Speaking Lessons in terms of Its Contributions to Language Proficiency

According to the graph above, 87% of the experimental group students and 80% of the control group students think that speaking lessons they have taken this semester contributed to the development of their speaking skills. Just as the statistical analysis on the domain of language proficiency indicates, the percentages clearly show that there is a notable difference in the answers in favor of PBL. However, it should not be disregarded that the great majority of the students in the control group report positive ideas about the contributions of coursebook-based methodology to their speaking skills. It means that speaking lessons, whether project-based or not, are expected to produce a certain amount of progress in the speaking proficiency levels of the students. This point is better clarified in the discussion of within-group statistical analyses of the pre- and post-tests.

4.3.3 Attitudinal Findings about Omnipresent Learning

Another key domain in the attitude inventory is omnipresent learning. “Speaking lessons offer opportunities to practice English outside the class” and “I make use of information and communication technologies at utmost level for speaking lessons” are among the related items. Such items relate to the idea that speaking lessons enable the students to take every opportunity (in-class and out-class) to enhance their speaking skills. The following table is about the comparison of the post-treatment attitudes of the experimental and control groups with regard to omnipresent learning.

Table 18

Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Omnipresent Learning

	Mean	N	St. Deviation	t	Significance
Experimental	44,21	23	3,63	8,398	,000
Control	33,35	20	4,83		

*p<0,05

The results of the statistical analysis of the items on omnipresent learning suggest a statistically significant difference ($,000 < 0,05$) between the experimental group and control group. This clearly shows that PBL appears to be effective in view of omnipresent dimension as well, just like the above-mentioned domains and the results of the total analysis of the attitude inventory.

4.3.4 Attitudinal Findings about Title of the Course

Another aspect included in the scale is *Title of the Course*. It covers items like “I feel nervous before attending speaking lessons” and “Speaking constitutes the most difficult dimension of the language learning process.” These items all relate to the things that come to the minds of students when they hear ‘speaking course’. The following table hosts a comparison of the post-treatment attitudes of the experimental and control groups with regard to title of the course.

Table 19

Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Title of the Course

	Mean	N	St. Deviation	t	Significance
Experimental	26,82	23	3,90	4,835	,000
Control	21,10	20	3,83		

*p<0,05

The results of the statistical analysis suggest that there is a statistically significant difference ($,000 < 0,05$) between the two groups concerning their general attitudes towards the speaking course at the end of the treatment. It demonstrates that PBL in speaking lessons has proved to be more effective than coursebook methodology in terms of producing positive perceptions about the course.

4.3.5 Attitudinal Findings about Instructor-related Points

The last dimension in the attitude scale is *Instructor-related Points*. This category covers the dimension related with the students' attitudes towards the instructor who delivered the speaking lessons and his style. "The instructor provides an efficient collaboration environment in speaking lessons" and "Our speaking instructor is a guide for us, not an authority figure" constitute two sample items in this domain. Given below is the table on the comparison of the post-treatment attitudes of the experimental and control groups with regard to instructor-related points.

Table 20

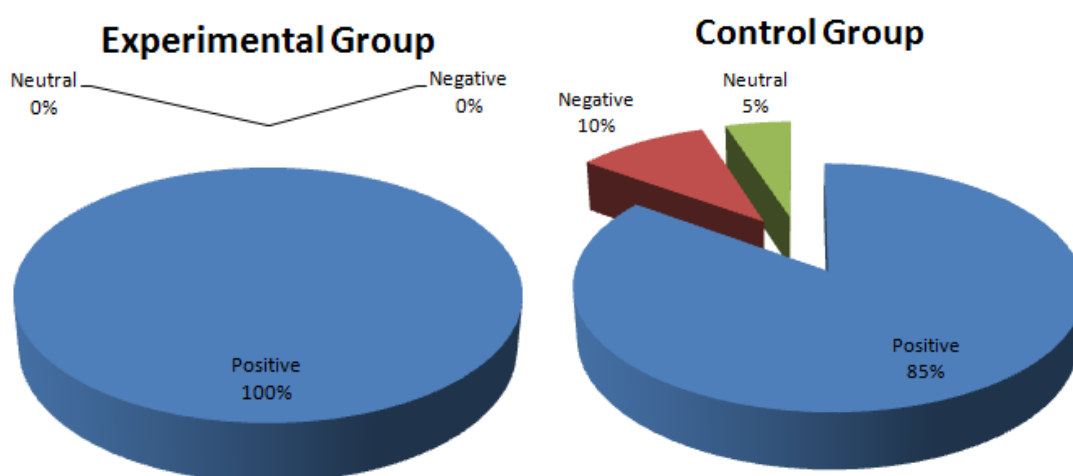
Comparison of the Post-treatment Attitudes of the Experimental and Control Groups with Regard to Instructor-related Points

	Mean	N	St. Deviation	t	Significance
Experimental	18,17	23	1,19	7,687	,000
Control	14,80	20	1,67		

* $p < 0,05$

The results of the statistical analysis of the items on instructor-related points suggest a statistically significant difference ($,000 < 0,05$) between the experimental group and control group. This obviously indicates that PBL appears to be effective in view of instructor-related dimension as well, just like the other domains mentioned above; and it also holds parallelism with the results of the total analysis of the attitude inventory.

In order to support the statistical findings as to the instructor-related aspect, the researcher asked the questions “What was the role of your teacher during PBL? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?” to the experimental group and “What was the role of your teacher? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?” to the control group. The related graph illustrating the answers is given below.



Graph 4. Answers Concerning the Instructor-related Aspects

The above graph clearly displays that all of the students in the experimental group report positive opinions as to the role and acts of the instructor throughout the project-based speaking lessons during the whole semester. As for the control group, 85% of the students report positive views about the doings of the instructor in a coursebook-based context. Student F in the experimental groups says “He guided us very well and helped us with all that he could do.” Likewise, Student C in the control groups states “He guided us to improve ourselves. If something went wrong, he helped. What can we want else?” It is clear from the percentages that there is a notable difference between the two groups in terms of their attitudes towards the role of the teacher; and this is in harmony with the findings yielded by the relevant statistical analysis above. However, considering the high level of positive statements in the control group, it can be said that the students there are not so negative about the acts and role of the instructor even though they observed him in a coursebook-centered series of lessons.

4.3.6 Discussion of the Findings about the Comparison of Post-treatment Attitudes

It is evident from the above-given tables that there is a statistically significant difference between the attitudes of the two groups with regard to all of the domains covered in the attitude scale. These findings are also verified with the graphical illustrations yielded by the analysis of the students' answers to some of the questions addressed to them in the post-treatment interview. This combination of quantitative and qualitative data also appears in compliance with the findings yielded by the total analysis of the attitude inventories administered to the students in the experimental group and control group. Accordingly, PBL turns out to be far more effective than coursebook-based model in view of affecting the attitudes of the students towards speaking lessons positively. This inference is supported with the results yielded by all of the statistical analyses of different alternatives (domain by domain) as to the attitude scale employed in this study.

As for the extents to which differences between the experimental and control groups appear, statistical analyses for the total of the scale and the included domains all yield the significant value of ,000. Although there is not a certain amount of gap between the statistical data, the percentages yielded by the analysis of the qualitative data collected through interviews indicate that the smallest difference appears in terms of the attitudes towards the efficacy of the speaking lessons in terms of its contributions to language proficiency. On the other hand, the greatest difference shows itself in the context of the enjoyability of the speaking lessons. Even this specific finding about the extents of the inter-group differences points out that both groups generally think that speaking lessons, whether project-based or coursebook-oriented, have somehow contributed to their speaking skills; however the enjoyability of the learning process appears far greater in the project-based speaking lessons of the experimental group.

In addition to the above-cited comparisons between the experimental group and control group in view of the attitude dimension, there is a need to have a look at the scene from a different perspective putting the two groups in focus independently. To this end, the pre- and post-treatment attitudes of both groups were statistically analyzed.

Within-group progress in the attitudes of the students towards speaking lessons is investigated under the following two titles.

4.4 Findings about the Pre- and Post-treatment Attitudes of the Experimental Group Students towards Speaking Class (Research Question -5)

Having attained satisfying findings about the comparison of post-treatment attitudes of the two groups, the researcher aimed to find out the attitudinal efficacy of the PBL model in the experimental group regardless of the control group. To this aim, the pre- and post-treatment attitudes of the experimental group students were statistically analyzed through paired samples t-test. The relevant table and statistical data are given below.

Table 21

Comparison of the Pre- and Post-treatment Attitudes of the Experimental Group

	Mean	N	St. Deviation	t	Significance
Pre-test	155,65	23	13,27		
				-12,067	,000
Post-test	199,39	23	12,26		

*p<0,05

As is evident from the above table, there is a statistically significant difference between the pre- and post-treatment attitudes of the students in the experimental group towards speaking lessons. This clearly shows that the students have developed a considerably positive attitude towards the development of speaking skills through PBL. Actually it is not surprising to attain this finding considering the issue in relation with the findings as to comparison of the post-treatment attitudes of the two groups. Taking the investigation of attitudes one step further, the researcher decided to look into the within-group attitudinal progress in the control group. Under the following title, the results of the statistical analysis to this end are elaborated.

4.5 Findings about the Pre- and Post-treatment Attitudes of the Control Group Students towards Speaking Class (Research Question -6)

As is the case with the experimental group, the pre- and post-treatment attitudes of the control group students towards speaking class were statistically analyzed through paired samples t-test. The reason behind this analysis is the wish to find out whether having coursebook-centered speaking lessons affects the attitudes of the students positively or not. Taking the statistically significant results in the experimental group into account, the situation in the control group becomes more important in that it is expected to shed more light upon the efficacy of PBL in terms of student attitudes. The following table shows the details of the related statistical analysis.

Table 22

Comparison of the Pre- and Post-treatment Attitudes of the Control Group

	Mean	N	St. Deviation	t	Significance
Pre-test	156,25	20	15,41		
				-,065	,949
Post-test	156,55	20	14,84		

*p>0,05

As the above table indicates, the statistical analysis of the pre- and post-treatment attitudes of the control group yields a significance level of ,949 ($p > 0,05$), which means that there is not a statistically significant difference. This finding oriented the researcher to look at the mean scores of the students' pre- and post treatment attitudes. The result (156,25-156,55) shows that there is very slight progress in the attitudes of the students in the control group. Nevertheless, it appears far from being significant. These findings clearly refer to the conclusion that the students have not developed positive attitudes towards the development of speaking skills through a coursebook-oriented methodology.

4.6 Findings about the Post-test Scores of the Experimental Group and Control Group (Research Question -7)

Subsequent to the attitude aspect, the effect of the PBL on the speaking proficiency levels of students was the other dimension covered in this study. To this end, data as to the effects of coursebook-based methodology and PBL on the students' achievement levels were gathered through a speaking post-test in both groups. Then the results of the post-test scores of the experimental and control groups were statistically analyzed through independent samples t-test and the table illustrating the analysis results is presented below.

Table 23

Comparison of the Post-test Scores of the Experimental and Control Groups

	Mean	N	St. Deviation	t	Significance
Experimental	74,30	23	14,373		
Control	61,90	20	14,282	2,831	,007

*p<0,05

The results specified in the above table point out that there is a statistically significant difference between the post-test scores of the students included in the experimental and control groups. That is the experimental group outdid the control group in terms of speaking proficiency at the end of the semester. This also shows that PBL appears to be superior to using a coursebook in speaking classes considering their effects on the students' speaking skills. As mentioned previously, the rating scale employed by the raters is based on seven categories including fluency, grammar/accuracy, vocabulary, pronunciation/intonation, relevance and adequacy of the content, listening comprehension, and body language. Therefore, PBL can be said to have had remarkably positive effects on the students' speaking performances considering these sub-skills. On the other hand, as it is clear from the mean scores (74,30-61,90) the effect of the coursebook-based speaking lessons on the control group students' performances appears to be lower.

Now that the post-test results of the experimental group and control group have been analyzed and concrete results in favour of PBL have been yielded by this statistical analysis, the next step about the speaking proficiency dimension is to investigate the progress achieved within groups independently. The following two titles cover the analyses of within-group data collected from the pre- and post-test scores of the experimental group and control group.

4.7 Findings about the Pre- and Post-test Scores of the Experimental Group (Research Question -8)

In order to attain more tangible findings as to the efficacy of PBL on the speaking performances of the experimental group students, their pre- and post-test scores were statistically analyzed via paired samples t-test. The related table is presented below.

Table 24

Comparison of the Pre- and Post-test Scores of the Experimental Group

	Mean	N	St. Deviation	t	Significance
Pre-test	50,04	23	8,547		
				-5,088	,000
Post-test	74,30	23	14,373		

*p<0,05

As the above table makes it evident, the statistical analysis of the pre- and post-test scores of the students included in the experimental group yields a significance level of ,000 ($p < 0,05$), which means that there is a statistically significant progress in the speaking proficiency levels of the experimental group. This notable progress can be better observed considering the mean scores (50,04-74,30). However, there is a need to compare this within-group progress with the progress achieved by the control group. Under the next title, findings about the pre- and post-test scores of the control group are elaborated.

4.8 Findings about the Pre- and Post-test Scores of the Control Group (Research Question -9)

As is the case with the pre- and post-test scores of the experimental group, the scores of the control group were statistically analyzed through paired samples t-test. This analysis is quite important in finding an answer to the question “Do coursebook-oriented speaking lessons which did not yield a statistically significant difference in terms of within-group attitudes have a significant effect on the speaking proficiency of the students?” The related table is presented below.

Table 25

Comparison of the Pre- and Post-test Scores of the Control Group

	Mean	N	St. Deviation	t	Significance
Pre-test	51,75	20	12,043		
				-2,430	,020
Post-test	61,90	20	14,282		

*p<0,05

As shown in the above table, there is a statistically significant difference ($,020 < 0,05$) between the pre- and post-test scores of the students in the control group. It means that the coursebook-oriented methodology has had a considerable influence on the students' speaking performances. This progress is verified with the examination of the mean scores (51,75-61,90) as well. Even though the increase in the mean scores of the control cannot come up to that in the experimental group, it clearly suggests a certain amount of progress. This point holds extra importance in that it does not indicate a positive correlation with the attitude dimension in the context of the findings as to the control group. In other words, the progress in the speaking performances of the students does not have any significant effect on the attitudes of the students towards the development of speaking skills via a coursebook-centered methodology.

4.9 Findings and Discussion about the Efficacy of PBL in terms of Learning and Improving Speaking Skills (Research Question -1)

The first research question set at the beginning of this study is “Is PBL an effective way of learning and improving speaking skills?” The answer to this question can be given with an in-depth synthesis of all of the findings yielded by the analyses of the quantitative and qualitative data gathered under this study. The reason behind this is that the efficacy of a learning process covers both the attitudes towards it and its effects on the learners’ performances. Accordingly, if we want to qualify an educational process as an effective way of learning, it is expected to affect the attitudes and achievement levels of the learners in a positive direction. Since these attitude and achievement dimensions involve all of the research questions (except for Number 2 and 3) of this study, they are given below again:

- 4- Does PBL make a statistically significant difference between the post-treatment attitudes of the students included in the experimental group and control group towards speaking class?
- 5- Does PBL make a statistically significant difference between pre- and post-treatment attitudes of the experimental group students towards speaking class? (within-group statistics)
- 6- Is there a statistically significant difference between pre- and post-treatment attitudes of the control group students towards speaking class? (within-group statistics)
- 7- Does PBL make a statistically significant difference between the post-test scores of the experimental group and control group?
- 8- Does PBL make a statistically significant difference between pre- and post-test scores of the experimental group? (within-group statistics)
- 9- Is there a statistically significant difference between pre- and post-test scores of the control group? (within-group statistics)

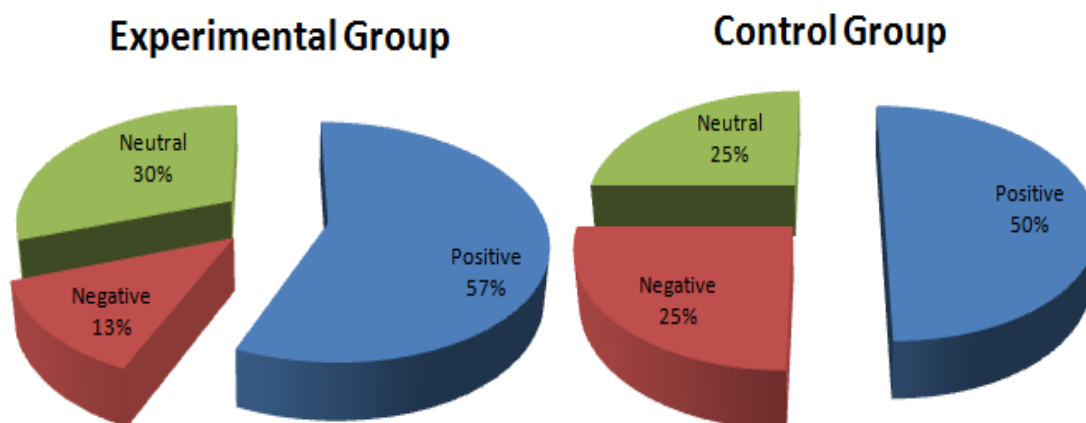
Under the previous titles in this “Findings and Discussion” part, the findings as to the answers to these questions have been covered. The statistical analysis of the post-treatment attitudes of the experimental group and control group indicates a statistically significant difference in favor of PBL. This finding is also reinforced with the statistical

analyses of the domains covered in the attitude inventory and the percentage analysis of the answers given to some questions addressed to the students in both groups as a part of the post-treatment interview. These clearly indicate the superiority of project work in speaking classes to coursebook-centeredness in view of having positive effects on the students' attitudes towards speaking lessons. A further step taken to attain more details concerning the attitudinal effectiveness of project work was to investigate the within-group progress of the students' attitudes in both groups. The within-group statistical analysis of the attitudes (pre- and post-test) of the experimental group students reveals a statistically significant progress while that of the control group does not yield any statistically significant progress in attitudes. This finding constitutes a stronger framework in which the positive impacts of Project-based speaking lessons on student attitudes towards the course come into view. These findings about the attitude dimension of this study show similarities to the findings of some studies cited in the literature review. The studies of Montgomery and Eisenstein (1985), Moulton and Holmes (2000), Allen (2004), and Elam and Nebit (2012) yield results in support of the positive effects of project work on the learners' attitudes. Considering the bulk of these studies with significant findings, this study consolidates the reliable image of PBL with further significantly positive results.

The second dimension covered in this study is the effects of project work on students' speaking proficiency levels. The statistical analysis of the post-test scores of the two groups yields significant results in favor of PBL. The next step concerning this proficiency dimension was to calculate the within-group progress. The results of the related analyses suggest a statistically significant progress in both experimental group and control group. However, the investigation of the mean scores indicates that the progress achieved by the treatment group is far greater than that of control group. These findings clearly show that both project-based and coursebook-based speaking lessons contribute to the students' speaking levels. It is an expected thing to observe such progress in the control group, because they were engaged in the academic discussion and presentation tasks determined by the coursebook throughout the whole semester. They also practiced speaking in other courses as is the case with the experimental group. The hints of this bilateral progress can also be observed in the answers of the students to the question about the effect of the speaking lessons on their speaking proficiency levels. The analysis of the related answers shows that 87% of the

experimental group students and 80% of the control group students think that speaking lessons they have taken this semester contributed to the development of their speaking skills (see Graph 3). Nonetheless, the key result here is that the effect of the project-based model is greater than that of the coursebook-centered model. These findings of the current study appear in compliance with the results of the previously-cited studies by Fragoulis (2009), Bař and Beyhan (2010), Bař (2011), Simpson (2011), and Poonpon (2011). As these researchers point out at the end of their studies, PBL has a promising potential in terms of its contributions to the learners' performances and language proficiency levels. This potential is strongly supported with the significant findings of this study within the specific context of speaking skill.

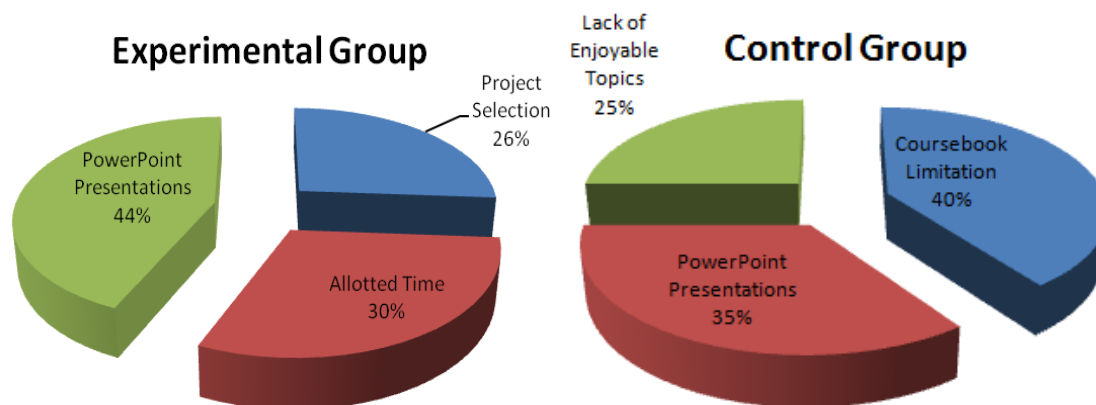
All of the findings of this study mentioned above support the integration of PBL into speaking classes. Nevertheless, that does not mean that the whole process based on project work went problem-free. PBL is not welcomed by all students. As the studies of Eyring (1997) and Beckett (1999) point out, some students feel a strong wish to go back to traditional lessons and exercises. According to the observations of the researcher, some students in the experimental group displayed resistance to this new and demanding way of developing speaking skills complaining that they had serious problems while carrying out the projects. In order to find out the magnitude of these encountered problems, the researcher asked "What kind of problems have you encountered during PBL? Did these problems hinder you from taking part in the projects actively?" to the experimental group and "What kind of problems have you encountered? Did these problems prevent you from participating in the speaking activities and tasks actively?" to the control group during the post-treatment interview. The percentages of the positive, negative, and neutral answers to this reverse question are illustrated in the following graph.



Graph 5. Answers Concerning the Magnitude of the Encountered Problems

As the graph above shows, 57% of the students in the experimental group report that the encountered problems did not prevent them from actively participating in the projects while 50% of the students in the control group report that the problems they faced did not hinder them so much. Although the percentages are close, there is a partially better approach towards PBL in terms of the surmountability of the problems. As for the specific problems reported by the students, Student G in the experimental group summarizes the problems they faced during the project implementation processes as “time management, division of work, meeting group members at the weekends, not having enough background of such a demanding learning process”. On the other hand most of the students in the control group say that they cannot overcome anxiety through coursebook-based exercises. Student L, for example, states “I feel nervous due to stress, and so I cannot speak fluently during presentations.”

Facing problems is the beginning of new and better applications in almost every field. It applies to the foreign language learning context, too. However, the key point is the identification of the problems and then working out solutions. Considering the problems faced by the students in both groups, the researcher asked “Do you have any suggestions for a better application of PBL in speaking classes?” to the experimental group and “Do you have any suggestions for a better speaking class?” to the control group. The percentages of the answer categories are shown in the following graph.



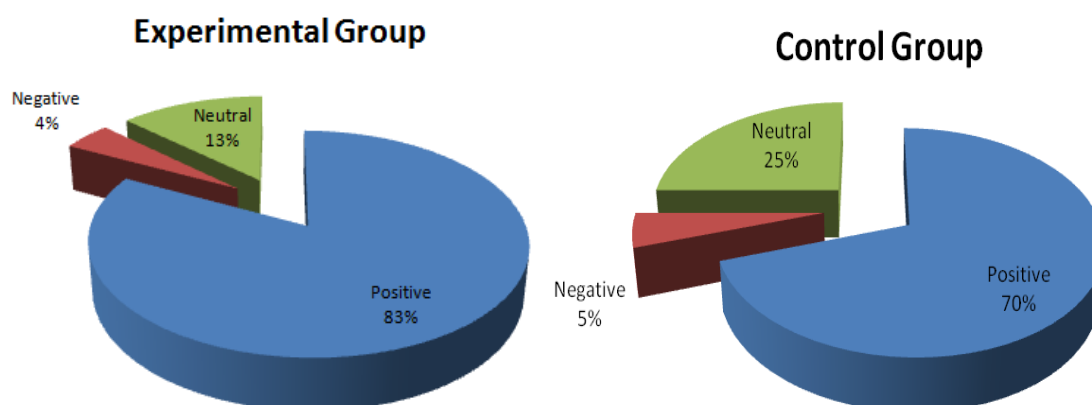
Graph 6. Answers Concerning the Suggestions for Speaking Lessons

The analysis of the answers indicates that 44% of the experimental group suggest that PowerPoint presentations should be delivered in a more interactive way. This suggestion was made by the majority of the students for the most probable reason that students went through a tough process while adapting themselves from reading the slides to talking about them. These students think that if they and their classmates can break this presentation phobia, the project-based speaking lessons will be far better. 30% of the students reported that it would be better if the time allotted for the projects were lengthened. As the projects were structured by the instructor as short-term projects (1-2 weeks), some of the students found it a bit difficult to get adapted to the intensive tempo. As a natural result, some students suggested this demanding process become a bit looser. Lastly, 26% of the students suggested that project selection should be totally student-controlled. The projects employed during the treatment were semi-structured and the students were given 25 different project alternatives to choose. This was because the students were not familiar with this new style of learning. Therefore, in order not to discourage them from project work, the instructor chose to provide them with a broad range of alternatives on various topics. This suggestion shows that some of the students were not glad with that.

As for the suggestions by the students in the control group, 40% of the students suggested the coursebook limitation be removed. It is clear that they were not pleased with totally coursebook-based speaking lessons. Following the topics written in the book in the given order were not something approved by a considerable majority of the students in the control group. In this context, project work can constitute an alluring alternative to the coursebook methodology. 35% of the students, on the other hand,

reported a common suggestion with the experimental group. They said that PowerPoint presentations should be deprioritized as they could not get used to delivering effective and speaking-based presentations. The existence of the same suggestion by both of the groups implies that more effort by the students should be exerted to perform better oral presentations that comply with the specified principles (see Appendix 1). To this end, speaking instructors should constantly guide the students and encourage them to speak about the slides rather than read. Lastly, 25% of the students suggested that the lack of enjoyable topics should be compensated. This suggestion is also related with the wish to overcome the coursebook limitation. These students think that the topics offered by the coursebook are not interesting enough. Thus, they need more interest-evoking and real-life related topics to deal with. PBL, here again, holds a strong potential in that it aims to cover topics closely related with the needs and lives of the students.

Now that we have mentioned the major problems faced by the students during both project work and coursebook-based lessons and covered the tendency of the suggestions by the students, there is a need to approach the issue from a holistic point of view. Therefore, the last question addressed to the students in the interview was “Can you qualify the project-based speaking lessons you have taken this semester with an adjective?” for the experimental group and “Can you qualify the coursebook-centered speaking lessons you have taken this semester with an adjective?” for the control group. The following graph illustrates the *positive*, *negative*, and *neutral* percentages of the answers given by the students.



Graph 7. Answers Concerning the Qualification of Speaking Lessons with An Adjective

As the graph above clearly displays, 83% of the students in the treatment group stated a positive adjective like *creative*, *beneficial*, *self-confidence building*, and *didactic* to qualify the project-based speaking lessons they received this semester. On the other hand, 13% of the students reported a neutral adjective like *difficult but intriguing* and *lightening but difficult*; and 4% (one student) of them qualified the process as a *nightmare*. The student who stated this unexpected answer appeared unwilling throughout the whole process; and s/he almost always resisted cooperating with group members despite the constructive supports of the instructor. Therefore, this negative qualification appears within the limits of explainability. As for the neutral answers, they reflect the tough aspect of project work and it is quite expected to see such indecision on the part of some students. Briefly, these figures indicate that the overwhelming majority of the students in the treatment group possess positive views about the development of speaking skills via PBL.

As for the answers by the control group, 70% of the students expressed a positive adjective like *informative*, *didactic*, *beneficial*, and *instructive* about the coursebook-based speaking lessons they received this semester. On the other hand, 25% of the students stated a neutral adjective like *mediocre* while 5% (one student) of them qualified the process as *not beneficial*. These figures point out that the majority of the students have positive opinions about the development of speaking skills via a specific coursebook. However, compared with the situation in the experimental group, the general approach of the control group towards speaking lessons is apparently less positive.

Briefly, all of the quantitative and qualitative data gathered under this study indicate that Project-based speaking lessons are more effective than coursebook-based speaking lessons in view of contributions to both the students' attitudes towards the course and speaking proficiency levels. Indeed, this conclusion is well summarized in the analysis of the answers given to the last question of the post-treatment interview that is explained in the above two paragraphs. The positive answers by the experimental group are remarkably higher than those by the control group, which attests to the superior efficacy of PBL for speaking lessons. However, the rate of the positive answers by the control group also demonstrate a plus for the coursebook-based speaking lessons, which is reflected in the statistically significant difference it makes between the pre- and

post-tests of the students. Another important point is the nature of the adjectives expressed by the students. While the experimental group students state adjectives like *creative*, *self-confidence building*, *difficult but intriguing*, etc., students in the control group express adjectives like *informative*, *beneficial*, *instructive*, *mediocre*, etc. As it is obvious from the adjectives, the expressions uttered by the students in the treatment group are far more colorful whereas those by the control group appear as dull reflections. This is clearly reflected in the statistically significant difference between the pre- and post-treatment attitudes of the students in experimental group and statistically non-significant difference between the pre- and post-treatment attitudes of the control group.

“The mind is not a vessel to be filled, but a fire to be ignited.”

–Plutarch

PART 5

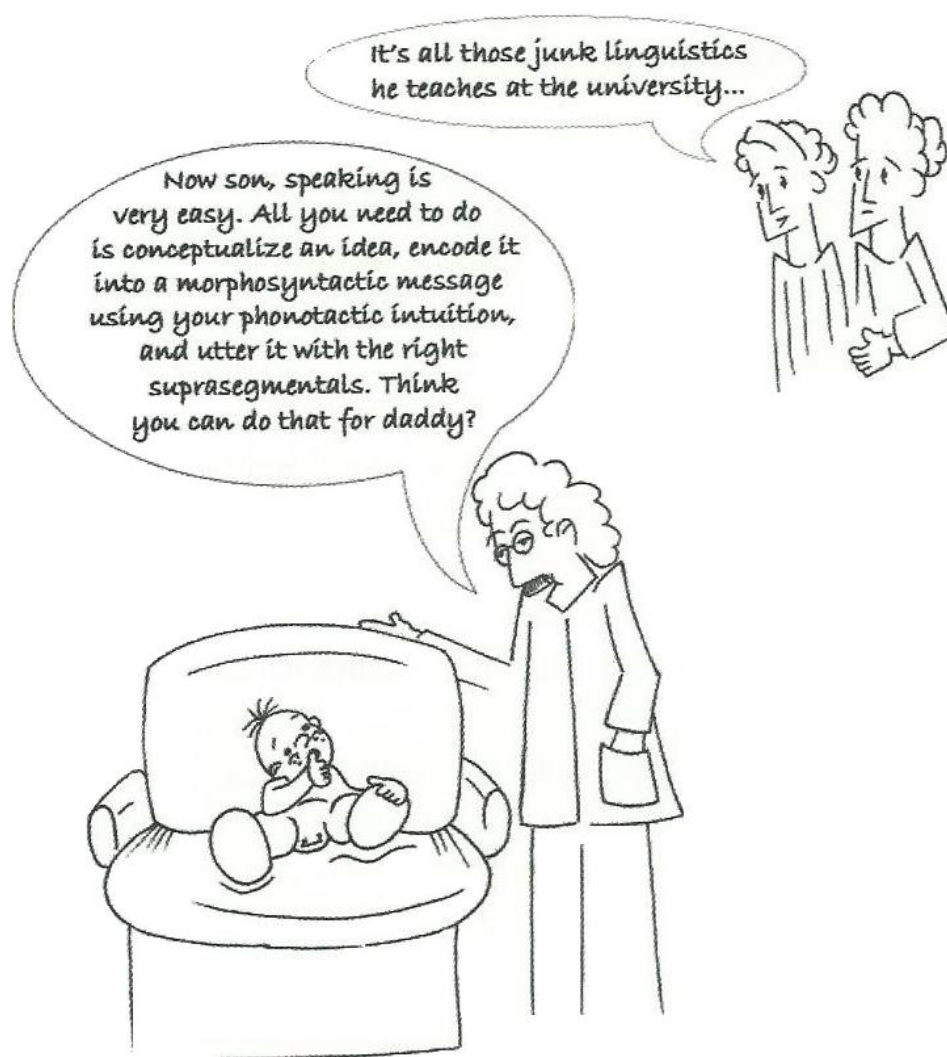
CONCLUSIONS AND SUGGESTIONS

In this last part of the dissertation, conclusions drawn from the findings yielded by the study are presented along with a brief summary of the followed steps. After this touch on the conclusions, suggestions for ELT practitioners and researchers are presented in the context of Project-based Language Learning.

5.1 Conclusions

This study began with the personal observation of the researcher that students in prep school at Ondokuz Mayıs University generally cannot find enough opportunities to practice speaking English in authentic ways. This was because the speaking lessons were mostly based on the selected coursebooks and the learning process was restricted to class hours and walls. From this point on, the researcher decided to handle the thorny issue of speaking in EFL classes through the help of PBL that can be shortly defined as “the simultaneous learning of language, content, and skills” (Slater, Beckett and Aufderhaar, 2006: 242). Then, an *omnipresent learning perspective* was integrated into the philosophy behind PBL so as to remove the boundaries more effectively. Sarah Caldwell says “Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did.” This *learning everywhere-everytime* notion is the core pillar of omnipresent learning perspective and it was used to enrich and extend the development process of speaking skills via project work. Considering that developing speaking skills is not something theoretical but a practical process which involves active participation and personal experiences of the learner, PBL with an omnipresent learning perspective appears to be a nonignorable way to be employed in speaking classes. As the following cartoon illustrates, the theoretical aspect in speaking should be subordinated to the applied dimension.

Figure 17 Cartoon on Early Speaking



(Rashtchi and Keyvanfar, 2007: 132)

As the cartoon above emphasizes, language teachers cannot help their students develop speaking skills by just instructing them what and how to do. It requires a certain process in which learners are expected to have authentic experiences, make mistakes, cause misunderstandings, learn from their mistakes, get help from others, and so on. Indeed, this is nearly the same as what babies do while developing speaking skills in their mother tongue. Although it is not always possible to provide EFL learners with pure-authentic settings to speak English, PBL, with its multi-faceted and learning-centered nature, claims to constitute a partial remedy for the lack of authentic opportunities in EFL speaking classes.

In order to test the efficacy of PBL on the students' attitudes towards speaking lessons, an experimental study was set in motion in prep school at Ondokuz Mayıs University. The subjects of the study, which had a mixed methods data collection design, were composed of a treatment group and a control group. The data under the framework of this study were collected through a quantitative pre- and post-test (speaking proficiency), a quantitative attitude inventory (pre- and post-treatment), and a qualitative post-treatment interview.

Throughout the treatment process (one semester) the experimental group received speaking lessons based on PBL and its principles while the control group's speaking lessons were offered on a traditional basis making use of a pre-selected coursebook. The speaking lessons of both groups were offered by the researcher himself. As a natural part of the learning process, there occurred some problems in both groups. The following observed problems are given concerning the implementation of projects in the experimental group and coursebook methodology in the control group:

Table 26

Problems Observed in the Experimental Group and Control Group

Experimental Group	Control Group
A few students who were not able to adapt to the intensive atmosphere of the Project-based Language Learning process thought of passing to the control group.	Some students were disturbed by the existence of two different approaches in the two groups. They wanted to take part in the projects covered in the experimental group.
Some students complained about the short period of time allotted for the projects.	Some students were tired of preparing oral presentations almost every week.
Some students had personal disagreements and even rows with one another.	They were not glad with being restricted to a coursebook.
Some students did not submit the voice diary files and some of the evaluation forms at the end of the projects.	They wanted to go outside during class time and asked for outdoors experience.
Some students had problems with regular attendance in speaking classes.	Some students had problems with regular attendance in speaking classes.
Some students wanted to work on projects individually.	Some students wanted to work on their presentations individually.

Some students preferred to leave most part of the projects to other group members.	Some students preferred to leave most part of the preparations for presentations to other group members.
Some students were unwilling to cooperate with their groupmates and the instructor.	Some students were unwilling to cooperate with their classmates and the instructor.
Some students met the requirements of certain projects partially.	Some students met the requirements of certain assignments partially.
Some students experienced difficulties in getting access to computers and internet during the implementation of the projects.	Some students experienced difficulties in getting access to computers and internet while preparing for oral presentations.
Some students switched to Turkish during group discussions in and outside the classroom.	Some students switched to Turkish during group discussions in the classroom.
The performance of some groups far outdid that of others.	The performance of some groups far outdid that of others.

The table given above covers the problems observed during the implementation of projects in the experimental group and coursebook-based speaking lessons in the control group. The items written in bold include the common problems observed in both groups. They cover aspects like irregular attendance, lack of cooperation, frequent switch to Turkish, poor performance, and so on. These problems were observed by the researcher especially at the very beginning of the semester. As these freshmen students got adapted to the system held in their groups and they received constructive support from the instructor, some of these problems were observed to waste away gradually. It is an expected thing to encounter certain problems during a learning/teaching process; however, what matters is the effects of these problems on the products of the process. In the context of this study, the findings turn out to be in favor of PBL. Its significant contributions to both the attitudes of the students in the experimental group towards speaking class and their speaking proficiency levels appear to be superior when compared with the effects of the coursebook-based approach held in the control group. In the light these findings, the following conclusions are drawn in relation with project-based speaking classes:

PBL with an omnipresent learning perspective is/does;

- not an epoch-making theory or perspective, but hold remarkable and undeniable potentials for language classes
- different from the traditional understandings in many respects
- an effective way of developing speaking skills
- appear to be more effective than coursebook-based model in speaking classes
- break the cliché notion that learning happens only in the classroom
- transform speaking classes into a more student-centered fashion
- extend the development of speaking skills far beyond the classroom walls and hours
- have significantly positive effects on the students in terms of developing positive attitudes towards the lessons
- have significantly positive effects on the speaking levels of the students
- a more colourful way of offering speaking lessons for teachers
- a demanding process for both teachers and students but the positive results yielded in the end are really worth it

The conclusions presented above are expected to shed a light upon the place and efficacy of PBL in EFL classes. The following section is allocated to suggestions formed in accordance with these conclusions.

5.2 Suggestions

In line with the scope, context, and findings of this study and conclusions made above, some suggestions are presented for language teachers and researchers. The following suggestions come for those who want to integrate PBL into their regular methodologies in language classes:

Language teachers should;

- believe in the potentials of PBL for language classes and act in accordance with this confidence.
- never forget that projects are for learners, not vice versa.

- develop at least semi-structured projects that are partially flexible. If their students are familiar with project work, unstructured projects should be the priority.
- insistently encourage group work; however the formation of the groups should be left to the initiative of the students themselves. Also, the formed groups should be open to changes afterwards.
- let the students feel the company of a consultant *with* them not *in front*. Without the careful guidance of the teacher students may get blocked during the project implementation project.
- help students utilize every chance to learn both inside and outside the classroom.
- adopt a ‘demand high’ approach to challenge students so that they feel responsible for their own learning everytime and everywhere.
- be aware of the high likelihood of encountering unexpected problems throughout the process and display adequate flexibility to make the necessary changes in the projects.
- not be discouraged by an early failure in the process; by making some to-the-point interventions they can render the projects much more effective and student-friendly.

In addition to the potential contributions to the classroom applications in EFL speaking classes, the findings yielded by this current study are expected to contribute to the existing literature on Project-based Language Learning. Nevertheless, the existing body of research is far from being adequate to give ELT practitioners a pure-clear idea as to the effectiveness of project work in language classes especially in terms of different skills. Below are some areas of investigation for further research on PBL in speaking classes:

- The efficacy of PBL can be investigated more comprehensively in another study with the addition of listening skill. Thus, the comparison of the effects of PBL on different skills can be viable, which would be more enlightening for the ELT teachers and researchers.
- The period of time allocated for the treatment can be extended to at least two semesters or more to obtain more detailed findings.

- Another study covering unstructured and totally flexible projects for one group, semi-structured projects for another group, and finally structured projects for a third group can be initiated to investigate the comparative effects of these three types of projects on learners' attitudes towards and achievements in speaking lessons.
- Another possible study can compare the efficacy of project work as a complementary tool (integrated into coursebook methodology as an enriching and routine-breaking assistant) and as the main focus of speaking classes.
- The investigation of the effects of project work on teacher- and student-talk time in speaking classes can be an interesting focus of research.
- The effects of PBL on the sub-skills of speaking like pronunciation or on the correction of fossilized speaking errors can be investigated in a more narrow-scaled study.
- The effects of different projects with different types of end products (in-class PowerPoint presentations, outdoors oral presentations, debates, etc.) on the students' attitudes towards speaking lessons can be examined.
- Another prospective study can look into the impact of project-based speaking lessons on teacher attitudes towards speaking classes.

The above list of suggestions for prospective researchers investigating the effectiveness of integrating PBL into speaking lessons and the previous suggestions for language teachers are presented as a result of the experience and vision gained under the framework of this study. The real potential of PBL in language classes is expected to become more obvious with further classroom applications and PBL-related studies.

REFERENCES

- Alan, B. and Stoller, F. L. (2005). Maximizing the Benefits of Project Work in Foreign Language Classrooms. *English Teaching Forum*, 43(4), 10-21.
- Allen, L.Q. (2004). Implementing a Culture Portfolio Project within a Constructivist Paradigm. *Foreign Language Annals*, 37(2), 232-239.
- Aston, G. (1993). The Learner's Contribution to the Self-access Centre. *ELT Journal*, 47(3), 219-227.
- Baş, G. and Beyhan, Ö. (2010). Effects of Multiple Intelligences Supported Project-based Learning on Students' Achievement Levels and Attitudes towards English Lesson. *International Electronic Journal of Elementary Education*, 2(3), 365-386.
- Baş, G. (2011). Investigating the Effects of PBL on Students' Academic Achievement and Attitudes towards English Lesson. *TOJNED*, 1(4), 1-15.
- Başal, A. (2013). *The Use of Flipped Classroom in Foreign Language Teaching*. Paper presented at The 3rd Black Sea ELT Conference "Technology: A Bridge to Language Learning", Samsun, Turkey. Retrieved November 12, 2013 from <http://yabancidilleryo.omu.edu.tr/UserFiles/Book%20of%20Proceedings.pdf>
- Bax, S. (2003). The End of CLT: A Context Approach to Language Teaching. *ELT Journal*, 57(3), 278-87.
- Beckett, G. H. (1999). *Project-based Instruction in a Canadian Secondary School's ESL Classes: Goals and Evaluations*, Unpublished PhD Thesis, University of British Columbia Faculty of Graduate Studies, Vancouver, Canada.
- _____. (2002). Teacher and Student Evaluations of Project-based Instruction. *TESL Canada Journal*, 19(2), 52-66.

- Beckett, G.H. & Slater, T. (2005). The Project Framework: A Tool for Language, Content, and Skills Integration. *Oxford ELT Journal*, 59(2), 108-116.
- Bell, S. (2010). PBL for the 21st Century: Skills for the Future. *Clearing House*, 83(2), 39-43.
- Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington, DC: International Society for Technology in Education.
- Bonk, Curtis J. (2009). *The World is Open: How Web Technology is Revolutionizing Education*. San Francisco: Jossey-Bass.
- Bonk, C. J., Kim, K. J., & Zeng, T. (2006). Future Directions of Blended Learning in Higher Education and Workplace Learning Settings. In E.-O. Baek (Ed.), *The Handbook of Blended Learning: Global Perspectives, Local Designs* (pp. 550-567). San Francisco, CA: Pfeiffer.
- Bonthron, S., & Gordon, R. (Eds.). (1999). *Service-learning and Assessment: A Field Guide for Teachers*. Montpelier, VT: Vermont Department of Education, National Service-Learning and Assessment Study Group.
- Brown, Douglas H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- _____ (2007). *Principles of Language Learning and Teaching*. New York: Pearson-Longman.
- Brown, G., and Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Büyüköztürk, Ş. (2007). *Sosyal Bilimler İçin Veri Analizi El Kitabı: İstatistik, Araştırma Deseni, SPSS Uygulamaları ve Yorum*. Ankara: PegemA Yayıncılık.

- Bygate, M., Skehan, P. & Swain, M. (2001). (Eds.). *Researching Pedagogic Tasks: Second Language Learning, Teaching, and Testing*. London: Longman.
- Byrne, D. (1991). *Techniques for Classroom Interaction*. Cambridge: Cambridge University Press.
- Candlin, C., Carter, G., Legutke, M., Semuda, V., & Hanson, S. (1988). *Experimental Learning: Theory into Practice*. Paper presented at the 22nd Annual TESOL Convention, Chicago, IL.
- Carter, B. and H. Thomas. (1986). "Dear Brown Eyes": Experiential Learning in a Project-oriented Approach. *English Language Teaching Journal*, 40(3), 196-204.
- Castaño-Muñoz, J. (2010). Digital Inequality among University Students in Developed Countries and Its Relation to Academic Performance. *Revista de Universidad y Sociedad del Conocimiento (RUSC)*, 7(1), 43-52. Retrieved January 19, 2014 from http://rusc.uoc.edu/ojs/index.php/rusc/article/download/v7n1_penaintro/v7n1_monograph_digital-divide-in-higher-education
- Chen, G. D., Chang, C.K., Wang, C. Y. (2008). Ubiquitous Learning Website: Scaffold Learners by Mobile Devices with Information-aware Techniques. *Computers & Education*, 50, 77–90.
- Chun, B. (2010). *Strategy vs. Technique*. Available at <http://itmoves.wordpress.com/2010/05/15/strategy-vs-technique/> Retrieved January 14, 2014.
- Ciftci, S. (2006). *Sosyal Bilgiler Öğretiminde Proje Tabanlı Öğrenmenin Öğrencilerin Akademik Risk Alma Düzeylerine, Problem Çözme Becerilerine, Erişilerine, Kalıcılığa ve Tutumlarına Etkisi*. Unpublished PhD Dissertation. Selcuk University Institute of Social Sciences, Konya.
- Clark, J.L., Scarino, A. & Brownell, J.A. (1994). *Improving the Quality of Learning: A*

Framework for Target-oriented Curriculum Renewal in Hong Kong. Hong Kong: Government Printer.

Cohen, L., Manion, L., & Morrison, K. (2004). *A Guide to Teaching Practice*, (5th ed.). London and New York: RoutledgeFalmer.

Coleman, J. (1992). Project-based Learning, Transferrable Skills, Information Technology and Video. *Language Learning Journal*, 5, 35-37.

Cray, E. (1988). Why Teachers Should Develop Their Own Materials. *TESL Talk*, 18(1): 69-81.

De George-Walker, L., & Keeffe, M. (2010). Self-determined Blended Learning: A Case Study of Blended Learning Design. *Higher Education Research and Development*, 29(1), 1-13.

Diffily, D. (1996). The Project Approach: A Museum Exhibit Created by Kindergartens. *Young Children* (January), 72-75.

Donato R. and Adair-Hauck, B. (1992). Discourse Perspectives on Formal Instruction. *Language Awareness*, 1, 74-89.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press.

Egbert, J. and Hanson-Smith, E. (1999). *Call Environments: Research, Practice, and Critical Issues*. Alexandria, VA: TESOL Publications.

Egbert, J. (2005). *CALL Essentials: Principles and Practice in CALL Classrooms*. Alexandria, Virginia: TESOL Publications.

Elam, J.R and Nesbit, B. (2012). The Effectiveness of PBL Utilizing Web 2.0 Tools in EFL. *JaltcallJournal*, 8(2), 113-127.

- Erdem, M. & Akkoyunlu, B. (2002). İlköğretim Sosyal Bilgiler Dersi Kapsamında Beşinci Sınıf Öğrencileriyle Yürütülen Ekip Proje Tabanlı Öğrenme Üzerine Bir Çalışma. *Elementary Education-Online*, 1(1), 2-11.
- Eyring, J. L. (1989). *Teacher Experiences and Student Responses in ESL Project Work Instruction: A Case Study*. Ph.D. Dissertation, University of California, Los Angeles.
- _____. (1997). *Is project work worth it?* *EricDigest*. Retrieved November 12, 2013 from <http://eric.ed.gov/?id=ED407838>.
- _____. (2001). "Experiential and Negotiated Language Learning". In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. New York: Newbury House, p. 333-344.
- Field, A. (2005). *Discovering Statistics Using SPSS*. 2nd Ed. London: SAGE.
- Finocchiaro, M. & Brumfit, C. (1983). *The Functional-Notional Approach*. New York, NY: Oxford University Press.
- Fragoulis, I. (2009). PBL in the Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to Practice. *CCSE English Language Teaching*, 2(3), 113-119.
- Fried-Booth, D. L. (1986). *Project Work*. New York: Oxford University Press.
- _____. (2002). *Project Work*. (2nd ed.) New York: Oxford University Press.
- Gaer, S. (1995). "Cookbook Project". In M. Warschauer (ed.), *Virtual Connections*. Honolulu: University of Hawaii Press.
- _____. (1998). Less Teaching and More Learning. *Focus on Basics [on-line serial]* 2, Issue D (December). Retrieved January 1, 2014 from <http://www.ncsall.net/index.html?id=385.html>

- Gertzman, A. (1988). Using Foxfire-type Project in the ESL Classroom: From the Cuckoo's Nest to Worldview and Beyond. *Hands-On*, 32, 33-44.
- Giesen, Janet (2008). *Constructivism: A Holistic Approach to Teaching and Learning*. Workshop Notes, Faculty Development and Instructional Design Center, Northern Illinois University. Available at <http://www.niu.edu/facdev/programs/handouts/constructivism.pdf>. Retrieved on December 3, 2013.
- Gilbert, James (2010). *Constructivism within the Second Language Classroom*. Available at <http://edtech2.boisestate.edu/gilbertj/504/synthesis.pdf>. Retrieved on November 27, 2013.
- Gökçen, R.A. (2005). *Instructors' and Administrators' Attitudes towards Project Work as an Alternative Assessment Tool and as an Instructional Approach at Karadeniz Technical University School of Foreign Languages Department of Basic English*. Unpublished Master's Thesis, Bilkent University Institute of Economics and Social Sciences, Ankara.
- Graham, C. R. (2005). "Blended Learning Systems: Definition, Current Trends, and Future Directions". In C. J. Bonk & C. R. Graham (Eds.). *Handbook of Blended Learning: Global Perspectives, Local Designs* (pp. 3-21). San Francisco, CA: Pfeiffer Publishing.
- Griffiths, Carol (2004). Language Learning strategies: Theory and Research. *Research Paper Series, 1*. Centre for Research in International Education. Retrieved December 3, 2013 from <http://www.crie.org.nz>
- Guo, Yan (2006). Project-Based English as a Foreign Language Education in China. In G. Beckett (Ed.), *Project-Based Second and Foreign Language Education*. Greenwich: Information Age Publishing, p. 143-155.
- Guo, S. & Yang, Y. (2012). PBL: An Effective Approach to Link Teacher Professional

- Development and Students Learning. *Journal of Educational Technology Development and Exchange*, 5(2), 41-56.
- Güllüoğlu, Ö. (2004). *Attitudes towards Testing Speaking at Gazi University Preparatory School of English and Suggested Speaking Tests*. Unpublished Master's Thesis. Gazi University Institute of Educational Sciences, Ankara.
- Gültekin, M. (2005). The effects of PBL on Learning Outcomes in the 5th Grade Social Studies Course in Primary Education. *Educational Sciences: Theory and Practice*, 5(2), 548–556.
- Haines, S. (1989). *Projects for the EFL Classroom: Resource Material for Teachers*. Edinburg: Thomas Nelson and Sons.
- Hancock, C. R. (1994). *Alternative Assessment and Second Language Study: What and Why? Eric Digest*. Retrieved November 30, 2013 from <http://www.cal.org/resources/digest/hancoc01.html>
- Hedge, Tricia (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Holec, H., (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon.
- Holliday, Adrian (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.
- Hunaiti, Z., Grimaldi, S., Goven, D., Mootanah, R. & Martin, L. (2010). Principles of Assessment for Project and Research-Based Learning. *International Journal of Educational Management*, 24(3), 189-203.
- Hutchinson, T. (1991). *Introduction to Project Work*. Oxford: Oxford University Press.
- Hwang, G. & Tsai, C. (2011). Research Trends in Mobile and Ubiquitous Learning: A

Review of Publications in Selected Journals from 2001 to 2010. *British Journal of Educational Technology*, 42(4), 65-70.

Israel, S. (2012). *9 Tips on Conducting Great Interviews*. Retrieved September 12, 2013 from <http://www.forbes.com/sites/shelisrael/2012/04/14/8-tips-on-conducting-great-interviews/3/>

Jacobs, G.M. & Farrell, T.S.C. (2003). Understanding and Implementing the CLT (Communicative Language Teaching) Paradigm. *Regional Language Centre Journal*, 34(1), 5-30.

Jeon-Ellis, G., Debski, R., & Wigglesworth, G. (2005). Oral Interaction around Computers in the Project-oriented CALL Classroom. *Language Learning & Technology*, 9(3), 121–145. Retrieved January 2, 2014 from <http://llt.msu.edu/vol9num3/jeon/>

Jerald, M. & Clark, R. (1983). *Experiential Language Teaching Techniques: Resources Handbook Number 3*. Brattleboro, VT: Pro Lingua.

Kaplan, M. (1997). Learning to Converse in a Foreign Language: The Reception Game. *Simulation and Gaming*, 28(2), 149-163.

Kaufman, D. (2004). Constructivist Issues in Language Learning and Teaching. *Annual Review of Applied Linguistics*, 24, 303-319.

Knutson, S. (2003). Experiential Learning in Second Language Classrooms. *TESL Canada Journal*, 20(2), 52-64.

Kohonen, V. (2005). *Learning to Learn through Reflection – An Experiential Learning Perspective*. Retrieved November 14, 2013 from http://archive.ecml.at/mtp2/Elp_tt/Results/DM_layout/0010/05/Supplementary%20text%20E.pdf Retrieved on November 14, 2013.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and*

Development. New Jersey: Prentice-Hall.

Korkmaz, H. (2002). *Fen Eğitiminde Proje Tabanlı Öğrenmenin Yaratıcı Düşünme, Problem Çözme ve Akademik Risk Alma Düzeylerine Etkisi*. Unpublished PhD Dissertation. Hacettepe University Institute of Social Sciences, Ankara.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. London: Lawrence Erlbaum Associates.

Lackman, Ken (2010). *Teaching Speaking Sub-Skills: Activities for Improving Speaking*. Retrieved December 6, 2013 from http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf

Larmer and Mergendoller (2012). *8 Essentials for PBL*. Retrieved June 23, 2013 from http://www.bie.org/tools/freebies/8_essentials_for_project-based_learning

Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia (Ed.) *Teaching English as a Second or Foreign Language* (3rd ed., pp. 103–115). Boston: Heinle & Heinle.

Legutke, M. (1984). Project Airport. Part I. *Modern English Teacher*, 4, 10-14.

_____. (1985). Project Airport. Part II. *Modern English Teacher*, 12, 28-31.

Legutke, M. and H. Thomas (1991). *Process and Experience in the Language Classroom*. Harlow, UK: Longman.

Levy, M. (1997). PBL for Language Teachers: Reflecting on the Process. In R. Debski, J. Gassin, & M. Smith (Eds.), *Language Learning through Social Computing* (pp. 181-191). Melbourne: Applied Linguistic Association of Australia and Horwood Language Center.

Liu, M. & Zhu, L. (2012). An Investigation and Analysis of Teacher Talk in College

English Class. *International Journal of English Linguistics*, Vol. 2, No. 5. Retrieved September 12, 2013 from <http://www.ccsenet.org/journal/index.php/ijel/article/download/20965/13699>

Luoma, Sari (2004). *Assessing Speaking*. New York: Cambridge University Press.

Mansoor, I. (1997). *PBL and Assessment: A Resource Manual for Teachers*. Arlington Education and Employment Program. Available at http://www.cal.org/caela/esl_resources/reeproj.pdf. Retrieved September 12, 2013.

Marlowe, B. A. & Page, M. L. (2005). *Creating and Sustaining the Constructivist Classroom* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Marx, R. W., Blumenfeld, P. C., Krajcik, J. S., Blunk, M., Crawford, B., Kelley, B., & Meyer, K. M. (1994). Enacting Project-based Science: Experiences of Four Middle Grade Teachers. *Elementary School Journal*, 94, 517-538.

Mergendoller, J. (2012). *Teaching Critical Thinking Skills through Project Based Learning*. Retrieved January 16, 2013 from <http://www.p21.org/tools-and-resources/p21blog/1097-teaching-critical-thinking-skills-through-project-based-learning>

Meyer D. K. (1997). Challenge in a Mathematics Classroom: Students' Motivation and Strategies in PBL. *The Elementary School Journal*, 97(5), 501–521.

Montgomery, C. & Eisentein, M. (1985). Real Reality Revisited: An Experimental Communicative Course in ESL. *TESOL Quarterly*, 19(2), 317-334.

Moss, D. (1997). *PBL and Assessment: A Resource Manual for Teachers*. Arlington, VA: The Arlington Education and Employment Program (REEP).

Moss, D., & Van Duzer, C. (1998). *PBL for Adult English Learners*. *Eric Digest*. Retrieved January 16, 2013 from <http://www.ericdigest.org/1999-4/project.htm>

- Moulton, M.R. & Holmes, V.L. (2000). An ESL Capstone Course: Integrating Research Tools, Techniques and Technology. *TESOL Journal*, 9(2), 23-29.
- North, S. (1990). Resource Materials for Library Project Work. *ELT Journal*, 44(3), 222-229.
- Nunan, D. (1995). Closing the Gap between Learning and Instruction. *TESOL Quarterly*, 29, 133-158.
- _____ (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Oxford, R. L. (1997). Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom. *The Modern Language Journal*, Vol. 81, No. 4, Special Issue: Interaction, Collaboration, and Cooperation: Learning Languages and Preparing Language Teachers (Winter, 1997), pp. 443-456.
- Ozdemir, E. (2006). *An Investigation on the Effects of PBL on Students' Achievement in and Attitude towards Geometry*. Unpublished Master's Thesis. Middle East Technical University Graduate School of Natural and Applied Sciences, Ankara.
- Ozdener, N. & Ozcoban, T. (2004). A PBL Model's Effectiveness on Computer Courses and Multiple Intelligence Theory. *Education Sciences: Theory & Practice*, 4, 147-170.
- Padgett, G. (1994). An Experiential Approach: Field Trps, Book Publication, Video Production. *TESOL Journal*, 3(3), 8-11.
- Pinker, Steven (2007). *The Language Instinct: How the Mind Creates Language*. New York: HarperCollins Publishing.
- Pohl, Michael. (2000). *Learning to Think, Thinking to Learn: Models and Strategies to*

Develop a Classroom Culture of Thinking. Cheltenham, Vic.: Hawker Brownlow.

Poonpon, K. (2011). Enhancing English Skills through PBL. *The English Teacher*, *XL*: 1-10. Retrieved January 2, 2013 from http://www.melta.org.my/ET/2011/1_10_Kornwipa%202011.pdf

Powell, K. & Kalina, C. (2009). Cognitive and Social Constructivism: Developing Tools for an Effective Development. *Education*, *130*(2), 241-250. Retrieved November 11, 2013 from <http://www.questia.com/library/journal/1G1-216181184/cognitive-and-social-constructivism-developing-tools>

Rashtchi, M., & Keyvanfar, K. (2007). *ELT Quick'n'Easy* (3rd ed.). Tehran: Rahnama Publications.

Railsback, J. (2002). *Project-Based Instruction: Creating Excitement for Learning*. Northwest Regional Educational Laboratory. Retrieved December 2, 2013 from http://educationnorthwest.org/webfm_send/460

Richards, Jack and Theodore S. Rodgers. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Richards, Jack (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.

_____ (2008). *Teaching Listening and Speaking*. New York: Cambridge University Press.

Richardson, Margaret & Cortland, Suny (2007). Constructivism in Education: An Overview of Contributions to the Literature and to the JPACTe Annotated Bibliography. *Journal for the Practical Application of Constructivist Theory in Education*, *2*(1), 1-16.

Rivers, Wilga M. (1981). *Teaching Foreign Language Skills*. London: The University

of Chicago Press.

- Rubin, Joan (1975). "What the 'Good Language Learner' Can Teach Us", *TESOL Quarterly*, 9, 41-51.
- Sarosy, P. & Sherak K. (2013). *Lecture Ready 1, Strategies for Academic Listening and Speaking (Second Edition)*. New York: Oxford University Press.
- Sarwar, Z. (2000). *Research on PBL to Facilitate Learner Autonomy*. Retrieved January 21, 2013 from www.hayo.nl/lapi/zakia_sarwar.doc.
- Sawamura, S. (2010). Assessment in Project-based Language Learning. *Hawaii Pacific University TESOL Working Paper Series*, 8(1,2), 44-49.
- Scrivener, J. (2013). *How to Demand High with A Coursebook*. Paper presented at the the 16th International INGED ELT Conference, İzmir, Turkey.
- Semke, H. (1980). German Café-theater: A Venture in Experiential Learning. *Foreign Language Annals*, 13(2), 137-138.
- Simpson, J. (2011). *Integrating PBL in an English Language Tourism Classroom in a Thai University Institution*. Unpublished Doctoral Thesis, Australian Catholic University.
- Stater, T., Beckett, G. H., & Aufderhaar, C. (2006). "Assessing Projects as Second Language and Content Learning". In G. H. Beckett & P. C. Miller (Eds.), *Project-Based Second and Foreign Language Education*. Greenwich: Information Age Publishing, p. 241-259.
- Stern, H.H. (1975). "What Can We Learn from the Good Language Learner?" *Canadian Modern Language Review*, 31, 304-18.
- Stoller, F. (1997). Project Work: A Means to Promote Language and Content. *English Teaching Forum*, 35(4): 2-9 and 37.

- _____. (2002). Project work: A means to promote language and content. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge, NY: Cambridge University Press, p. 107-118.
- _____. (2006). "Establishing a Theoretical Foundation for PBL in Second and Foreign Language Contexts". In G. H. Beckett & P. C. Miller (Eds.), *Project-Based Second and Foreign Language Education*. Greenwich: Information Age Publishing, p. 19-40.
- Subaşı-Dinçman, P. (2002). *Teachers' Understandings of Projects and Portfolios at Hacettepe University School of Foreign Languages Basic English Division*. Unpublished Master's Thesis, Bilkent University Institute of Economics and Social Sciences, Ankara.
- Sylvester, A. (2007). *An Investigation of PBL and Computer Simulations to Promote Conceptual Understanding in Eighth Grade Mathematics*. Unpublished PhD Dissertation. Kansas State University College of Education, Manhattan, Kansas.
- Thomas, J. W. (2000). *A review of research on PBL*. Retrieved January 20, 2013, from http://www.bie.org/files/researchreviewPBL_1.pdf.
- Tretten, R. & Zachariou, P. (1995). *Learning about PBL: Self-Assessment Preliminary Report of Results*. San Rafael, CA: The Autodesk Foundation. Retrieved December 2, 2013 from <http://www.autodesk.com/foundation>
- Ugur, B., Akkoyunlu, B., & Kurbanoglu, S. (2011). Students' Opinions on Blended Learning and Its Implementation in terms of Their Learning Styles. *Education and Information Technologies*, 16, 5–23.
- Warschauer, M, Shetzer, H. & Meloni, C. (2000). *Internet for English Teaching*. Alexandria, VA: TESOL Publications.

- Warschauer, M. (2001). "Online Communication". In R. Carter and D. Nunan (eds.). *Cambridge Guide to Teaching English to Speaker of Other Languages*. Cambridge: Cambridge University Press, p. 207-213.
- Willis, Jane (1996). *A Framework for Task-Based Learning*. Harlow: Longman.
- Wong-Fillmore, L. (1989). "Language Learning in Social Context: The View from Research in Second Language Learning". In R. Dietrich & C.F. Graumann (eds), *Language Processing in Social Context*. Amsterdam: Elsevier.
- Wrigley, H. (1998). Knowledge in Action: The Promise of PBL. *Focus on Basics [online serial]*, 2, Issue D (December). Retrieved September 13, 2013 from <http://www.ncsall.net/index.html?id=384.html>
- Yahya, S., Ahmad, E. A., & Jalil, K. A. (2010). The Definition and Characteristics of Ubiquitous Learning: A Discussion. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 6(1), 117-127.
- Yurtluk, M, (2003). *Proje Tabanlı Öğrenme Yaklaşımının Matematik Dersi Öğrenme Süreci ve Öğrenci Tutumlarına Etkisi*. Unpublished Master's Thesis. Hacettepe University Institute of Social Sciences, Ankara.

INTERNET RESOURCES

http://www.123rf.com/photo_6929161_an-example-of-an-alien-grey.html Retrieved August 12, 2013.

<http://amazingglobalwarmingday.blogspot.com/2011/05/global-warming-causes-polar-bear-must.html> Retrieved August 12, 2013.

<http://answers.yahoo.com/> Retrieved June 12, 2013.

<http://atc21s.org/index.php/about/what-are-21st-century-skills/> Retrieved November 10, 2013.

<http://constructivismineit.wikispaces.com/Constructivism+and+language+teaching>. Retrieved November 11, 2013.

<http://edition.cnn.com/2013/07/19/politics/obama-zimmerman-verdict/index.html>. Retrieved November 11, 2013.

<http://english-zone.com/study/symbols.html> Retrieved August 10, 2013.

<http://freshome.com/2013/03/22/what-you-can-learn-from-the-jetsons-about-home-automation/> Retrieved August 12, 2013.

http://gactaern.org/Unit_Plan/Teaching_as_a_Profession/Examining_the_Teaching_Profession/ETP_3_CLASSROOM_DEBATE_RUBRIC.doc Retrieved September 11, 2013.

<http://leadershipprocess.com/2013/05/10-questions-to-take-your-relationships-to-the-next-level/> Retrieved August 12, 2013.

<http://sankshvet.blogspot.com/2013/05/ten-things-they-dont-sell.html> Retrieved August 12, 2013.

<http://spotlight-universityofbedfordshire.blogspot.com/2013/02/the-digital-divide-and-complexities-of.html> Retrieved August 12, 2013.

<http://theimagarator.wordpress.com/2012/12/24/care-for-each-other-even-when-youre-angry/> Retrieved August 12, 2013.

http://tr.wikipedia.org/wiki/Bob_Ross Retrieved August 12, 2013.

<http://tr.wikipedia.org/wiki/Dosya:KoreanWarRefugeeWithBaby.jpg> Retrieved August 12, 2013.

<http://www.bie.org/> Retrieved August 12, 2013.

<http://www.panoramio.com/photo/15329315> Retrieved August 12, 2013.

<http://www.dailymail.co.uk/travel/article-1239480/Burj-Dubai-Tower-opens-claim-worlds-tallest-building-title.html> Retrieved August 12, 2013.

<http://www.merriam-webster.com/dictionary/omnipresent>. Retrieved November 10, 2013.

<http://www.mirror.co.uk/sport/boxing/muhammad-ali-exhibition-iconic-images-1146012> Retrieved August 12, 2013.

<http://www.niu.edu/facdev/programs/handouts/constructivism.pdf> Retrieved August 12, 2013.

<http://www.thethingswesay.com/you-never-learn-do-you/> Retrieved August 12, 2013.

<http://www.panoramio.com/photo/20948533> Retrieved August 12, 2013.

http://www.cartoonstock.com/directory/c/child_s_play.asp Retrieved August 12, 2013.

<http://www.dnagunu.hacettepe.edu.tr/> Retrieved August 12, 2013.

http://www.hannaharendtcenter.org/?page_id=2724 Retrieved August 12, 2013.

<http://pinterest.com/pin/273453008596380954/> Retrieved August 12, 2013.

<http://www.meta-activism.org/2010/08/the-cruel-depths-of-the-digital-divide/> Retrieved August 12, 2013.

<http://www.forbes.com/2010/05/20/hispanic-marketing-diversity-general-mills-cmo-network-mark-addicks.html> Retrieved August 12, 2013.

http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml
Retrieved August 12, 2013.

http://www.eslgold.com/speaking/speaking_situations.html. Retrieved June 6, 2013.

<http://www.forbes.com/sites/shelisrael/2012/04/14/8-tips-on-conducting-great-interviews/> 3/ Retrieved July 10, 2013.

http://www.thirteen.org/edonline/concept2class/constructivism/index_sub1.html
Retrieved November 12, 2013.

http://www3.weforum.org/docs/GITR/2013/GITR_OverallRankings_2013.pdf
Retrieved January 15, 2014.

APPENDICES

APPENDIX 1.**DOs AND DON'Ts OF ORAL PRESENTATIONS****Do's:**

1. DO rehearse your presentation in front of someone or by using a tape recorder; take note of the time limits and stay within them. A reminder, each presentation is to be approximately 23 minutes.
2. DO memorize your presentation if you prefer.
3. DO prepare small cue cards if you can't memorize it.
4. DO give a copy of your presentation to someone close to the front so that he/she can give you cue when you need it.
5. DO raise your voice a little, so that people at the back can hear.
6. DO modulate your voice; emphasize important words.
7. DO stand in full view of the audience. (Do not sit down)
8. DO present yourself as confident and in control of the situation.
9. DO feel free to move as you speak. (Do not forget to look for cables/wires)
10. DO make eye contact with members of the audience.
11. DO look around as you speak, involving your audience in your presentation.
12. DO use audio-visual material whenever appropriate, but make sure that you have arranged for it in advance.
13. DO make sure that you know and understand the evaluation criteria. (Rubric)
14. DO write on the blackboard any names or places or technical terms which your audience is unfamiliar with.
15. DO find out how to pronounce names, places, technical terms etc.
16. DO keep all of your written work in case it is required in the evaluation.

Don'ts:

1. DON'T fidget at the front.
2. DON'T make excuses for not being properly prepared.
3. DON'T read your presentation without looking at the audience.
4. DON'T hide behind a desk or computer screen.
5. DON'T hold paper in front of you, especially if you are nervous, because paper quivers with your quivering hand.
6. DON'T use slang or informal language in formal presentation; avoid words such as "guys", "goes" etc.
7. DON'T use words such as "like", "O.K.", "right", "things", "stuff", "whatever", etc.

8. DON'T speak too quickly; your audience is trying to process a lot of new information.

9. DON'T pace back and forth.

AVOID THE SEVEN DEADLY SINS OF POWERPOINT PRESENTATIONS

1. Use compelling material. See that the images, video/streaming and words you use will enhance the presentation rather than distract. The visual is only used to better share the message not the other way around. Please do not forget to spell check and add your in text note to your references at the bottom of each slide.

2. Too little contrast. Be careful about the design. Text should be able to be easily read. The text should not be too small. Stay away from fancy fonts. They are often hard to read on the screen. Greatest contrast: Black & White. Avoid too many colours or the rainbow effect. Use two or three colours and be consistent.

3. Too much text gives a cluttered look. Use the “five and ten” rule—five lines of text that can be read in ten seconds.

4. Do not "Parrot." The slides should help the listeners follow where you are going. Reading slides after slides makes for a poor presentation and the listener will quickly loose attention. Most can read faster than one can talk. People came to hear your presentation rather than read your notes/manuscript.

5. Too many bullets. Use “unbullets” like text in various shapes—ovals, circles, etc.

6. Too many transition effects and animation schemes. Follow the K.I.S.S. principle—“Keep It Simple, Sweetheart.” Use key words and statements. Short sentences/phrases, 5 to7 words long. You can say the rest while presenting.

7. “Under-doing” and "timing" is everything. It may be as bad as overdoing it. Use colour, Clip art, etc. for interest. Also, use good judgment when using animation schemes within the slide with graphics and/or text. Some animation may take long to carry out.

Note: To plagiarise and cheat is unacceptable. The student will be given a mark of zero for that assignment.

Taken from <http://kingswaycollege.on.ca/platform/content/dos-and-donts-oral-presentations>

APPENDIX 2.

NOTE-TAKING SYMBOLS & ABBREVIATIONS

"Learn 2 wrt fast b4 u go bananas!"

BASIC SYMBOLS		
SYMBOL	MEANING	EXAMPLE
→	leads to, produces, causes, makes	Practice →improvement.
←	comes from, is the result of	Success ← determination.
	increased, increasing, goes up, rises	Taxes 200% last year.
↓	decreased, decreasing, lowering	Salaries ↓ this year.
&	and	coffee & cream
@	at	I'll be home @ 4:00p.m.
/	per	17 miles/gallon
p	page	Read p 89.
pp	pages	Study pp 37-40.
¶	paragraph	Rewrite ¶ number four.
§	section	Read § 7 again.
?	question	Answer ? 5.
MATH SYMBOLS		
+	plus, in addition, and, also	He rides a bike + he skates.
-	minus	He was - a brain.
=	equal to, is	Women are = to men.
≠	not equal, is not	Diet ice cream is ≠to real!
~	about, approximately	He's ~ 17 yrs old.
ft	foot, feet	He's 6 ft tall.
X	times	5X the diameter of the earth.
>	greater than	6 > 2
<	less than	My salary is < yours.
\$	money, cost, price	He left his \$ at home.
%	percent	12% of the employees came.
~	approximately, more or less	She made ~ 25 copies.
∴	therefore	I think ∴ I am.
#	number	Please answer # 7.
no.	number	Please answer no. 7
#s	numbers	Please answer #s. 1-10
nos.	numbers	Please answer nos. 1-10
ht	height	ht 5'3
wt	weight	wt 150
2	to two too	Time 2 go! 2 people. Me 2.

INITIALS AND ABBREVIATIONS		
w/	with (something)	A war was fought w/ NATO aid.
w/o	without	They fought w/o fear.
w/i	within	There are problems w/i the company.
i.e.	that is	A Siamese, i.e. a cat, is a fun pet.
e.g.	for example	Professionals, e.g. doctors and lawyers, met here.
etc.	et cetera, so forth	Cats, dogs, etc., make good pets.
b/c	because	We pay taxes b/c it's the law.
b/4	before	Chicken b/4 egg?
re:	regarding, about	I need to see you re: the sales figures.
esp.	especially	Tobacco, esp. cigarettes, causes cancer.
min.	minimum	The min. is \$400.
max.	maximum	The max. number of people in an elevator is 10.
gov't.	government	The gov't. helped the people.
ASAP	as soon as possible	Finish your exam ASAP.
wrt	write	wrt #3 (write number 3)
rt	right	rt side
yr / yrs	year, years	She's 5 yrs old.
c.	circa, about, around, from the year	This picture is c. 1900
vs	versus, as opposed to	Purple vs green
ch	chapter	Read ch 8.
Q	question	Q: What is that?
A	answer	A: I don't know!
ex	example	Look at ex 4.
wd	word	1 vocabulary wd.
wds	words	25 vocabulary wds.
ref	reference	ref required.
diff	difference	What is the diff?

A few more note-taking tips for you:

1. If you are in a hurry, leave out *a*, *an*, or *the*, and dot your i's and cross your t's later.
2. Always use 1, 2, 3,... instead of one, two three.
3. Abbreviate any word by leaving out the vowels.

Taken from English-Zone Study Skills, How to Be a Good Student: <http://www.english-zone.com/study/symbols.html>

APPENDIX 3.

9 TIPS ON CONDUCTING GREAT INTERVIEWS

by Shel Israel

In my career, I have conducted thousands of interviews, been interviewed hundreds of times and as a media consultant, I have also observed thousands of interviews from a neutral seat. There are a few tips that have worked consistently well for me and perhaps they will help you. I write this from a media professional's point of view, but I think many of these points are applicable to business and employment interviews as well.

1. Start slow, safe and personal.

I usually begin with a question that focuses on the person and not the topic at hand, such as: "Where did you grow up," or "what was your first job out of college?" First off, you relax your subject and you humanize the interaction. This relaxes the atmosphere, starts the conversation on safe ground, and let's you get a sense of the where your subject is coming from. Second, you sometimes get a surprisingly good story.

Many years ago, when Oracle was a startup on a meteoric rise, Larry Ellison was interviewed by a veteran magazine reporter. The subject was corporate strategies related to database software. But the reporter started by asking Ellison where he was born and raised. Ellison known for his aggressive and independent style, revealed that he was raised by a single mom and spent much of his youth on the streets of Chicago. This, for many years, became a key component of the Ellison persona and the Oracle's street-tough competitive style.

2. Coax, don't hammer.

The "shock jock" interviewer may get daytime TV audiences to cheer and jeer, but chances are your audience is too sophisticated and businesslike for such low-rent tactics. I prefer interviews who have the up-close, but soft style that coaxes revealing,

newsworthy, useful answers. For that reason, I am a huge fan of NPR's Terry Gross, host of the long-running Fresh Air. She coaxes the most revealing content out of her subjects, by adopting a very personal rapport and asking questions, in a "c'mon, you can tell me" style. People tell her the most amazing stuff. I'll bet a few of them later wonder whatever possessed them to reveal certain matters on national television.

3. Make some questions open ended.

All interviews require you to ask specific questions that get answered with narrow data points. "What was your last job title?" But, in my experience, the most interesting responses I get come from open-ended questions, such as, "What is your vision for your organization five years from today?" or one of my current favorites, "Do you worry about any unintended consequences from what you are trying to accomplish?"

Years ago, I interviewed Alabama Gov. George C. Wallace a controversial segregationist running for the presidential nomination. I was no fan of his, but made it my business not to show my personal animosity. I asked him what he thought the voters of Massachusetts shared in common with him. "They are as tired as I am of big government stomping on hard-working folks butts," he said. This is a tired old saw today, but that interview may be the first time a candidate personified "big government" bullying everyday people. Wallace almost won that Massachusetts primary. His campaign sent me a thank you note for giving Wallace the chance to state his case. I have regretted it ever since, but it was where I learned my job was to get the interviewee to tell his story and let the readers decide what they think of his or her ideas.

4. Ask what you don't know.

There's a lawyer's tip that advises you to only ask witnesses questions that you already know the answers to. I do the opposite. I ask questions on issues where I am clueless what the answer will be. Lawyers hate surprises. As a journalist—or reader—I love them. Surprises mean I have something that has not been previously reported.

5. Let the interviewees wander a bit—but be careful.

Interviewers, in my view, try to hard to control the conversation, when the person in the other seat is the one who can produce the news.

I recently watched Oprah Winfrey interview Sean Penn in a Haitian refugee camp on television. Penn was in an uncharacteristically reflective mood. He obviously wanted to talk about the recent dissolution of his marriage but Winfrey changed the subject on him. Then he wanted to talk about the suffering of children, but she changed subjects on him again. After that Penn seemed bored and detached. I don't blame him.

There is a danger, however. If you are conducting a business interview, the company representative may resort to talking points and "Corpspeak" if you allow too much slack. I usually stop writing, fold my arms and look out the window. They often trail off. Sometimes I complain that I had hoped to get from the person something that I could not have downloaded from the company site. Sometimes it works, sometimes it does not.

6. Don't send advance questions.

Sometimes, time requires me to send email questions, and then I get written answers in return. These are often adequate but the result is rarely as good as a face-to-face, candid interaction. If I am going to have face time, I make clear the topics that I wish to cover and even ask if there are other subjects the interviewee would like to discuss.

But I don't send questions in advance. The result feels far too scripted, and the answers start feeling like they were written by a committee. The result is that very little new ground is covered. It also eliminates my beloved follow-up questions, the ones that drill down on what was or was not said in the response. Very often, the follow-up question produces the lead to the story I report.

7. Be prepared. Find the overlooked.

I used to spend days researching before conducting an interview. Thanks to Google, that has been reduced to approximately an hour. I see what the subject has told other reporters and bloggers and I figure out what can be added to those previous conversations. I also look in forgotten cubbyholes. In searches I often go back to always go to result pages 3, 4 and 5, where I may find surprisingly interesting content that no one else has recently looked at.

I go into the room know the topics I want to discuss and trying not waste time of asking for answers recently discussed. But I do look for updates and I do look for the questions that someone else forgot to ask. I recently was scheduled to interview Yammer CEO David Sachs for my Forbes column. I had planned to ask him about his \$25,000 hiring bonus to Yahoo employees. Unfortunately, in the preceding week , other reporters got to ask him all about it. I read them all and started my interview by asking Sachs how many resumes he had received and how many offers he had made. As a result, I got a small scoop, by asking the missed question.

Quite often, a subject's response to one question begs for a follow up. Many times the follow-up question reveals more than either the interviewer or interviewee expected. You just can't make that happen when you are following a script. When you do that, your mind very often goes on to your next question and you are not listening carefully to what your subject is saying.

I do come prepared and I let my subject know what subjects I want to cover. I also ask if there are other topics she or he would like me to add. I even jot a few topics down to make sure I remember them. But I do not write down questions and I stay poised to change directions and topics based on what my subjects are saying.

8. Listen, really listen.

The value of my interviews comes out of what people say, not what I ask. If I ask a question and the subject drifts off, there is often a good reason. I can get feist and retort "Please answer my question," or I can see where the person wants to go. If it's

into Corpspeak and key points, I simply stop writing. If it's into an area that might interest my readers, then I let the subject wander. The key is to pay close attention to what is not answered and make on-the-spot judgements on why that area was skipped or glossed. Was it uninteresting to the subject? Unimportant? Painfully embarrassing?

9. There are dumb questions.

Try not to ask a question that your subject has already answered. It discloses that you really weren't listening after all. Also try not to answer any questions that are answered in the interviewee's online bios or company FAQ.

And remember above all, the interview is about the person you are talking to, not about you. It's your job to reveal them, not to build them up or cut them down. Good night and good luck.

Taken from <http://www.forbes.com/sites/shelisrael/2012/04/14/8-tips-on-conducting-great-interviews/3/>

APPENDIX 4. TIPS FOR SPEAKING SITUATIONS

Supporting Opinions

Giving your opinion

I think that . . .

I don't think that . . .

In my opinion . . .

Asking for support or details

Why do you think that?

Could you elaborate?

Could you give (me) an example?

Can you illustrate that?

What evidence do you have?

Could you explain it in more detail?

Could you provide some details?

Supporting your opinions

Let me illustrate,

For example,

For instance,

To give you an example,

Let me give you an example,

To elaborate,

First, (second), etc.

Contrasting

On the other hand,

However,

Yes, but . . .

You may be right, but . . .

I may be wrong, but . . .

Correct me if I'm wrong, but . . .

Discussion Techniques

Opening a discussion

To begin with,

We need to discuss . . .

determine
find out

Let's start by (V ing)

We'll start by (V ing)

The problem here is . . .

issue
question

The important thing (here) is . . .

The main thing we need to discuss is . . .
.

Let's look at . . .

It looks like . . .

It appears that . . .

Asking for input

What do you think?

How about you?

How do you feel about that?
Any ideas on that?

Responding

That sounds like a good idea.

Sounds good.

The problem with that is . . .

That raises the issue of . . .

brings up

Asking for Details

Wh- Questions can be used to ask for more information:

What did you do over the weekend?

Where did you go for Spring Break?

How was your trip?

When did you get back?

What kind of things did you see?

Who did you go with?

How many people were there?

Whose car did you drive?

When asking for details about a particular item you are considering buying, you can say:

Could you give me some information about this computer?

Can you give me more details about that CD player?

Could you tell me about this bookcase?

What can you tell me about these blenders?

Rejoinders

Rejoinders are quick responses to show that you are interested or paying attention.

(Oh) Really?

That's interesting.

Is that right?

Note how rejoinders are used in the following situations:

1. I just got a new job. Oh really?
That's great!

2. I lost my wallet yesterday. Oh really? That's too bad.

Rejoinders may also take the form of follow-up questions. Note how they are used in the following situations:

1. I just bought a new car. You did?

2. Johnny is in the hospital. He is?

3. I'm going to Hawaii. You are?

Clarifying

Clarifying your own ideas

In other words,

What I mean is . . .

What I'm trying to say is . . .

What I wanted to say was . . .

To clarify,

Asking for Clarification

What do you mean (by that)?

What are you trying to say?

What was that again?

Could you clarify that?

Clarifying another's ideas

You mean . . .

What you mean is . . .

What you're saying is . . .

(I think) what she means is . . .

What he's trying to say is . . .

If I understand you, (you're saying that . . .)

If I'm hearing you correctly,

So, you think (that) . . .

So, your idea is . . .

Checking for Understanding

Checking for Understanding

(Do you) know what I mean?

Do you know what I'm saying?

Do you understand?

Are you following me?

Are you with me (so far)?

Have you got it?

Any questions?

Got it?

Showing Understanding

I see.

I understand.

I get it./I got it.

Gotcha. (Informal)

Expressing Lack of Understanding

I don't get it.

(I'm sorry.) I don't understand.

What do you mean?

I'm not following you.

I don't quite follow you.

I'm not sure I get what you mean.

What was that again?

Analyzing Problems

Focusing on the main problem/issue

What is the main problem?

What is the real issue (here)?

(I think) the major problem is . . .

Our primary concern is . . .

The crux of the matter is . . .

(As I see it), the most important thing is . . .

The main problem we need to solve is . . .

We really need to take care of . . .

It all comes down to this:

Asking for input

What should we do about it?

What needs to be done?

What do you think we should do?

What are we going to do about it?

Do you have any suggestions?

Any ideas?

Making Recommendations

I recommend that . . .

I suggest that . . .

I would like to propose that . . .

Why don't we . . .

Exploring Options

Asking for input

What do you think (about . . .)?

How do you feel (about . . .)?

Any ideas?

What are the alternatives?

Exploring Options

Let's look at Option 1.

What (do you think) about Plan B?

How about the third alternative?

Let's consider Bob's proposal.

Moving on

Let's move on to Option 2.

What about Plan C?

Let's look at the fourth choice.

How about Mary's idea?

Should we move on to the next point?

Before we move on, we need to consider . .

Elaborating

Asking for Elaboration

Could you elaborate (on that)?

Could you tell me a little more about it?

Could you give (me) some details?

Could you fill me in on that?

Could you expound on that?

What else can you tell us (about that)?

Is there anything else you can tell us?

Is there more to it?

Elaborating

To elaborate,

To give you more information,

Let me explain.

Let me elaborate.

Let me tell you a little more (about it).

Let me give you some details.

What's more,

Interrupting

Interrupting politely

Excuse me,

Pardon me,

Sorry to interrupt,

May I interrupt (for a minute)?

Can I add something here?

I don't mean to intrude, but . . .

Could I inject something here?

Do you mind if I jump in here?

Getting back to the topic

Anyway,

Now, where was I?

Where were we?

What were you saying?

You were saying . . .

To get back to . . .

Simple Presentations

Introduction

(Good morning, afternoon, evening)

I'm happy to be here.

I'm glad to have this opportunity to . . .

Today, I'd like to talk (to you) about . . .

My topic today is . . .

The focus of my remarks is . . .

I'd like to share some thoughts on
(topic)

Main points

Let me start by . . .

First, let me tell you about . . .

I've divided my topic into (three) parts:
(They are . . .)

Giving examples

For instance,

Let me illustrate,

To illustrate,

Conclusion

In conclusion,

To conclude,

To summarize,

To sum up,

Conceding to Make a Point

Conceding to Make a Point

That may be true, but . . .

I may be wrong, but . . .

You might be right, but . . .

You have a good point, but . . .

You could say that, but . . .

Correct me if I'm wrong, but . . .

I don't mean to be rude, but . . .

I hate to bring this up, but . . .

I don't mean to be negative, but . . .

This may sound strange, but . . .

Commenting

That's interesting. I think that...

Interesting point. I would add...

Hmmm. I hadn't thought of that before.

Questions can also be a useful way of bringing new ideas into a conversation:

What do you think about . . .

Have you considered . . .

What about . . .

Sometimes a more direct approach is appropriate:

Can I add something here?

(Do you) mind if I interject something here?

Paraphrasing

Paraphrasing involves restating someone else's ideas in your own words or restating one's own expressions to make a point better understood. One can paraphrase a blurred point through

approximation (finding a synonym or a close alternative), circumlocution (describing details) and coining new words (when you are really stuck).

There are several phrases that can be used to introduce paraphrasing:

So . . . (rephrase the other person's ideas)

In other words . . . (paraphrase)

I understand. (You're saying that . . .)

Oh. I see. (You want to say that . . .)

I get it. (You mean . . .)

So, what you mean is . . .

Let me see if I understand you correctly.

. . .

What I think you're saying is . . .

If I'm hearing you correctly . . .

Adapted from http://www.eslgold.com/speaking/speaking_situations.html

APPENDIX 5.**LECTURE READY -1-****CONTENTS (SPEAKING DIMENSION)**

UNIT	CHAPTER	ACADEMIC DISCUSSION STRATEGIES	PRESENTATION STRATEGIES
-1- PSYCHOLOGY	1- The First Day in Social Psychology Class	Show Interest During the Discussion	Use Good Posture and Eye Contact
	2- The Pace of a Place	Lead the Group Discussion	Use Your Hands Effectively
-2- BUSINESS	3- Business Innovation	Enter the Discussion	Catch the Audience's Attention
	4- Global Business: The Case of MTV	Contribute Your Ideas to the Discussion	Signal a Transition
-3- MEDIA STUDIES	5- Celebrities in the Media	Interrupt and Ask for Clarification	Create Rapport with the Audience
	6- Communication Revolutions	Ask for More Information	Open the Floor to Questions
-4- SCIENCE	7- How Sleep Affects Thinking	Agree and Disagree	Make Word Visuals
	8- The Influence of Geography on Culture	Show Respect for Others' Opinions	Speak Effectively about Visuals
-5- HUMANITIES	9- The Story of Fairy Tales	Support Your Opinion	Emphasize Important Words
	10- Architecture: Form or Function?	Connect Your Ideas to Other Students' Ideas	Pace Your Speech

(Sarosy and Sherak, 2013)

APPENDIX 6.
ATTITUDE INVENTORY FOR SPEAKING LESSONS
-INCLUDING DELETED ITEMS-

1	I take great pleasure in attending speaking lessons.					
2	I feel nervous before attending speaking lessons.					
3	I have a strong motivation for taking part in the activities held under speaking lessons.					
4	Speaking in English is a frightening experience for me.					
5	Speaking lessons encourage me to develop my speaking skills.					
6	I have enough self-confidence while communicating with others in English.					
7	Speaking constitutes the most difficult dimension of the language learning process.					
8	Speaking lessons foster cooperation and collaboration among students in class.					
<u>9</u>	<i><u>I have enough self-confidence to take part in the speaking tasks both inside and outside the class.</u></i>					
10	When my language knowledge falls short while speaking, I know how to find a way out without panic.					
11	The instructor provides an efficient collaboration environment in speaking lessons.					
12	I would like to make native speaker friends in order to improve my speaking skill.					
13	Speaking lessons urge us to be competent enough in terms of communicating in English.					
<u>14</u>	<i><u>Speaking lessons are strictly limited to class hours.</u></i>					
15	Speaking lessons are restricted to the classroom environment physically.					
<u>16</u>	<i><u>I learn formal and informal uses of spoken English in authentic contexts.</u></i>					

<u>17</u>	<i>Attending speaking lessons helps me see the similarities and differences of distinct cultures and therefore lets me gain an intercultural insight.</i>					
18	I think speaking lessons prepare me to interact with native speakers in real-life situations.					
19	I feel free enough to offer my opinions as to the activities we undertake during speaking lessons.					
20	I can improve my speaking skills without a speaking teacher through outdoor interactions in English.					
21	As students, we have the freedom to change the course of our speaking lessons.					
22	I prefer grammar lessons to speaking lessons.					
23	Attending speaking lessons is a boring experience for me.					
<u>24</u>	<i>I think time allocated for speaking lessons should be more.</i>					
25	Speaking lessons offer opportunities to practice English outside the class.					
26	During speaking lessons I feel like a bird arrested in a small cage.					
27	I practice my English through communicating with native speakers thanks to speaking lessons.					
28	Our efforts to perform the tasks assigned in speaking lessons give us a real sense of achievement.					
29	I think that I will be a fluent speaker in English thanks to speaking lessons we take this semester.					
30	Thanks to speaking lessons, I learn how to use English without anxiety in front of others.					
31	Speaking lessons promote team spirit among students, which makes us cooperative rather than competitive.					
32	The topics covered in speaking lessons are real-life-related, so I don't feel buried in artificial matters throughout speaking hours.					
33	I didn't think that speaking English would be fun, but it has turned out to be so enjoyable.					
34	While practicing my spoken English, I improve my general knowledge as well.					
<u>35</u>	<i>I prefer switching to Turkish while our teacher is out of sight.</i>					

36	Speaking lessons show me the interdisciplinary nature of language learning process.					
37	I can make use of other skills (reading, writing, listening) in speaking lessons in an integrated manner.					
38	During tasks assigned in speaking lessons, I have the opportunity to link my new and previous knowledge.					
39	Speaking lessons contribute much to my creativity.					
40	<i><u>Homework assigned in speaking lessons is no different from other kinds of homework assigned in other lessons.</u></i>					
41	<i><u>When I miss the speaking lesson I wonder what has happened in the class and what the assignments are.</u></i>					
42	Outdoors is also an integral part of speaking lessons.					
43	I feel more knowledgeable at the end of each speaking lesson.					
44	<i><u>Getting a high score in the speaking test is more important for me than becoming more fluent in spoken English.</u></i>					
45	I learn many new things from both my speaking instructor and my classmates in terms of oral practice.					
46	I feel responsible to develop my spoken English inside and outside the class.					
47	Language learning, especially speaking, is something that we cannot restrict to class walls and hours.					
48	I agree with the saying “Teachers open the door, but you must enter by yourself.”					
49	Our speaking instructor is a guide for us, not an authority figure.					
50	I always watch the clock in speaking lessons.					
51	I believe that I can attain a native-like pronunciation thanks to tasks I undertake in speaking lessons.					
52	I learn how to use English appropriately in real-life situations with the help of authentic speaking practices.					
53	I broaden the range of vocabulary I use in spoken English with every speaking activity and task.					
54	I can initiate an oral dialogue with a native speaker easily.					
55	I can practice how to respond to a native speaker in authentic settings that prepare us for the outside world.					

56	I develop critical thinking skills thanks to speaking lessons and this helps me gain competence in problem-solving.					
57	I believe that I will become more social when I attend speaking lessons and the assigned tasks.					
<u>58</u>	<i><u>Theory is more important than practice in terms of speaking skill.</u></i>					
59	I improve my intonation with authentic practices.					
60	I make use of information and communication technologies at utmost level for speaking lessons.					

Developed by İsmail Yaman

NOTE: The items in *italic* and underlined form are the deleted ones.

APPENDIX 7. ATTITUDE INVENTORY FOR SPEAKING LESSONS

This inventory developed by İsmail Yaman aims to specify the attitudes of students to speaking lessons. Data to be gathered from these questionnaires are going to be used as a part of the researcher's PhD dissertation. Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Please do not write your name in the questionnaire in order that the study can be carried out in a sound way; and please state your sincere thoughts **without skipping any items**. Thank you in advance for your kind cooperation.

Instructor İsmail YAMAN
Ondokuz Mayıs University
ismail.yaman@omu.edu.tr

Strongly agree: 5 Agree: 4 Neither agree nor disagree: 3 Disagree: 2
Strongly disagree: 1

		1	2	3	4	5
1	I take great pleasure in attending speaking lessons.					
2	I feel nervous before attending speaking lessons.					
3	I have a strong motivation for taking part in the activities held under speaking lessons.					
4	Speaking in English is a frightening experience for me.					
5	Speaking lessons encourage me to develop my speaking skills.					
6	I have enough self-confidence while communicating with others in English.					
7	Speaking constitutes the most difficult dimension of the language learning process.					
8	Speaking lessons foster cooperation and collaboration among students in class.					
9	When my language knowledge falls short while speaking, I know how to find a way out without panic.					
10	The instructor provides an efficient collaboration environment in speaking lessons.					
11	I would like to make native speaker friends in order to improve my speaking skill.					
12	Speaking lessons urge us to be competent enough in terms of communicating in English.					

		1	2	3	4	5
13	Speaking lessons are restricted to the classroom environment physically.					
14	I think speaking lessons prepare me to interact with native speakers in real-life situations.					
15	I feel free enough to offer my opinions as to the activities we undertake during speaking lessons.					
16	I can improve my speaking skills without a speaking teacher through outdoor interactions in English.					
17	As students, we have the freedom to change the course of our speaking lessons.					
18	I prefer grammar lessons to speaking lessons.					
19	Attending speaking lessons is a boring experience for me.					
20	Speaking lessons offer opportunities to practice English outside the class.					
21	During speaking lessons I feel like a bird arrested in a small cage.					
22	I practice my English through communicating with native speakers thanks to speaking lessons.					
23	Our efforts to perform the tasks assigned in speaking lessons give us a real sense of achievement.					
24	I think that I will be a fluent speaker in English thanks to speaking lessons we take this semester.					
25	Thanks to speaking lessons, I learn how to use English without anxiety in front of others.					
26	Speaking lessons promote team spirit among students, which makes us cooperative rather than competitive.					
27	The topics covered in speaking lessons are real-life-related, so I don't feel buried in artificial matters throughout speaking hours.					
28	I didn't think that speaking English would be fun, but it has turned out to be so enjoyable.					
29	While practicing my spoken English, I improve my general knowledge as well.					
30	Speaking lessons show me the interdisciplinary nature of language learning process.					

		1	2	3	4	5
31	I can make use of other skills (reading, writing, listening) in speaking lessons in an integrated manner.					
32	During tasks assigned in speaking lessons, I have the opportunity to link my new and previous knowledge.					
33	Speaking lessons contribute much to my creativity.					
34	Outdoors is also an integral part of speaking lessons.					
35	I feel more knowledgeable at the end of each speaking lesson.					
36	I learn many new things from both my speaking instructor and my classmates in terms of oral practice.					
37	I feel responsible to develop my spoken English inside and outside the class.					
38	Language learning, especially speaking, is something that we cannot restrict to class walls and hours.					
39	I agree with the saying “Teachers open the door, but you must enter by yourself.”					
40	Our speaking instructor is a guide for us, not an authority figure.					
41	I always watch the clock in speaking lessons.					
42	I believe that I can attain a native-like pronunciation thanks to tasks I undertake in speaking lessons.					
43	I learn how to use English appropriately in real-life situations with the help of authentic speaking practices.					
44	I broaden the range of vocabulary I use in spoken English with every speaking activity and task.					
45	I can initiate an oral dialogue with a native speaker easily.					
46	I can practice how to respond to a native speaker in authentic settings that prepare us for the outside world.					
47	I develop critical thinking skills thanks to speaking lessons and this helps me gain competence in problem-					
48	I believe that I will become more social when I attend speaking lessons and the assigned tasks.					
49	I improve my intonation with authentic practices.					
50	I make use of information and communication technologies at utmost level for speaking lessons.					

APPENDIX 8. STATISTICAL ANALYSIS OF THE ATTITUDE INVENTORY

	Items	Inter-item Correlation Value	Mean	St. Dev.	N
1	I take great pleasure in attending speaking lessons.	,626	3,3875	1,14797	240
2	I feel nervous before attending speaking lessons.	,473	4,0500	,97543	240
3	I have a strong motivation for taking part in the activities held under speaking lessons.	,364	4,2500	,94404	240
4	Speaking in English is a frightening experience for me.	,272	3,5875	1,19301	240
5	Speaking lessons encourage me to develop my speaking skills.	,660	3,6000	,93200	240
6	I have enough self-confidence while communicating with others in English.	,394	3,1000	,99707	240
7	Speaking constitutes the most difficult dimension of the language learning process.	,415	3,7125	1,06516	240
8	Speaking lessons foster cooperation and collaboration among students in class.	,583	3,3375	1,02615	240
9	When my language knowledge falls short while speaking, I know how to find a way out without panic.	,520	3,6000	,91843	240
10	The instructor provides an efficient collaboration environment in speaking lessons.	,563	3,6750	,96084	240
11	I would like to make native speaker friends in order to improve my speaking skill.	,570	3,4000	,86203	240
12	Speaking lessons urge us to be competent enough in terms of communicating in English.	,445	3,7250	1,00178	240
13	Speaking lessons are restricted to the classroom environment physically.	,524	3,4375	,97471	240
14	I think speaking lessons prepare me to interact with native speakers in real-life situations.	,597	3,4250	1,02408	240
15	I feel free enough to offer my opinions as to the activities we undertake during speaking lessons.	,469	3,2375	,89970	240
16	I can improve my speaking skills without a speaking teacher through outdoor interactions in English.	,309	3,1375	1,09480	240

17	As students, we have the freedom to change the course of our speaking lessons.	,399	2,7875	1,11693	240
18	I prefer grammar lessons to speaking lessons.	,393	3,3500	,89770	240
19	Attending speaking lessons is a boring experience for me.	,578	3,1500	1,06406	240
20	Speaking lessons offer opportunities to practice English outside the class.	,503	3,1125	1,31608	240
21	During speaking lessons I feel like a bird arrested in a small cage.	,291	3,4000	1,17077	240
22	I practice my English through communicating with native speakers thanks to speaking lessons.	,459	3,5250	1,08595	240
23	Our efforts to perform the tasks assigned in speaking lessons give us a real sense of achievement.	,322	3,3250	1,33296	240
24	I think that I will be a fluent speaker in English thanks to speaking lessons we take this semester.	,615	3,2000	1,09085	240
25	Thanks to speaking lessons, I learn how to use English without anxiety in front of others.	,431	3,1625	,99510	240
26	Speaking lessons promote team spirit among students, which makes us cooperative rather than competitive.	,262	3,8500	1,11024	240
27	The topics covered in speaking lessons are real-life-related, so I don't feel buried in artificial matters throughout speaking hours.	,400	3,2625	,96044	240
28	I didn't think that speaking English would be fun, but it has turned out to be so enjoyable.	,455	2,8875	1,14249	240
29	While practicing my spoken English, I improve my general knowledge as well.	,572	3,4750	,90985	240
30	Speaking lessons show me the interdisciplinary nature of language learning process.	,366	4,0375	,95651	240
31	I can make use of other skills (reading, writing, listening) in speaking lessons in an integrated manner.	,626	3,0625	1,05510	240
32	During tasks assigned in speaking lessons, I have the opportunity to link my new and previous knowledge.	,473	3,5500	,89489	240
33	Speaking lessons contribute much to my creativity.	,364	2,3250	1,01175	240

34	Outdoors is also an integral part of speaking lessons.	,272	3,7375	1,18297	240
35	I feel more knowledgeable at the end of each speaking lesson.	,660	3,2875	1,12254	240
36	I learn many new things from both my speaking instructor and my classmates in terms of oral practice.	,394	3,1375	,90665	240
37	I feel responsible to develop my spoken English inside and outside the class.	,415	3,1000	1,20251	240
38	Language learning, especially speaking, is something that we cannot restrict to class walls and hours.	,583	3,1250	1,01917	240
39	I agree with the saying "Teachers open the door, but you must enter by yourself."	,520	3,2750	,95034	240
40	Our speaking instructor is a guide for us, not an authority figure.	,532	3,2875	1,15560	240
41	I always watch the clock in speaking lessons.	,563	3,1000	,95856	240
42	I believe that I can attain a native-like pronunciation thanks to tasks I undertake in speaking lessons.	,605	3,2000	1,00709	240
43	I learn how to use English appropriately in real-life situations with the help of authentic speaking practices.	,528	2,8875	,95058	240
44	I broaden the range of vocabulary I use in spoken English with every speaking activity and task.	,619	3,6000	,90466	240
45	I can initiate an oral dialogue with a native speaker easily.	,564	3,4125	,98559	240
46	I can practice how to respond to a native speaker in authentic settings that prepare us for the outside world.	,490	3,3875	1,00201	240
47	I develop critical thinking skills thanks to speaking lessons and this helps me gain competence in problem-solving.	,593	4,0500	1,14797	240
48	I believe that I will become more social when I attend speaking lessons and the assigned tasks.	,522	4,2500	,97543	240
49	I improve my intonation with authentic practices.	,425	3,5875	,94404	240
50	I make use of information and communication technologies at utmost level for speaking lessons.	,300	3,6000	1,19301	240

APPENDIX 9.
FACTORS INCLUDED IN ATTITUDE INVENTORY FOR SPEAKING
LESSONS

	Items	Factors
1	I take great pleasure in attending speaking lessons.	TITLE OF THE COURSE
2	I feel nervous before attending speaking lessons.	TITLE OF THE COURSE
3	I have a strong motivation for taking part in the activities held under speaking lessons.	CLASSROOM PROCEDURES
4	Speaking in English is a frightening experience for me.	TITLE OF THE COURSE
5	Speaking lessons encourage me to develop my speaking skills.	CLASSROOM PROCEDURES
6	I have enough self-confidence while communicating with others in English.	LANGUAGE PROFICIENCY
7	Speaking constitutes the most difficult dimension of the language learning process.	TITLE OF THE COURSE
8	Speaking lessons foster cooperation and collaboration among students in class.	CLASSROOM PROCEDURES
9	When my language knowledge falls short while speaking, I know how to find a way out without panic.	LANGUAGE PROFICIENCY
10	The instructor provides an efficient collaboration environment in speaking lessons.	INSTRUCTOR-RELATED POINTS
11	I would like to make native speaker friends in order to improve my speaking skill.	OMNIPRESENT LEARNING
12	Speaking lessons urge us to be competent enough in terms of communicating in English.	CLASSROOM PROCEDURES
13	Speaking lessons are restricted to the classroom environment physically.	OMNIPRESENT LEARNING
14	I think speaking lessons prepare me to interact with native speakers in real-life situations.	CLASSROOM PROCEDURES
15	I feel free enough to offer my opinions as to the activities we undertake during speaking lessons.	CLASSROOM PROCEDURES
16	I can improve my speaking skills without a speaking teacher through outdoor interactions in English.	OMNIPRESENT LEARNING

17	As students, we have the freedom to change the course of our speaking lessons.	CLASSROOM PROCEDURES
18	I prefer grammar lessons to speaking lessons.	TITLE OF THE COURSE
19	Attending speaking lessons is a boring experience for me.	TITLE OF THE COURSE
20	Speaking lessons offer opportunities to practice English outside the class.	OMNIPRESENT LEARNING
21	During speaking lessons I feel like a bird arrested in a small cage.	OMNIPRESENT LEARNING
22	I practice my English through communicating with native speakers thanks to speaking lessons.	OMNIPRESENT LEARNING
23	Our efforts to perform the tasks assigned in speaking lessons give us a real sense of achievement.	CLASSROOM PROCEDURES
24	I think that I will be a fluent speaker in English thanks to speaking lessons we take this semester.	LANGUAGE PROFICIENCY
25	Thanks to speaking lessons, I learn how to use English without anxiety in front of others.	LANGUAGE PROFICIENCY
26	Speaking lessons promote team spirit among students, which makes us cooperative rather than competitive.	CLASSROOM PROCEDURES
27	The topics covered in speaking lessons are real-life-related, so I don't feel buried in artificial matters throughout speaking hours.	CLASSROOM PROCEDURES
28	I didn't think that speaking English would be fun, but it has turned out to be so enjoyable.	TITLE OF THE COURSE
29	While practicing my spoken English, I improve my general knowledge as well.	LANGUAGE PROFICIENCY
30	Speaking lessons show me the interdisciplinary nature of language learning process.	CLASSROOM PROCEDURES
31	I can make use of other skills (reading, writing, listening) in speaking lessons in an integrated manner.	CLASSROOM PROCEDURES
32	During tasks assigned in speaking lessons, I have the opportunity to link my new and previous knowledge.	LANGUAGE PROFICIENCY
33	Speaking lessons contribute much to my creativity.	LANGUAGE PROFICIENCY
34	Outdoors is also an integral part of speaking lessons.	OMNIPRESENT LEARNING
35	I feel more knowledgeable at the end of each speaking lesson.	LANGUAGE PROFICIENCY
36	I learn many new things from both my speaking instructor and my classmates in terms of oral practice.	INSTRUCTOR-RELATED POINTS

37	I feel responsible to develop my spoken English inside and outside the class.	OMNIPRESENT LEARNING
38	Language learning, especially speaking, is something that we cannot restrict to class walls and hours.	OMNIPRESENT LEARNING
39	I agree with the saying “Teachers open the door, but you must enter by yourself.”	INSTRUCTOR-RELATED POINTS
40	Our speaking instructor is a guide for us, not an authority figure.	INSTRUCTOR-RELATED POINTS
41	I always watch the clock in speaking lessons.	CLASSROOM PROCEDURES
42	I believe that I can attain a native-like pronunciation thanks to tasks I undertake in speaking lessons.	LANGUAGE PROFICIENCY
43	I learn how to use English appropriately in real-life situations with the help of authentic speaking	LANGUAGE PROFICIENCY
44	I broaden the range of vocabulary I use in spoken English with every speaking activity and task.	LANGUAGE PROFICIENCY
45	I can initiate an oral dialogue with a native speaker easily.	LANGUAGE PROFICIENCY
46	I can practice how to respond to a native speaker in authentic settings that prepare us for the outside world.	OMNIPRESENT LEARNING
47	I develop critical thinking skills thanks to speaking lessons and this helps me gain competence in problem-	LANGUAGE PROFICIENCY
48	I believe that I will become more social when I attend speaking lessons and the assigned tasks.	CLASSROOM PROCEDURES
49	I improve my intonation with authentic practices.	LANGUAGE PROFICIENCY
50	I make use of information and communication technologies at utmost level for speaking lessons.	OMNIPRESENT LEARNING

Factors included in the inventory cover the attitudes of students as to the following domains:

1. Classroom Procedures
2. Language Proficiency
3. Omnipresent Learning
4. Title of the Course
5. Instructor-related Points

APPENDIX 10. RATING SCALE

Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective
	4	Quite flowing style – mostly easy to understand – a few complex sentences – effective
	3	Style reasonably smooth – not too hard to understand – mostly (but not all) simple sentences – fairly effective
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences
	1	Very jerky – hard to understand – almost all simple sentences – complex sentences confusing – excessive use of 'and '
Grammar/ Accuracy	5	Mastery of grammar taught on course – only 1 or 2 minor mistakes – almost no grammatical mistakes
	4	Only a few minor mistakes (prepositions, articles, etc.) which do not lead to misunderstandings
	3	Some major mistakes (2-3) but a few minor ones
	2	Major mistakes which lead to difficulty in understanding – lack of mastery of sentence construction
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired – use of appropriate synonyms, circumlocution, etc.
	3	Attempts to use words acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on a few occasions
	2	Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning
	1	Very restricted vocabulary – inappropriate use of synonyms – seriously hinders communication

Pronunciation & Intonation	5	Clear pronunciation and proper intonation. Almost no errors
	4	1 or 2 minor errors only (e.g. ie or ei) but most utterances are correct
	3	Several errors – do not interfere significantly with communication – not too hard to understand
	2	Several errors – some interfere with communication – some words very hard to recognize
	1	Numerous errors – hard to recognize several words – communication made very difficult
Relevance and Adequacy of Content	5	Relevant and adequate response to the task set. Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required
	4	The speaker's intention and general meaning are fairly clear. Response for the most part relevant to the task set although there may be few gaps, redundancy.
	3	Most of what the speaker says is easy to follow. His intention is clear, not several interruptions are necessary for clarification.
	2	Response of limited relevance to the task set; possibly major gaps and/or pointless repetitions, so it needs constant clarification to understand the speaker
	1	Response irrelevant to task set; totally inadequate response. What is said is hardly understood
Listening Comprehension	5	Understands almost everything both in formal and informal style
	4	Understands most of the speech except very colloquial or low-frequency items
	3	Understands normal educated speech, but requires repetition and paraphrase
	2	Understands only slow and simple speech on common social topics
	1	Understands too little for the simplest type of conversation, ignores the questions

Body Language	5	Appears confident; uses eye contact to hold attention of interlocutors; body language establishes credibility
	4	Appears comfortable; consistently establishes eye contact with interlocutors; body language is appropriate.
	3	Tries to appear comfortable; establishes eye contact with interlocutors from time to time; body language shows some inconsistencies
	2	Does not appear comfortable; there are problems with eye contact; body language is barely appropriate
	1	Appears tense; refuses to make eye contact with interlocutors; body language is inappropriate

Adapted from Güllüoğlu, Ö. (2004). *Attitudes towards Testing Speaking at Gazi University Preparatory School of English and Suggested Speaking Tests*. Unpublished Master's Thesis. Gazi University Institute of Educational Sciences, Ankara.

APPENDIX 11.**STATISTICAL ANALYSIS OF THE RATING SCALE**

	Items	Inter-item Correlation Value	Mean	St. Dev.	N
1	Fluency	,833	45,06	14,823	43
2	Grammar	,783	52,09	11,662	43
3	Vocabulary	,760	45,58	11,812	43
4	Pronunciation	,577	49,30	12,611	43
5	Content	,725	53,02	13,721	43
6	Listening Comprehension	,764	55,81	14,838	43
7	Body Language	,834	52,56	12,362	43
8	Total	1000	50,84	10,228	43

APPENDIX 12. PROJECT TITLES

- | | |
|--|---|
| 1- Leadership | 14- Organizing a Speaking Club |
| 2- Integrating Human Beings and Nature | 15- Making Fun of TV Programmes |
| 3- Designing an Ideal University Campus | 16- Stopping Excessive Use of Plastic |
| 4- Fighting against Bad Habits | 17- Helping Samsun Gain More Tourists |
| 5- Promoting School of Foreign Languages at Ondokuz Mayıs University | 18- With and Without Money |
| 6- Access to English Songs | 19- Redefining Euthanasia |
| 7- Ways to Socialize at Prep School | 20- Rethinking Capital Punishment |
| 8- Access to Idioms | 21- Human Access to Animal Communication |
| 9- Storytelling | 22- Investigating the Effects of Advertisements on People |
| 10- Class News | 23- Taking or Avoiding Risks |
| 11- Overcoming Monday Syndrome | 24- Gains from Failure |
| 12- Inventing an Innovative Thing for Daily Use | 25- Encouraging Library Use |
| 13- Distinguishing American –British English | 26- Keeping a Voice Diary
(Complementary task for each project - Compulsory) |

Note: All projects were developed by İsmail Yaman.

APPENDIX 13. PROJECT OVERVIEW -1-

Project Title:	Leadership
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Producing a leader speech in different fields following a sheer perception of leadership characteristics
Driving Question:	Is leadership an innate or acquired characteristic?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to chalk out a plan of action for the project. Learners decide which dimension of leadership to focus on; and plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare a leader speech based on the collected data. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into a leader speech to be presented to the class.
End Product:	A leader speech in front of the class
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Accountability and Leadership, Collaboration, Lifelong Learning
Related Disciplines:	Politics, literature, sociology, psychology, business
Resources:	Leader speeches on TV and internet, interviews
Keywords:	Leader, public speech, impression, vision

APPENDIX 14. PROJECT OVERVIEW-2-	
Project Title:	Integrating Human Beings and Nature
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Producing an activity or oral presentation on promoting the integration between human beings and nature
Driving Question:	Is it human beings in nature that is really under the threat of extinction?
Project Description:	Following a brainstorming discussion on the driving question students are asked whether they go to shopping malls more often than their villages. They watch some videos on the growing divide between human beings and nature. They discuss their possible plans as groups and decide on an end product. Students allocate work among themselves and conduct interviews and research to collect data. They carry out the planned activities with the participation of classmates and teachers or offer an oral presentation in the class in the given time frame.
End Product:	An activity or presentation that encourages students to get integrated into nature
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, Collaboration, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Biology, geography, psychology, zoology, ecology
Resources:	Documentaries, nature-related videos, interviews
Keywords:	Nature, human beings, awareness, shopping malls

APPENDIX 15. PROJECT OVERVIEW-3-	
Project Title:	Designing an Ideal University Campus
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Designing and presenting an ideal campus considering the weak sides of available ones
Driving Question:	Does our campus meet all needs and expectations of the students?
Project Description:	Teacher has a brainstorming discussion with the students about the characteristics of modern and developed campuses and asks learners to chalk out a plan of action for the project. Learners decide on the major problems they face on the campus; and plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare their ideal campus design based on the collected data. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into a visual and oral presentation to be presented to the class.
End Product:	An oral and visual presentation on an ideal campus design
Target Skills:	Listening, speaking, reading, writing
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	education, architecture, landscape architecture, visual design
Resources:	Campus visuals, videos on campus design, related interviews
Keywords:	Campus, education, students' needs, green

APPENDIX 16. PROJECT OVERVIEW-4-	
Project Title:	Fighting against Bad Habits
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Shooting a video in the format of public service announcement structured to promote fight against a common specific bad habit
Driving Question:	Are we doing our best to fight against bad habits in people around us?
Project Description:	Following a brainstorming discussion on the driving question students are asked to focus on some important social problems they face almost everyday. They watch some sample public service announcement videos on different topics and discuss the key points included. They discuss their possible plans as groups and decide on a social problem to focus on. Students allocate work among themselves and conduct interviews and research to collect data. They carry out the planned tasks as groups and shoot a video about the selected issue. They offer an oral presentation in the class with their videos on the board.
End Product:	An oral presentation with a public service announcement video
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking, role-playing
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Accountability, Social Responsibility, Collaboration, Lifelong Learning
Related Disciplines:	Social studies, medicine, psychology, media
Resources:	Community service announcement videos, and related interviews and news
Keywords:	Habit, society, rules, health, fairness

APPENDIX 17. PROJECT OVERVIEW-5-	
Project Title:	Promoting School of Foreign Languages at Ondokuz Mayis University
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Raising awareness about the importance of foreign language learning by promoting School of Foreign Languages at Ondokuz Mayis University
Driving Question:	Are we really aware of the critical importance of learning a foreign language?
Project Description:	Teacher has a brainstorming discussion with the groups about the driving question and asks learners to chalk out a plan of action for the project. Learners discuss the possible ways to encourage other students to learn a foreign language; and plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare a convincing oral presentation based on the collected data. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into a presentation to be presented to the class.
End Product:	An oral presentation prepared to encourage foreign language learning at Ondokuz Mayis University
Target Skills:	Reading, listening, speaking, writing
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Education, psychology, foreign language learning
Resources:	Videos, books, news, and TV programmes on foreign language learning
Keywords:	Foreign language, university education, career opportunities

APPENDIX 18. PROJECT OVERVIEW-6-	
Project Title:	Access to English Songs
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Findings ways to help English learners understand the lyrics of English songs better
Driving Question:	Can you understand what you hear while you are listening to English songs?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and shows them the video of Barış Manço's song "Nick the Chopper" without subtitles. Following discussions on the lyrics of the song, students are asked to chalk out a plan of action for the project. Learners decide what the common reasons for poor access to English songs are; and plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare the presentation and decide on a particular song for karaoke performance. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation and a karaoke performance.
End Product:	An oral presentation on strategies to understand English songs better and a Karaoke performance
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Music, psychology, linguistics
Resources:	English songs, karaoke videos, related interviews
Keywords:	Song, karaoke, lyrics

APPENDIX 19. PROJECT OVERVIEW-7-	
Project Title:	Ways to Socialize at Prep School
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Organizing a potluck party or a similar event in order to raise socialization at Prep School at Ondokuz Mayıs University
Driving Question:	Are we social enough at Prep School?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to chalk out a plan of action for the project. Learners, as the whole class, decide what kind of preparations should be organized and plan and allocate work to each member of the group. They invite students and instructors including native ones orally to the potluck party to be organized at Prep School. They finish the preparations with discussions and by watching related videos on internet. Following necessary preparations a colorful potluck party is held with a wide participation.
End Product:	A Socializing Organization at Prep School
Target Skills:	listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, Productivity, Collaboration, Intercultural Communication, Lifelong Learning
Related Disciplines:	Sociology, Psychology, Intercultural Studies
Resources:	Videos including tips for socialization, related interviews and potluck party videos
Keywords:	Socialization, potluck, communication

APPENDIX 20. PROJECT OVERVIEW-8-	
Project Title:	Access to Idioms
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Finding out ways and strategies to learn English idioms effectively
Driving Question:	Is it possible to guess the meaning of most idioms in English?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to guess the meaning of some opaque idioms. Students try to come up with smart ideas so as to guess and learn the meaning of idioms in groups. They plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare an oral presentation. The collected information from various sources- interviews, videos, etc. is scrutinized and shaped into an oral presentation on idioms to be presented to the class.
End Product:	A how-to-learn-idioms presentation
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Lifelong Learning
Related Disciplines:	Literature, lexicology
Resources:	Idiom dictionaries, videos on idioms
Keywords:	Idioms, lexis, meaning, opaque, transparent

APPENDIX 21. PROJECT OVERVIEW-9-	
Project Title:	Storytelling
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Preparing a fluent storytelling performance on different topics
Driving Question:	Is telling and listening stories only a thing of childhood?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks them what kind of stories they remember from childhood years. Learners discuss what they know about storytelling and then they watch some sample storytelling videos. They plan and allocate work to each member of the group and collect required information. They conduct interviews and research to gather relevant data and work together to prepare a storytelling performance together. Finally they present their group performance in the class.
End Product:	A storytelling performance in the class
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Literature, folklore
Resources:	Various storytelling performances on TV and internet, inspiring stories in different fields
Keywords:	Story, inspiration, public speaking

APPENDIX 22. PROJECT OVERVIEW-10-	
Project Title:	Class News
Level:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Organizing a TV programme telling news from classmates
Driving Question:	Can you keep abreast of the breaking news about your classmates?
Project Description:	Teacher has a brainstorming discussion with the groups about the driving question and asks one of the students to tell a recent piece of news about his/her best friend in the class. They discuss what kind of news they can include in class news programme. Groups conduct interviews with the members of other groups and decide on the news worthy of mention. They watch sample news on the agenda and share group work. After the necessary preparations they present a TV programme in front of their classmates.
End Product:	A TV (news) programme
Target Skills:	Reading, listening, speaking, writing
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Media, information and communication technologies
Resources:	News on TV and internet, interviews with classmates
Keywords:	News, interview, classmates, programme

APPENDIX 23. PROJECT OVERVIEW-11-	
Project Title:	Overcoming Monday Syndrome
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Finding out ways to help people cope with Monday syndrome
Driving Question:	Is there anybody who comes to school with full concentration on Mondays?
Project Description:	Teacher has a brainstorming discussion with the groups about the driving question and asks one of the students to tell what kind of strategies s/he uses in order to overcome Monday syndrome. They discuss possible strategies in class. Following division of work within groups, students begin to collect preliminary data and conduct interviews to discover some other creative and smart ways. They watch relevant videos on internet. Then they shoot a video in which they act to attract attention to the problem. After the necessary preparations they deliver an oral presentation in front of their classmates.
End Product:	An oral presentation about strategies to overcome Monday syndrome and a video about students' own experiences
Target Skills:	Reading, listening, speaking, writing
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Business, education, psychology
Resources:	Related videos on TV and internet, interviews
Keywords:	Monday, human psychology, willingness

APPENDIX 24. PROJECT OVERVIEW-12-	
Project Title:	Inventing an Innovative Thing for Daily Use
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Coming up with a smart idea about a particular problem in daily life and designing an invention to this end
Driving Question:	Is there anything you see or experience everyday but want to change it when you get a chance?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks them to think of a marketable product. After finding an innovative idea groups determine the shape and dimension of their product. They write down a list of its functions (use, price, target, etc.) and design a simple and effective illustration for their products. Finally they come up with an alluring, memorable and striking slogan that catches the target consumers' eyes. Following the completion of these steps, groups present their products to the class in an oral presentation.
End Product:	A novel product for daily use and an oral presentation to promote the product
Target Skills:	Reading, listening, speaking, writing
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation, note-taking
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Marketing, economics, design
Resources:	Advertisements, marketing videos, sample product designs
Keywords:	Innovation, daily use, invention

APPENDIX 25. PROJECT OVERVIEW-13-	
Project Title:	Distinguishing American and British English
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Becoming and making others aware of the distinction between American and British English
Driving Question:	Do you really know what you speak? American or British English?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to chalk out a plan of action for the project. Groups decide on what kind of differences to focus on; and plan and allocate work to each member of the group and collect required information. They conduct interviews with native speakers to see the differences closely and do research to gather relevant data; and then they work together to shoot a video and prepare their presentation. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation including a video display.
End Product:	A video and an oral presentation on the differences between American and British English
Target Skills:	Reading, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Phonology, lexis, grammar
Resources:	American and British native speakers, relevant videos, dictionaries
Keywords:	Accent, pronunciation, vocabulary, comprehension

APPENDIX 26. PROJECT OVERVIEW-14-	
Project Title:	Organizing a Speaking Club
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Organizing a speaking club in order to raise socialization and foster speaking and communication skills of students
Driving Question:	Do you have enough opportunities to speak in English?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to chalk out a plan of action for the project. Learners, as the whole class, decide on a specific discussion topic for the first session and what kind of preparations should be organized; and plan and allocate work to each member of the group. They invite students and instructors including native ones both orally and with informative posters to the speaking club to be organized at Prep School. They finish the preparations with discussions and by watching related videos on internet. Following necessary preparations the first session of the speaking club is held with a wide participation.
End Product:	Organization of a Speaking Club at Prep School with a broad participation of students and instructors
Target Skills:	listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Problem Solving, Communication, Productivity, Collaboration, Intercultural Communication, Lifelong Learning
Related Disciplines:	Sociology, Psychology, Intercultural Studies
Resources:	Sample speaking club videos, related interviews, discussion and debate videos
Keywords:	Socialization, communication, dialogue, gathering

APPENDIX 27. PROJECT OVERVIEW-15-	
Project Title:	Making Fun of TV Programmes
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Organizing a TV programme making fun of the familiar figures on TV
Driving Question:	Have you ever thought of having your own show making fun of famous figures you watch on TV?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to chalk out a plan of action for the project. Groups decide on what kind of TV programmes to focus on; and plan and allocate work to each member of the group and collect required information. They analyze the selected programmes in detail and do further research to find some key points to make fun; and then they work together to prepare their presentation in a TV show format. The collected information and preparations are shaped into an oral TV show based on visual stuff.
End Product:	A TV programme in the classroom
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Media, ICT, broadcasting
Resources:	Sample TV programmes, relevant videos on internet
Keywords:	Programme, figure, star, show

APPENDIX 28. PROJECT OVERVIEW-16-	
Project Title:	Stopping Excessive Use of Plastic
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Finding ways to make people aware of the harmful effects of excessive plastic use and the importance of recycling
Driving Question:	Can we keep count of plastic materials we use everyday?
Project Description:	Teacher asks students to discuss the driving question and Blue Cap Campaign, and shows them some plastic materials they use everyday. Students are asked to come up with some awareness-raising ways about the issue and to chalk out a plan of action for the project. Groups decide on what kind of harmful effects to focus on; and plan and allocate work to each member of the group and collect required information. They then discuss and decide on their end product (oral presentation + poster, video, etc.). While preparing for the project, the students, as a natural result of their social responsibility, are asked to change the life of a disabled person by participating in the Blue Cap Campaign. They try to collect as much blue caps as possible, if not 250 kg, to be able to get ONE wheel chair. Following the necessary preparations, groups perform their presentations in the class.
End Product:	An oral presentation with an awareness-raising poster or video, and contribution to Blue Cap Campaign
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Social Responsibility, Initiative, Lifelong Learning
Related Disciplines:	Biology, medicine, chemistry, sociology
Resources:	Videos, news and interviews on plastic use, recycling and Blue Cap Campaign
Keywords:	Plastic, health, recycling, blue cap

APPENDIX 29. PROJECT OVERVIEW-17-	
Project Title:	Helping Samsun Gain More Tourists
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Finding ways to help Samsun become a tourist destination
Driving Question:	Do we have adequate native speakers in Samsun to practice our oral skills?
Project Description:	Teacher asks students to discuss the driving question and how many native speakers they know living in Samsun. Students are asked to come up with some innovative ideas to attract English-speaking tourists to Samsun, and then to chalk out a plan of action for the project. Groups decide on which aspect of Samsun to focus on; and plan and allocate work to each member of the group and collect required information. They then discuss and decide on their end product (oral presentation + poster, video, website, etc.). While getting prepared for the project, they conduct interviews with native speakers available in Samsun to utilize their experiences and opinions. Following the necessary preparations, groups perform their presentations in the class.
End Product:	An oral presentation with a video, website, or poster which serve to promote Samsun
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Responsibility, Lifelong Learning
Related Disciplines:	Tourism, ICT, media
Resources:	Websites, tourist brochures, Samsun-related videos and interviews
Keywords:	Tourism, Samsun, native speaker

APPENDIX 30. PROJECT OVERVIEW-18-	
Project Title:	With and Without Money
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Discovering the real role of money in our lives
Driving Question:	Would you ever reject a position with a salary of 10.000 TL?
Project Description:	Teacher asks students to discuss the driving question and how they would behave if they found a bag full of money. They are asked to think of things that human beings cannot buy with money. Groups decide on which aspect of money-life relationship; then plan and allocate work to each member of the group and collect required information. They then discuss and decide on their end product (oral presentation + drama, video, etc.). While getting prepared for the project, they conduct interviews with native speakers to utilize their experiences and opinions. Following the necessary preparations, groups perform their presentations in the class.
End Product:	An oral presentation on what money brings to and takes from our lives
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Economy, business, psychology
Resources:	Videos, interviews, etc. on money
Keywords:	Money, values, life

APPENDIX 31. PROJECT OVERVIEW-19-	
Project Title:	Redefining Euthanasia
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Rethinking euthanasia from different perspectives
Driving Question:	What if you fall victim to an incurable disease? Would you ever consider euthanasia as an ethical pathway?
Project Description:	Teacher asks students to discuss the driving question and how they would behave if they contracted an incurable disease. Would they ever consider euthanasia as an alternative? They are asked to put themselves into the shoes of such hopeless people. Groups decide on whether they regard euthanasia ethical and applicable or not; then plan and allocate work to each member of the group and collect required information to defend their side in the debate to be held between groups. While getting prepared for the project, they conduct interviews with native speakers to take their opinions. Following the necessary preparations, groups defend their opinions against their opponents in a classroom debate headed by one of the students appointed as the chairperson of the session.
End Product:	A classroom debate in groups
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Ethics, sociology, psychology, medicine
Resources:	Euthanasia-related videos, news, and interviews
Keywords:	Euthanasia, right to live, disease, cure

APPENDIX 32. PROJECT OVERVIEW-20-	
Project Title:	Rethinking Capital Punishment
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Having a closer look at capital punishment with real life examples
Driving Question:	A murderer who killed your father and mother? What would be your wish about the penalty s/he would take?
Project Description:	Teacher asks students to discuss the driving question and how their psychology would be if one of their first degree relatives were killed deliberately. Would they consider death penalty as an indispensable way of punishment? They are asked to contemplate the issue from different perspectives. Groups decide on whether they regard capital punishment ethical and applicable or not; then plan and allocate work to each member of the group and collect required information to defend their side in the debate to be held between groups. While getting prepared for the project, they conduct interviews with native speakers to take their opinions. Following the necessary preparations, groups defend their opinions against their opponents in a classroom debate headed by one of the students appointed as the chairperson of the session.
End Product:	A classroom debate in groups
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Law, politics, media
Resources:	Videos, news, and interviews related with death penalty
Keywords:	Capital punishment, right to live, murder, freedom

APPENDIX 33. PROJECT OVERVIEW-21-	
Project Title:	Human Access to Animal Communication
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Discovering the ways animals use to communicate with each other
Driving Question:	Do you understand what the intended meaning is behind a “woof woof” or a “quack quack”?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks them to think of different animals and their language systems. Groups decide on what kind of animals to cover; and plan and allocate work to each member of the group and collect required information. They conduct observations on the campus and take videos of some animals they can observe; and then they work together to prepare their presentation. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation including a video display.
End Product:	An oral presentation on animal communication
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Zoology, psychology, ecology
Resources:	Videos, news, and interviews on animal communication
Keywords:	Animals, communication, body language, nature

APPENDIX 34. PROJECT OVERVIEW-22-	
Project Title:	Investigating the Effects of Advertisements on People
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Looking into the ways people are affected by different kinds of advertisements
Driving Question:	Have you ever decided to buy a specific product just because the advertisement convinced you to do so?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners what the common factors behind their decisions to buy something are. Groups decide on what kind of products to cover and plan an effective poster or video aiming to promote a certain product. They plan and allocate work to each member of the group and collect required information. They conduct interviews with native speakers and classmates to discover their points of view. They do research to gather further relevant data and categorize the findings their research yields; and then they work together to prepare their presentation including an assertive advertisement. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation including a video/poster display.
End Product:	An oral presentation on various effects of advertisements on people
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Media, advertising, psychology
Resources:	Advertisements, commercials, TV, podcasts
Keywords:	Advertisement, shopping, decision, need

APPENDIX 35. PROJECT OVERVIEW-23-	
Project Title:	Taking or Avoiding Risks
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Discovering the distinguishing characteristics of risk-takers and risk-avoiders
Driving Question:	Which category do you belong to? Risk-takers or risk-avoiders?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners in what kind of circumstances they can take risks. Groups decide on an outstanding event in history which is characterized by striking results of taking or avoiding risks; and plan and allocate work to each member of the group and collect required information. They conduct interviews with native speakers to see their opinions and personal experiences and do research to gather relevant data. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation in the class.
End Product:	An oral presentation on the characteristics of risk-takers and risk-avoiders
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration
Related Disciplines:	Psychology, sociology
Resources:	Videos, news, interviews, events, etc. on taking and avoiding risks
Keywords:	Risk, unpredictability, future, decision, result

APPENDIX 36. PROJECT OVERVIEW-24-	
Project Title:	Gains from Failure
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Discovering real-life events in terms of human beings' gains from failure
Driving Question:	Do you get discouraged after each failure?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners to think of a negative personal experience that led them to a higher level. Groups decide on an outstanding event in history which is characterized by taking lessons from failure; and plan and allocate work to each member of the group and collect required information. They conduct interviews with native speakers to see their opinions and personal experiences and do research to gather relevant data. The collected information from various sources-interviews, videos, etc. is scrutinized and shaped into an oral presentation in the class.
End Product:	An oral presentation in the class
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Psychology, sociology
Resources:	Videos, news, interviews, events, etc. on success and failure
Keywords:	Success, failure, encouragement, discouragement

APPENDIX 37. PROJECT OVERVIEW-25-	
Project Title:	Encouraging Library Use
Level - Age:	Intermediate - Upper Intermediate
Duration:	1-2 Weeks
Scope:	Raising awareness of utilizing libraries among university students
Driving Question:	Have you ever visited the central library on the campus?
Project Description:	Teacher has a brainstorming discussion with the students about the driving question and asks learners how they meet their needs to have access to new information and resources. Groups decide on a library in Samsun to focus on; and plan and allocate work to each member of the group and collect required information. They conduct interviews with librarians beforehand and do research to gather relevant data; and then they work together to prepare a presentation of the selected library for their classmates. Following necessary preparations each group organizes an educational visit to a different library and informs their classmates on how to make use of libraries.
End Product:	Educational visits to various libraries in Samsun
Target Skills:	Reading, writing, listening, speaking
Target Speaking Sub-skills:	Body Language, fluency, intonation, pronunciation
Target 21st Century Skills:	Creativity, Critical Thinking, Communication, ICT Literacy, Productivity, Collaboration, Lifelong Learning
Related Disciplines:	Education, library science, sociology
Resources:	Videos, news, interviews, information, etc. on libraries
Keywords:	Library, education, university, information

APPENDIX 38. SELF - REFLECTION ON PROJECT WORK Think about what you did in this project, and how well the project went. Write your comments in the right column.	
Student Name:	
Project Name:	
Driving Question:	
List the major steps of the project:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	

APPENDIX 39.**SELF- AND PEER-ASSESSMENT OF PROJECT WORK**

- Speaking - 2013-2014 Academic Year-

Name: _____

Date: _____

Project Title: _____

Please write the names of your group members in the first line. Then, choose and write one of the following frequency expressions for each question under each member.

NEVER RARELY SOMETIMES OFTEN ALWAYS

NAMES:	ME			
Did he/she/you help the group gather information and materials for the project?				
Did he/she/you read and analyze the gathered information and materials?				
Did he/she/you help classmates learn new things?				
Did he/she/you help classmates develop speaking skills?				
Did he/she/you take other people's ideas into consideration?				
Did he/she/you use English during the preparation process?				
Did he/she/you attend group meetings regularly?				
Did he/she/you contribute enough to the end product of the project?				
Did he/she/you cooperate with the teacher well?				

Developed by İsmail Yaman

APPENDIX 40.**PROJECT PRESENTATION RUBRIC**

Student's Name _____ Date _____

Peer-Instructor: _____

Content		High		Average		Low
1	States the purpose.	10	8	6	4	2
2	Organizes the content.	10	8	6	4	2
3	Supports ideas.	10	8	6	4	2
4	Incorporates stories and examples.	10	8	6	4	2
5	Summarizes the main idea(s).	10	8	6	4	2
Delivery						
6	Demonstrates awareness of listener's needs.	10	8	6	4	2
7	Speaks clearly with appropriate vocabulary and information.	10	8	6	4	2
8	Uses tone, speed, and volume as tools.	10	8	6	4	2
9	Demonstrates complexity of vocabulary and thought.	10	8	6	4	2
10	Appears comfortable with audience.	10	8	6	4	2

Adapted from "Public Speaking Competency Rubric" at
<http://www.tusculum.edu/research/documents/PublicSpeakingCompetencyRubric.pdf>

APPENDIX 41.
**RUBRIC FOR TEACHER ASSESSMENT OF THE STUDENTS' GENERAL
 PROJECT PERFORMANCE**

Outcomes	A	NA	1	2	3	4
Participates in classroom interactions using English to get tasks done.	A	NA	1	2	3	4
Uses English to get information, ask, and answer questions.	A	NA	1	2	3	4
Reports information in English.	A	NA	1	2	3	4
Gives/seeks clarification in English when appropriate.	A	NA	1	2	3	4
Demonstrates understanding of directions.	A	NA	1	2	3	4
Uses English in new situations.	A	NA	1	2	3	4
Pre-plans for work.	A	NA	1	2	3	4
Participates in groups using team-work strategies.	A	NA	1	2	3	4
Reviews and revises work.	A	NA	1	2	3	4
Uses variety of resources to get information.	A	NA	1	2	3	4
Completes tasks for the project.	A	NA	1	2	3	4
Works independently and cooperatively on assigned tasks.	A	NA	1	2	3	4
Contributes to the completion of the project.	A	NA	1	2	3	4

A: Absent NA: Not applicable

1: Emerging: Needs more work on knowledge and skills to adequately complete tasks at level.

2: Developing: Uses knowledge and skills to complete tasks at level with assistance.

3: Proficient: Uses knowledge and skills to complete tasks at level.

4: Expert: Uses knowledge and skills above level to successfully complete tasks.

Adapted from Mansoor, Inaam (1997). *PBL and Assessment: A Resource Manual for Teachers*. Arlington Education and Employment Program. Available at http://www.cal.org/caela/esl_resources/reepproj.pdf. Retrieved on September 12, 2013.

APPENDIX 42.

CLASSROOM DEBATE RUBRIC

Criteria	Levels of Performance			
	1	2	3	4
1. Organization and Clarity: viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
2. Use of Arguments: reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
3. Use of Examples and Facts: examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
4. Use of Rebuttal: arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly

TOTAL

____/20

Retrieved from http://gactaern.org/Unit Plan/Teaching as a Profession/Examining the Teaching Profession/ETP_3_CLASSROOM_DEBATE_RUBRIC.doc

**APPENDIX 44. PRE-TEST AND POST-TEST RESULTS OF THE
EXPERIMENTAL GROUP**

Experimental Group								
Subjects	Pre-test Scores				Post-test Scores			
	Rater 1	Rater 2	Rater 3	Average	Rater 1	Rater 2	Rater 3	Average
1	57	62	69	63	100	100	100	100
2	42	47	50	46	66	63	60	63
3	42	42	44	43	77	77	77	77
4	40	40	40	40	56	66	58	60
5	40	40	40	40	66	72	69	69
6	49	49	49	49	57	60	63	60
7	35	34	32	34	47	49	51	49
8	44	46	48	46	65	73	69	69
9	54	54	54	54	88	88	82	86
10	60	60	60	60	83	93	91	89
11	38	46	46	43	88	82	88	86
12	32	40	38	37	65	66	67	66
13	51	51	51	51	80	82	86	83
14	60	60	60	60	65	68	80	71
15	46	46	56	49	77	77	77	77
16	60	60	60	60	88	100	94	94
17	58	52	52	54	94	94	94	94
18	40	40	40	40	68	74	72	71
19	51	51	51	51	48	52	54	51
20	54	56	60	57	72	72	78	74
21	56	60	54	57	66	66	66	66
22	60	60	60	60	87	94	100	94
23	54	60	56	57	64	62	54	60

APPENDIX 45. PRE-TEST AND POST-TEST RESULTS OF THE CONTROL GROUP

Control Group								
Subjects	Pre-test Scores				Post-test Scores			
	Rater 1	Rater 2	Rater 3	Average	Rater 1	Rater 2	Rater 3	Average
1	54	56	60	57	82	88	88	86
2	56	60	54	57	72	69	66	69
3	38	46	46	43	49	49	49	49
4	40	40	40	40	51	49	47	49
5	35	34	32	34	46	44	48	46
6	48	52	54	51	65	69	73	69
7	54	56	58	56	64	63	62	63
8	66	66	66	66	82	88	88	86
9	36	36	39	37	38	46	46	43
10	66	66	66	66	66	66	66	66
11	35	34	32	34	49	47	51	49
12	46	46	56	49	51	47	51	49
13	34	35	32	34	48	44	46	46
14	77	77	77	77	80	80	80	80
15	58	52	52	54	62	60	66	63
16	54	60	56	57	54	60	56	57
17	52	52	58	54	74	75	72	74
18	65	66	67	66	80	82	86	83
19	54	54	54	54	60	60	60	60
20	47	49	51	49	52	48	54	51

APPENDIX 46. STATISTICAL ANALYSIS OF INTER-RELIABILITY OF RATERS

Three raters have evaluated the pre-test and post-test of the experimental and control groups with reference to a reliable speaking scale (see Appendix ..). In order to find out the inter-rater reliability of the scores given by these raters, Pearson-Product Moment correlation coefficients are statistically calculated for the pre-test and post-test separately; and the related tables are presented below:

Table 26

Pearson-Product Moment Correlation Coefficients of the Pre-Test

Pre-test	Rater 1	Rater 2	Rater 3
Rater 1	1	,957	,921
Rater 2	,957	1	,950
Rater 3	,921	,950	1

Table 27

Pearson-Product Moment Correlation Coefficients of the Post-Test

Post-test	Rater 1	Rater 2	Rater 3
Rater 1	1	,965	,951
Rater 2	,965	1	,967
Rater 3	,951	,967	1

In the social sciences, correlation coefficients between .30 and .00 are generally considered weak, between .70 and .30 are considered moderate, and between .70 and 1.00 are considered strong (Büyüköztürk, 2007). As seen in the above tables, all the coefficients both in the pre- and post-tests are above .70, which attests to a high positive correlation among the raters.

APPENDIX 47.**OPINION QUESTIONS ASKED IN THE PRE- AND POST-TEST**

1. What do you think is the most important requirement for being a happy person?
2. Do you think the obligation to wear school uniforms should be abolished or not?
3. How can robots make our lives better? What dangers could robots create?
4. What do you think are the characteristics of an intelligent person?
5. What are some ways to resolve relationship problems in families or at work?
6. What lifestyle would you advise for a long, healthy life?
7. What are the different ways parents can choose a name for their baby?
8. How could a strange or unusual name affect a child?
9. Discuss the question 'Will English replace all other languages one day?'
10. Do you think video games are bad for children? Why or why not?
11. Do you think genetically modified food is safe to eat? Why or why not?
12. What do you think about smoking in public places?
13. Should smoking be completely banned? Why or why not?
14. Do you think most people use their time and money carefully? Why or why not?
15. What can people do to improve the quality of their sleep?
16. Where do you get your news about what's happening in the world? Why?
17. Discuss the statement 'My name is very important to me'.
18. Describe the benefits of having a second or third language?

19. 'Most people know how to live a healthy life but don't act on it.' Discuss the statement.
20. What are some of the advantages and disadvantages of growing older?
21. How is globalization affecting Turkey?
22. 'Love will never be explained by science'. Discuss the statement.
23. What makes a gifted child different?
24. Do you agree that society is becoming more selfish? Give reasons.
25. Why do teenagers use slang?
26. How could a strange or unusual name affect a child?
27. Do you think your name affects your chances of success in life?
28. Why do people sometimes buy things that they don't need?
29. How important is money to you? If you had no money, do you think you could be happy?
30. Some people say that "money makes the world go around." Do you agree? Why or why not?
31. When you buy something, what is most important to you: price, quality, fashion trend, status/image?
32. Do you agree that everyone has the potential for being a genius?
33. What strategies can a teacher use to make a class more interesting?
34. Strong emotional intelligence is increasingly valued by companies. Do you think emotional intelligence should be a factor in getting hired?
35. Would it matter to you if traditional hard-copy newspapers no longer existed?

36. Which one do you prefer for your university years, living in a dormitory or house? Why?
37. How do you define a 'real friend'?
38. Some people say "Men should do an equal share of the housework with women". Do you agree? Why or why not?
39. What do you think are the most important criteria for choosing a good job?
40. What do you think about the role of women in society? Is it changing or not? If so, how?

APPENDIX 48.**IF QUESTIONS ASKED IN THE PRE- AND POST-TEST**

1. If you had a personal robot what would you like it to do?
2. If you woke up in bed and saw a huge insect walking over you, what would you do?
3. If you could eat only one type of food for the rest of your life, what food would you choose? Why?
4. If electricity weren't invented yet, in what ways would your life be different?
5. If you could be a character from a movie, who would you be? Why?
6. If you could relive any moment in your life, which moment would it be? Why?
7. If tomorrow morning when you get up, you can't find people around and later discover you are the only human being on the earth, what would you do?
8. If we could live for 300 years, what would the life be like?
9. If you could stop time, what would you do and why?
10. If you could say a sentence which the whole world could hear, what would you say? Why?
11. If you were a fruit, what fruit would you be? Why?
12. If you were a color, what color would you be? Why?
13. If you woke up suddenly because your house was on fire, which three things would you save as you ran outside?
14. If you were given the opportunity to be born again, how would you change the way you lived?
15. If you had to choose, would you give up your sight or your hearing? Why?

16. If you had 25-hour days (while everyone else continued to have 24-hour days), what would you do with the extra time?
17. If you could go back to any moment in history, where would you go?
18. If you discovered a new island, what would you name it? Why?
19. If you could speak any other language (besides English) which language would you like to speak?
20. If you could choose how you were going to die, what would you choose your death to be?
21. If you could change one thing about yourself, what would it be?
22. If you could change one thing in the world, what would it be?
23. If you could be invisible for a day what would you do? Why?
24. If you could be another person for a day, who would you be? Why?
25. If you could be an animal, what animal would you be? Why?
26. If you bumped your car into another car, but nobody saw you do it, would you leave your name and address?
27. If the whole world were listening, what would you say?
28. If a classmate asked you for the answer to a question during an exam while the teacher was not looking, what would you do?
29. If you had only 24 hours to live, what would you do?
30. If you could be someone famous for a day, who would you be? Why?
31. If you were given three wishes (all of which would come true), what would you wish for?
32. If you could have one special talent, what would that be? Why?

33. If you could travel back in time, which year would you like to go? Why? Would you change anything at that time? (Past)
34. If you could have any job in the world, which would you choose? Why?
35. If you could change one aspect of your personality, what would that be?
36. If you could un-invent something that has already been invented, what would you choose? Why?
37. If you worked for a store and you saw another employee steal something, would you tell the manager?
38. If you had the chance to be rich, famous, happy or very intelligent, which would you choose? Why?
39. If you were given an opportunity to be born again, in which country would you like to be born? Why?
40. If you wanted to marry someone that your parents didn't approve of, what would happen?

Adapted from the questions available at <http://answers.yahoo.com>

APPENDIX 49. SPEAKING PROMPT PICTURES USED IN PRE- AND POST-TESTS

1.



(<http://amazingglobalwarmingday.blogspot.com/2011/05/global-warming-causes-polar-bear-must.html>)

2.



(http://www.hannaharendtcenter.org/?page_id=2724)

3.



(<http://www.meta-activism.org/2010/08/the-cruel-depths-of-the-digital-divide/>)

4.



(<http://pinterest.com/pin/273453008596380954/>)

5.



(http://www.123rf.com/photo_6929161_an-example-of-an-alien-grey.html)

6.



(<http://www.panoramio.com/photo/15329315>)

7.



(<http://www.mirror.co.uk/sport/boxing/muhammad-ali-exhibition-iconic-images-1146012>)

8.



(<http://freshome.com/2013/03/22/what-you-can-learn-from-the-jetsons-about-home-automation/>)

9.



(<http://www.dailymail.co.uk/travel/article-1239480/Burj-Dubai-Tower-opens-claim-worlds-tallest-building-title.html>)

10.



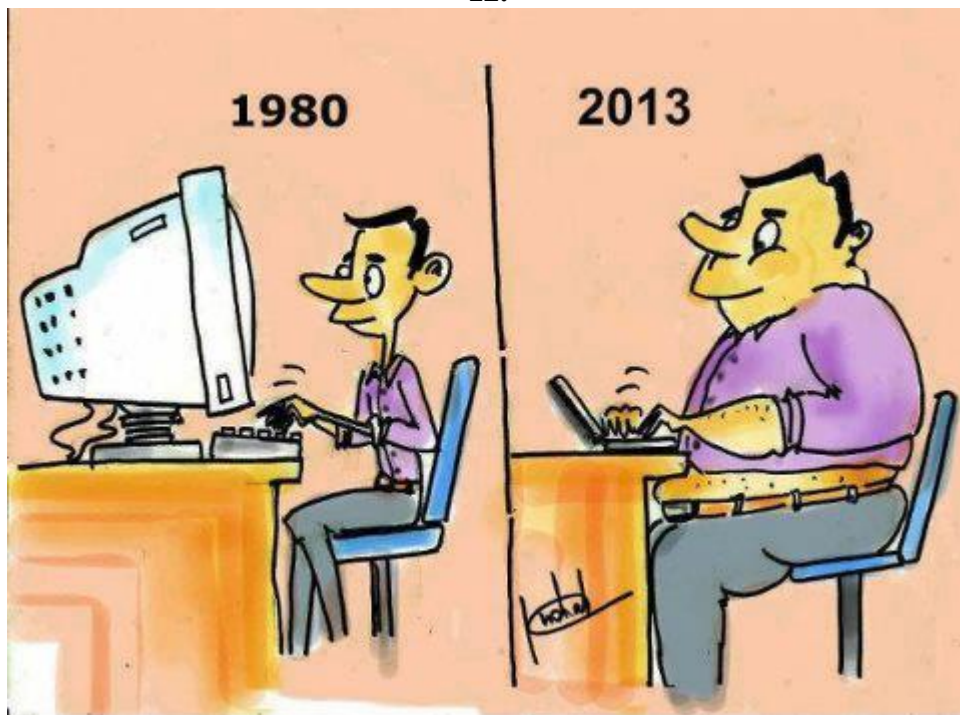
(<http://sankshvet.blogspot.com/2013/05/ten-things-they-dont-sell.html>)

11.



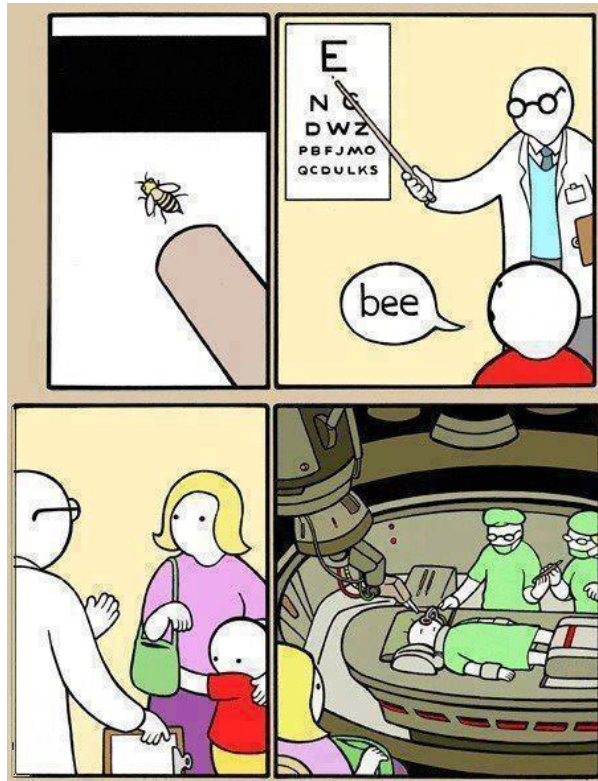
(<http://tr.wikipedia.org/wiki/Dosya:KoreanWarRefugeeWithBaby.jpg>)

12.



(http://www.cartoonstock.com/directory/c/child_s_play.asp)

13.



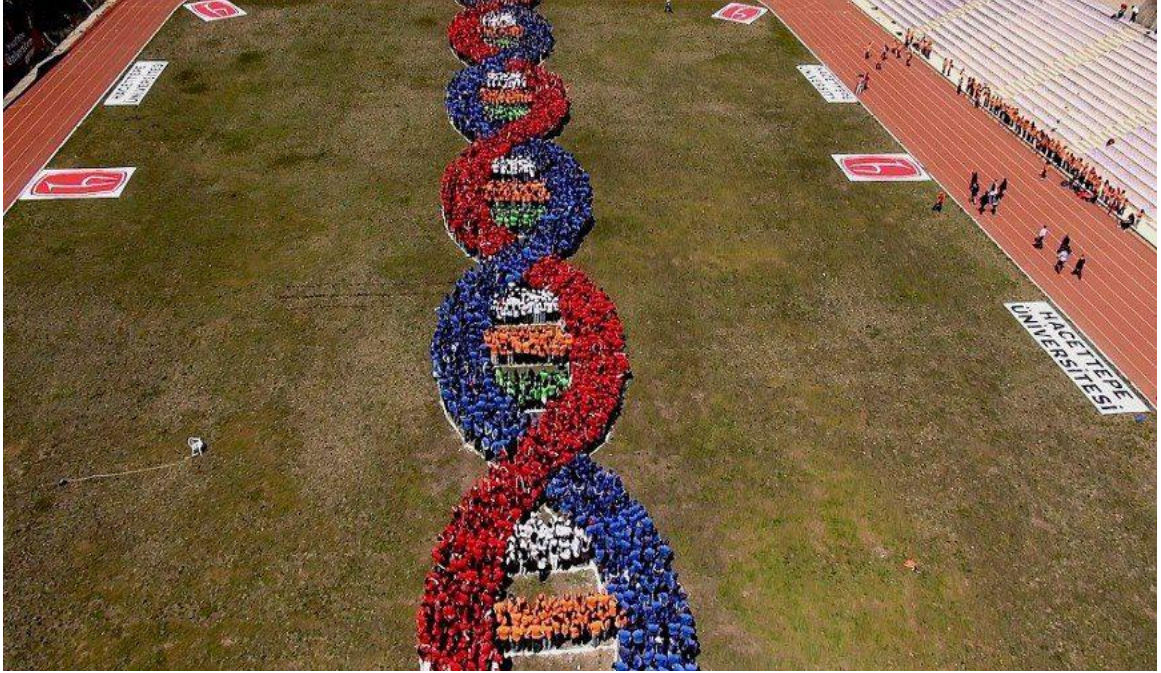
(http://www.cartoonstock.com/directory/c/child_s_play.asp)

14.



(<http://theimagarator.wordpress.com/2012/12/24/care-for-each-other-even-when-youre-angry/>)

15.



(<http://www.dnagunu.hacettepe.edu.tr/>)

16.



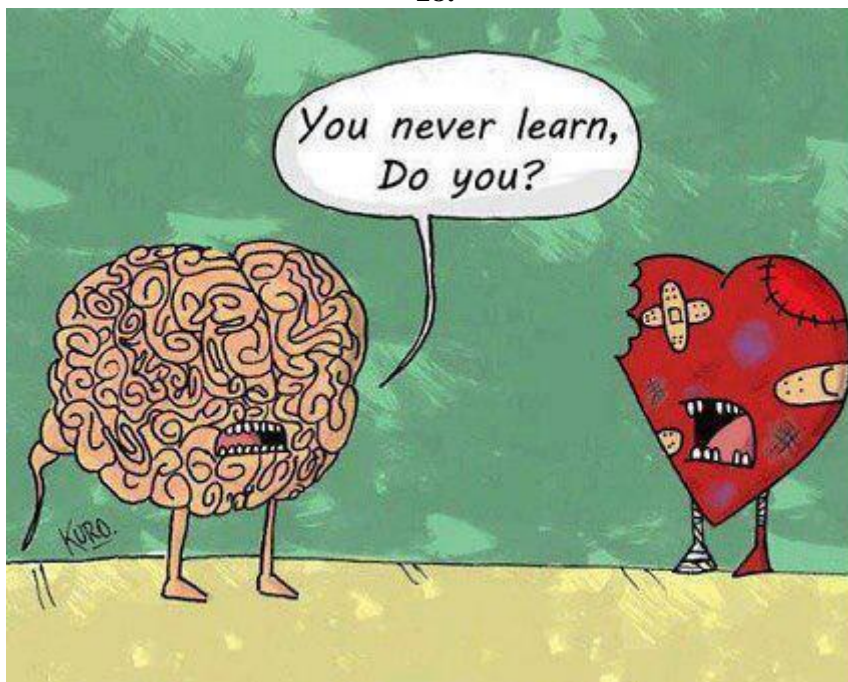
(<http://www.panoramio.com/photo/20948533>)

17.



(http://www.cartoonstock.com/directory/c/child_s_play.asp)

18.



(<http://www.thethingswesay.com/you-never-learn-do-you/>)

19.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

20.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

21.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

22.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

23.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

24.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

25.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

26.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

27.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

28.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

29.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

30.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

31.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

32.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

33.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

34.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

35.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

36.



(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

37.



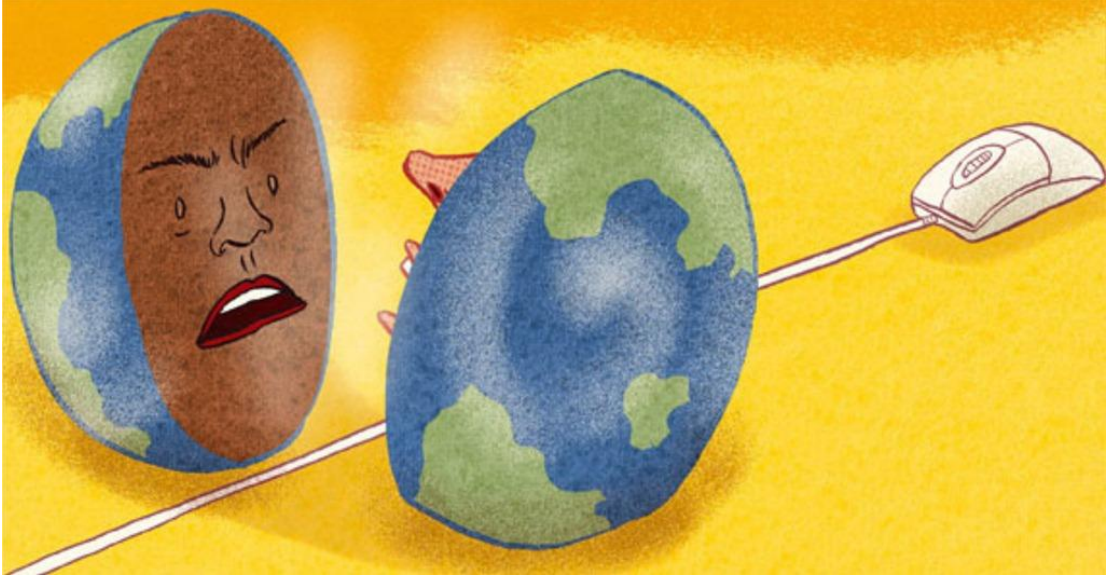
(http://www.bbc.co.uk/worldservice/learningenglish/specials/todays_phrase.shtml)

38.



(http://tr.wikipedia.org/wiki/Bob_Ross)

39.



(<http://spotlight-universityofbedfordshire.blogspot.com/2013/02/the-digital-divide-and-complexities-of.html>)

40.



(<http://www.forbes.com/2010/05/20/hispanic-marketing-diversity-general-mills-cmo-network-mark-addicks.html>)

APPENDIX 50.**POST-TREATMENT INTERVIEW QUESTIONS (EXPERIMENTAL GROUP)**

1. Do you think that PBL has been beneficial for developing your speaking and other language skills?
2. What were the pros and cons of PBL for speaking lessons? Which one outweighs the other?
3. What kind of problems have you encountered during PBL? Did these problems hinder you from taking part in the projects actively?
4. What was the role of your teacher during PBL? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?
5. Have you enjoyed the projects you have participated in this semester?
6. Do you have any suggestions for a better application of PBL in speaking classes?
7. Can you qualify the project-based speaking lessons you have taken this semester with an adjective.

APPENDIX 51.**TRANSCRIPTION OF A SAMPLE POST-TREATMENT INTERVIEW
(EXPERIMENTAL GROUP)**

1. Do you think that PBL has been beneficial for developing your speaking and other language skills?

“Yes, it has been quite beneficial for us.”

2. What were the pros and cons of PBL for speaking lessons? Do the pros outweigh the cons or vice versa?

“It took most of our time. We couldn’t allocate enough time for other lessons. But it developed our speaking skill and helped us gain self-confidence, especially in terms of speaking in front of others. I observed advantages mostly.”

3. Considering the whole process, what kind of problems have you encountered during PBL? Did these problems prevent you from participating in the projects eagerly and actively?

“Sometimes, we had problems with finding ideas to shoot creative videos. But it was not a big problem for the projects.”

4. What about the instructor aspect? What was the role of your teacher during PBL? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?

“He helped us for almost everything.”

- What about the guidance for the projects?

“And yes, he explained us how to do them and provided us with every kind of support.”

5. Well... Have you enjoyed the projects you have participated in this semester?

“Yes, I enjoyed most of them.”

6. Do you want to utter any suggestions for a better application of PBL in speaking classes?

“The period of time allocated for the projects can be lengthened.”

7. Considering what you have expressed so far, can you qualify the project-based speaking lessons you have taken this semester with an adjective.

“Helpful.”

APPENDIX 52.**POST-TREATMENT INTERVIEW QUESTIONS (CONTROL GROUP)**

1. Do you think that speaking lessons have been beneficial for developing your speaking and other language skills?
2. What were the pros and cons of the speaking lessons? Which one outweighs the other?
3. What kind of problems have you encountered? Did these problems prevent you from participating in the speaking activities and tasks actively?
4. What was the role of your teacher? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?
5. Have you enjoyed the tasks/presentations you have participated in this semester?
6. Do you have any suggestions for a better speaking class?
7. Can you qualify the speaking lessons you have taken this semester with an adjective?

APPENDIX 53.

**TRANSCRIPTION OF A SAMPLE POST-TREATMENT INTERVIEW
(CONTROL GROUP)**

1. Do you think that speaking lessons have been beneficial for developing your speaking and other language skills?

“I think so, but sometimes I feel that it is unnecessary, and it isn’t beneficial.”

- Why not?

“Actually, the reason why I feel that I don’t feel adequate for this lesson.”

2. So...What were the pros and cons of the speaking lessons? Which one outweighs the other?

“It provides an environment to speak. On the other hand, oral presentations are unbeneficial. But there are more advantages.”

3. What kind of problems have you encountered? Were these problems so serious?

“I cannot speak in English during presentations and I feel nervous. And this affected almost all of my performances.”

4. What was the role of your teacher? Did s/he explain you what to do and how to do in a clear and constructive way and provide you with adequate support?

“Yes, he did almost everything he could do, but in the speaking lessons, we should speak to each other instead of delivering presentations.”

- Don’t you like presentations?

“I think presentations are unnecessary.”

5. Have you enjoyed the tasks/presentations you have participated in this semester?

“Actually, I haven’t enjoyed.”

6. Do you have any suggestions for a better speaking class?

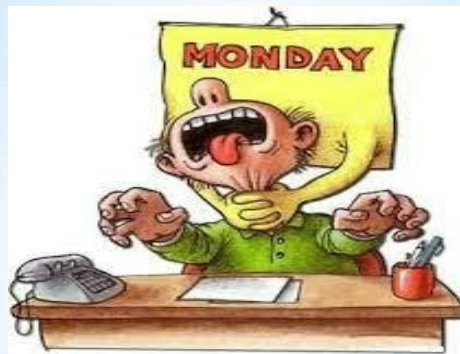
“We should speak to one another more rather than presentations.”

7. Can you qualify the speaking lessons you have taken this semester with an adjective?

“Mediocre.”

APPENDIX 54. A SAMPLE POWERPOINT PRESENTATION BY A GROUP IN THE EXPERIMENTAL GROUP

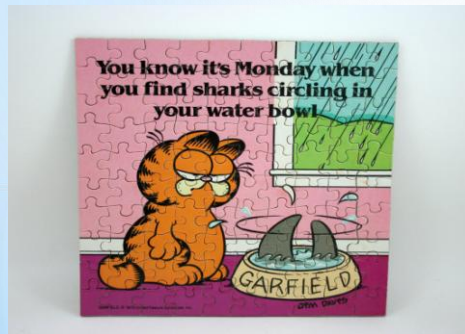
MONDAY MORNING SYNDROME



*WHAT IS MONDAY MORNING SYNDROME ?

*A term applied to several work-related conditions in which return to the workplace after a short interval away is associated with recurrence of symptoms.

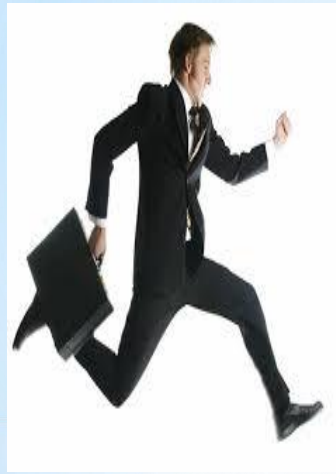
* **There are some tips to overcome the "I hate Monday" syndrome ;**



* **Make Plans for Monday Evening**

* Knowing that you have something fun to look forward to makes the toughest day of the week much easier to survive. It doesn't have to be something grand – going to the movies, having pizza night with your family, yoga class or an after-work drink. Better not party too hard though. The whole point to avoid Monday Blues, and not just to postpone it for Tuesday.





*Don't Rush Monday Morning

*Start the week off in a relaxed mood with a nice breakfast, a refreshing shower, maybe even a workout or a walk outside. It's important that you leave your body and mind some time to adjust after the weekend. If you start the week in a hurry, it's bound to get stressed down the road.

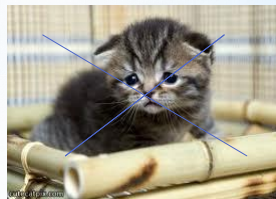
*Don't Be a Grouch

*Ok, so you hate Mondays and there's nothing you'd want more than click fwd and get to Friday. That's not going to happen, so you'd better stop sulking. However, a little self-pity is acceptable.



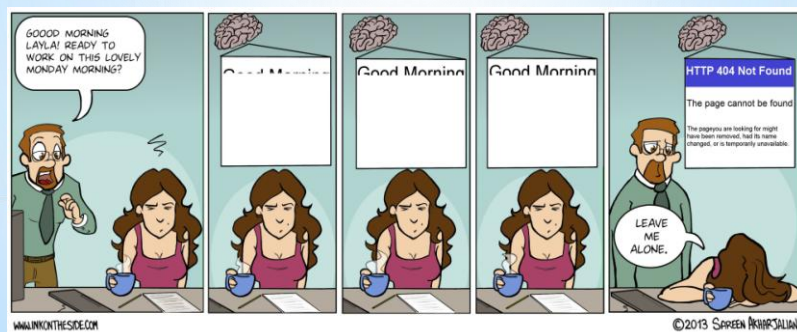
*** Try on positive feelings.**

- * Researchers say your brain will believe the feelings are real. *Example:* If you're feeling tired, imagine yourself surging with energy. If you're feeling pessimistic, force your mind to create an optimistic thought. If something at work makes you feel beaten down or stressed, straighten your posture, raise your eyes and walk taller.



*** Distance yourself from the source.**

- * You can recharge your energy by moving away from people and situations that sap your strength.



*Listen to Music that Cheers You Up

- *The effect that music has on people's spirits is incredible. You would be amazed by how just one song can get you in a totally new state of mind. Whether by plugging in your earphones at the desk, taking your MP3 player for a short walk or turning the volume way up and dancing with your colleagues – you owe yourself at least one good tune.



*Dress Up

- *Superficial as it may sound, looking good can improve your mood. When you're standing in front of the closet on Monday morning, do yourself a favour and choose something that fits you incredibly well. Go out looking like a star and your state of mind will soon follow.





***Give equal time among work, family, and yourself.**

Allow time for family and yourself during the weekend time. Spend the quality time with them, don't have to be expensive, an activity like back-yard barbecue on weekend is a nice thing to do with family during weekend. It's important to have a great weekend to re-charge the energy for Monday.

***Love your work and try to smile in the morning.**

If you had to love your job, Monday was not a problem anymore. Try to smile on Monday morning in front of your mirror :) The smile will help to clear up the negative feelings and bring back the good mood. So, smile..it increases your face value.

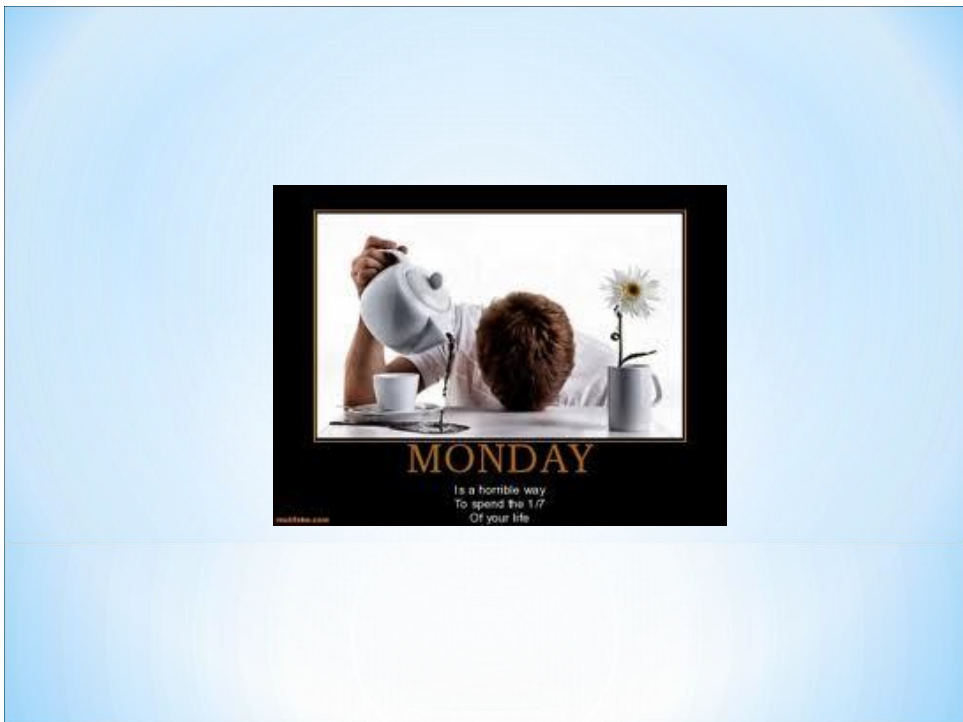


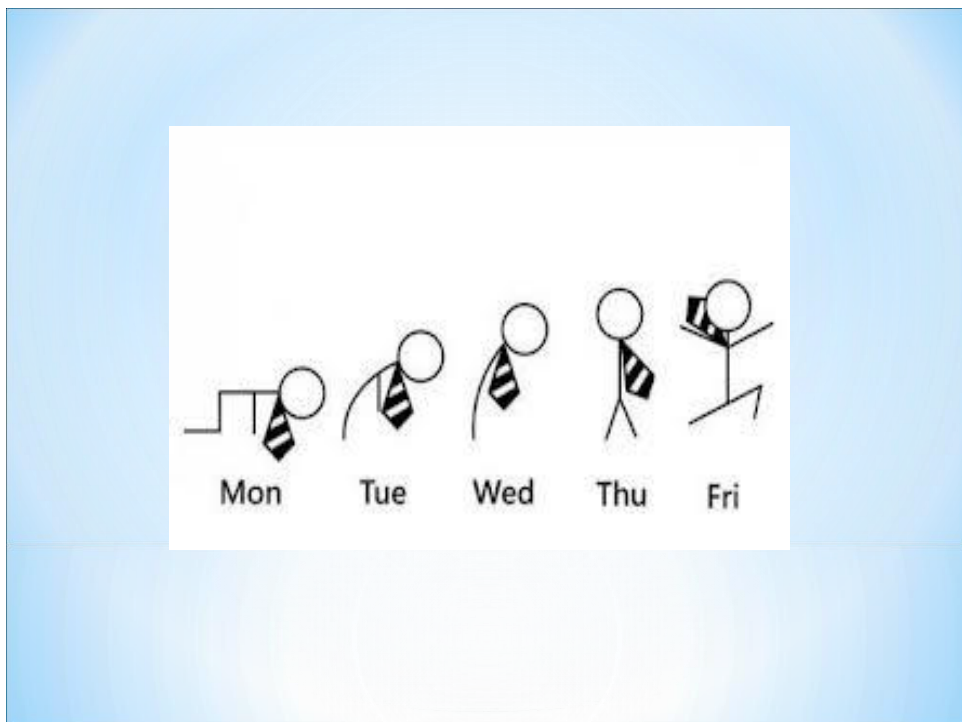
Comic
photos

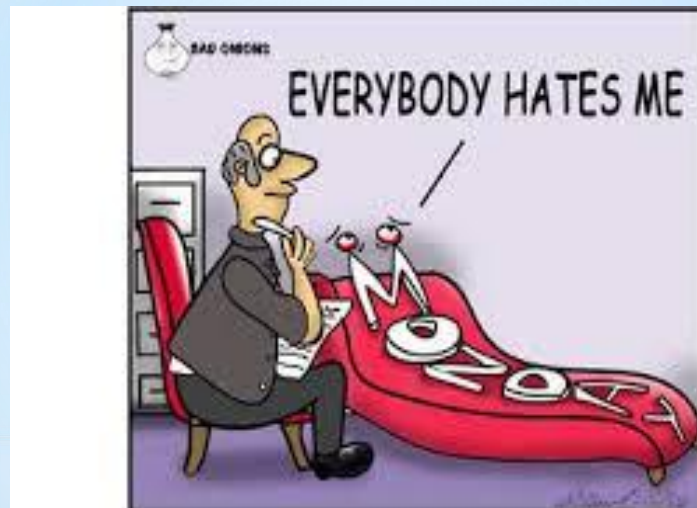


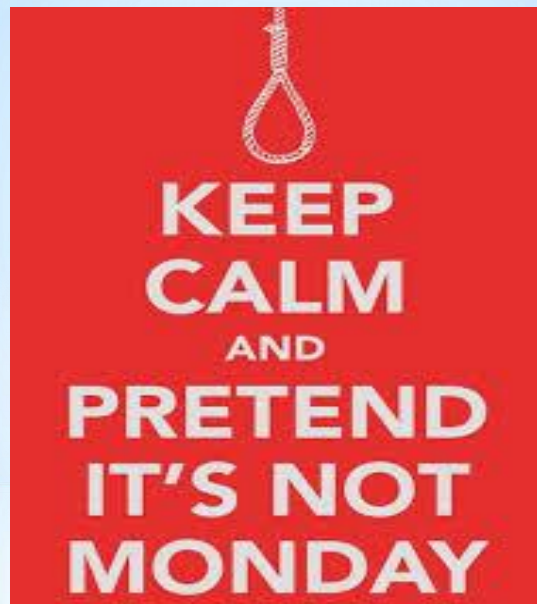
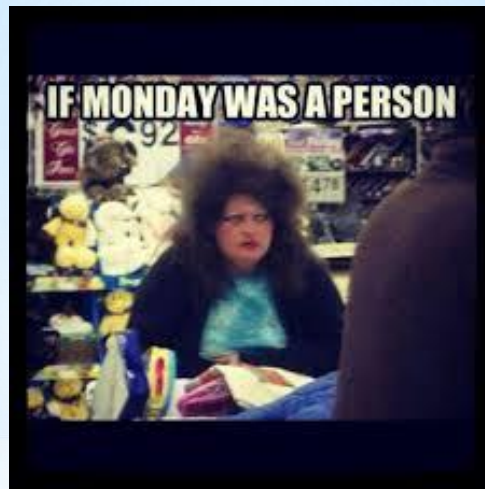
It's Monday Again!











REFERENCES

<http://www.oxfordreference.com/view/10.1093/oi/authority.20110803100205345>

<http://www.wix.com/blog/2012/07/overcome-monday-blues/>

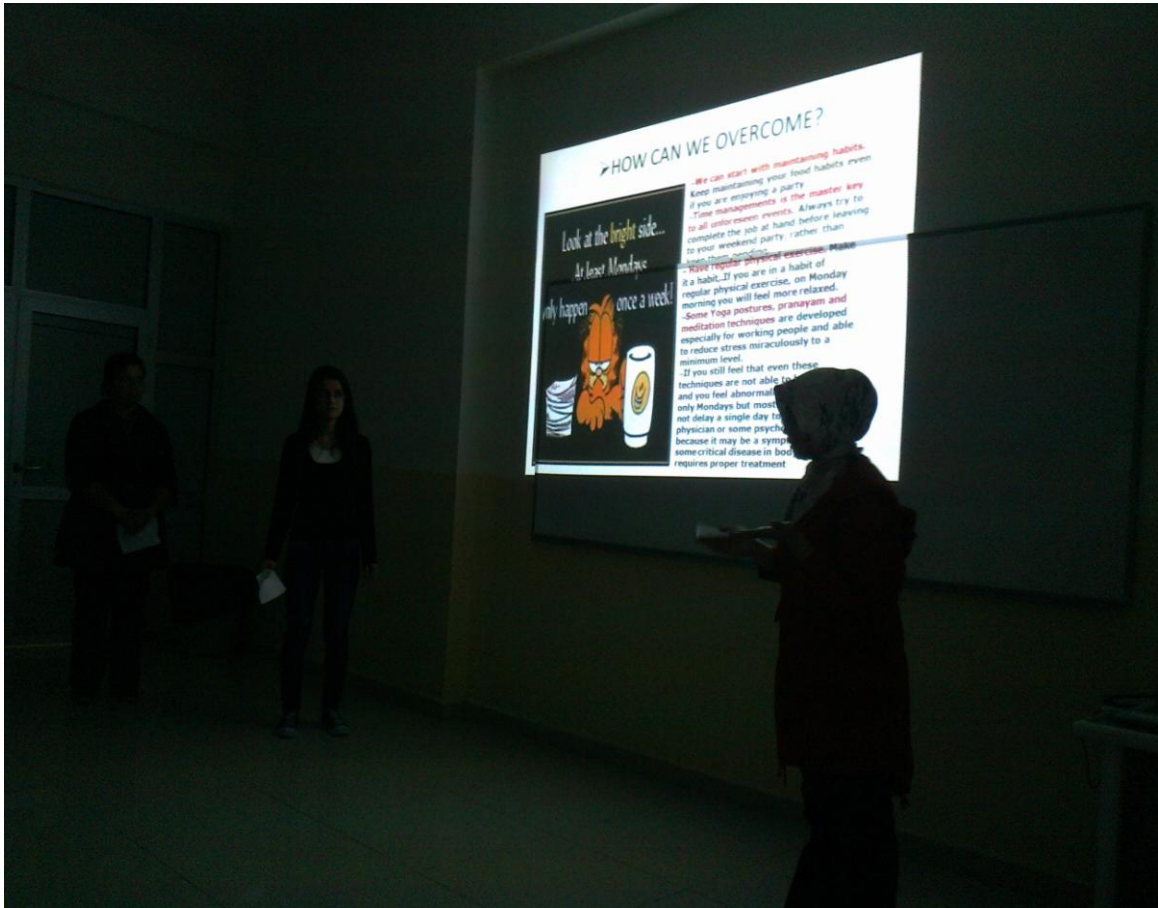
Thank you for Your Attention..

PREPARED BY:

*
*
*

APPENDIX 55.**SOME PHOTOS FROM THE PBL PROCESS**







ÖZGEÇMİŞ

Adı-Soyadı	İsmail YAMAN
Doğum Yeri-Tarihi	Samsun- 1988
Eğitim Bilgileri;	
Lisans	Hacettepe Üniversitesi, 2005-2009
Yüksek Lisans	Ondokuz Mayıs Üniversitesi 2009-2011
Doktora	Gazi Üniversitesi 2011-2014
Bildiği Yabancı Diller	İngilizce, Almanca
Görevler	Okutman, Ondokuz Mayıs Üniversitesi, Yabancı Diller Yüksekokulu
İletişim	Ondokuz Mayıs Üniversitesi, Yabancı Diller Yüksekokulu Tel: 0 362 312 19 19- 6220 e-posta: ismail.yaman@omu.edu.tr
Tarih	Mart, 2014

RÉSUMÉ

Name-Surname	İsmail YAMAN
Place and Date of Birth	Samsun- 1988
Educational Background;	
Bachelor's Degree	Hacettepe University, 2005-2009
Master's Degree	Ondokuz Mayıs University 2009-2011
PhD Degree	Gazi University 2011-2014
Foreign Languages	English, German
Posts	Instructor, Ondokuz Mayıs University, School of Foreign Languages
Contact	Ondokuz Mayıs University, School of Foreign Languages phone: 0 362 312 19 19- 6220 e-mail: ismail.yaman@omu.edu.tr
Date	March, 2014