

*To my dearest mother,
An innovative project maker...*

PROJECT WORK: HOW WELL DOES IT WORK?
Assessments of Students and Teachers about Main Course Project Work at Yıldız
Technical University School of Foreign Languages Basic English Department

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ABSTRACT

PROJECT WORK: HOW WELL DOES IT WORK? Assessments of Students and Teachers about Main Course Project Work at Yıldız Technical University School of Foreign Languages Basic English Department

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This study investigated the students' and teachers' assessments about Main Course project work applied at the English preparatory classes of Yıldız Technical University (YTU) School of Foreign Languages Basic English Department. The students from upper-intermediate and intermediate levels studying English in the preparatory classes of YTU and the teachers who supervised their projects participated in the research. They were asked to assess Main Course project work in respect to three aspects: (1) Achievement of institutional project work goals, (2) Learning gains acquired from project work, (3) Problems experienced with project work accompanied by suggested solutions.

Data were collected through questionnaires and interviews. The results of the data analysis revealed that in general, institutional project work goals were moderately achieved. The reported learning gains included content learning;

vocabulary improvement; improvement of research, oral presentation, writing, translation and computer skills; grammar reinforcement, and raising consciousness about the benefits of disciplined studying. The major problems found were about project topics, inadequate teacher support, lack of improvement in speaking and listening skills at a desired level, excessive use of translation, and plagiarism. A variety of suggestions were made for these problems emphasizing the necessity of collaboration and negotiation between students, teachers, and administrators in addition to the significance of a well-structured project training.

Key words: Project work, project-based language learning, project-aided language learning, project-based learning, project-based instruction, project-based assessment, alternative assessment tools

ÖZET

PROJE ÇALIŞMALARI NE DENLİ BAŞARILI?

Yıldız Teknik Üniversitesi Yabancı Diller Yüksekokulu Temel İngilizce Bölümü'nde Uygulanan Ana Ders Proje Çalışmaları ile İlgili Olarak Öğrenci ve Öğretmenler Tarafından Yapılan Değerlendirmeler

Elif Kemaloğlu

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

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Bu çalışmada Yıldız Teknik Üniversitesi (YTÜ) Yabancı Diller Yüksekokulu Temel İngilizce Bölümü'ndeki İngilizce hazırlık sınıflarının 'Ana Ders'i kapsamında uygulanan proje çalışmalarına ilişkin olarak öğrenciler ve öğretmenler tarafından yapılan değerlendirmeler ele alınmıştır. Araştırmaya, YTÜ'nün hazırlık sınıflarında öğrenim gören üst orta ve orta dil düzeylerindeki öğrenciler ve onların projelerini yönlendiren öğretmenler katılmıştır. Katılımcılardan, Ana Ders proje çalışmalarını üç açıdan değerlendirmeleri istenmiştir: (1) Kurumsal proje hedeflerinin gerçekleştirilmesi, (2) Proje çalışmalarından öğrenilenler, (3) Proje çalışmalarında yaşanan sorunlar ve bunlara ilişkin çözüm önerileri.

Veriler anket ve mülakat yoluyla toplanmıştır. Veri analiz sonuçları, kurumsal proje hedeflerinin genel olarak orta düzeyde gerçekleştirildiğini ortaya koymuştur. Proje çalışmalarının belirtilen faydaları arasında bilgi dağarcığının genişlemesi; sözcük bilgisinin artması; araştırma, sözlü sunum, yazma, çeviri ve

bilgisayar becerilerinin ilerlemesi; dilbilgisinin güçlenmesi ve disiplinli çalışmanın yararları ile ilgili bilinç düzeyinin yükselmesi yer almaktadır. Tespit edilen temel sorunlar proje konuları, öğretmen desteğinin yetersizliği, konuşma ve dinleme becerilerinin istenilen oranda gelişmemesi, çeviriye fazlaca yönelinmesi ve intihal ile ilgilidir. Söz konusu sorunlara yönelik olarak çeşitli öneriler getirilmiş ve bu önerilerde öğrenciler, öğretmenler ve idareciler arasındaki işbirliği ve iletişimin gerekliliğinin yanı sıra sağlam temellere oturtulmuş proje eğitiminin önemi vurgulanmıştır.

Anahtar Kelimeler: Proje çalışmaları, proje tabanlı dil öğrenimi, proje destekli dil öğrenimi, proje tabanlı öğrenim, proje tabanlı öğretim, proje tabanlı değerlendirme, alternatif değerlendirme araçları

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CHAPTER I: INTRODUCTION

Introduction

In the course of English Language Teaching (ELT) history, the paradigms in language teaching seem to represent a dual scheme where the focus is on either the structural (formal) or the communicative (functional, notional and social) aspect of the language. Until the 1970s, accurate mastery of language structure had been the guiding force of ELT practices, whereas in the 1970s under a new approach, it was loudly voiced that such practices were inefficient and inadequate in having the learners use the language in social contexts outside the classroom. According to this approach, called “Communicative Language Teaching (CLT)”, language was the main means of communication, so helping the learners gain communicative competence, the competence of using the authentic language in real life, should be the main concern of ELT practices. Since CLT came into being, it has been put into practice in a great number of settings through several learner-centered applications.

One of these applications has been Content-Based Language Learning (CBLL), the proponents of which see language as an active means of acquiring information rather than a static entity composed of structures. According to this approach, “content”, the subject matter we learn or communicate through language, is the guiding force of the English course. Thus, successful language learning can best be achieved by acquiring information from target language material which has a specific content and which is presented within a meaningful context.

Another version of CLT has been Task-Based Language Learning (TBLL), which is underlain by the principle of “learning by doing”. According to this approach, in order for language learning to be successful, learners should be supplied with meaningful and purposeful communicative tasks which are likely to be carried out in authentic situations outside the classroom.

Both CBLL and TBLL have put phenomena other than language itself in the core of language learning, i.e. content and tasks. The synthesis of their principles has paved the way for a learner-centered, process-and-product based, experiential approach to language learning called “project work”. According to this approach, learners can learn a language by acquiring knowledge about a specific content through interactive and investigative tasks that should extend beyond the classroom. That is, the students are supposed to collect and process data about an issue of interest by interacting with people and texts, construct an outcome of their own out of these data and present it to an audience. Therefore, project work is the name of not only an approach but also a process and a product constructed by the students in collaboration with the teacher to achieve linguistic and non-linguistic goals. This versatile means can also be defined as a tool that serves mainly two pedagogical purposes: Instruction and performance assessment.

Especially in recent years, this pedagogical tool has been integrated into some language learning environments within English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, one of which is the intensive English preparatory classes of Yıldız Technical University (YTU) School of Foreign Languages Basic English Department, in Turkey. There are four English courses in the prep classes of YTU: Main Course, which aims to teach general English to the

students through a series of course books, Reading, Writing, Listening & Speaking. In each course there is project work that serves as an aid to promote language learning and to assess performance. It is the Main Course project work that will form the focus of this study.

This study aims to investigate students' and teachers' assessments about the Main Course project work applied at the preparatory classes of YTU School of Foreign Languages. The evaluations of the participants about project work were explored with respect to the achievement of institutional project work goals, learning gains, and problems accompanied by suggested solutions.

Background of the Study

Project work can be defined as a set of tasks that require learners to do an in-depth investigation into a particular topic beyond the classroom via communication with texts and people, to produce their own outcomes out of this research, and to present them in written and/or oral form to a set audience in an extended period of time (Haines, 1989; Eyring, 1997; Wrigley, 1998). Thus, project work is an instructional means to promote language learning by research and interaction conducted extensively beyond the classroom. With this characteristic, according to Eyring (1997), it is a “quintessence” of experiential learning. Project work may also be used as an assessment means to evaluate the language performance of the learner and may serve an alternative for standard pen-and-pencil tests (Khattri & Sweet, 1996; Gökçen, 2005).

Project approach to language learning is defined as a “strong” version of CLT by Legutke & Thomas (1991), as its main focus is on meaningful and purposeful interaction at every level of the process. As an extension of CLT, this approach is

underlain by the view that language is a meaning potential rather than a set of structures (Savignon, 1991). It is also underpinned by the social constructivist learning view that language can be acquired and improved by relating the background knowledge and experience of each learner to the content in real life through interactional tasks (Williams & Burden, 1995). It is a fact that the language content in real life that surrounds the learner is both within and outside the classroom (Savignon, 2001). Therefore, project work acts as an extended ‘mega task’, through which this cross-curricular language potential is activated by means of ‘multi-skilled tasks’ (O’Malley and Pierce, 1996; Haines, 1989). There are many samples of this mega task in literature. To illustrate, in the project work organized by Legutke (1984, 1985), the EFL students conducted interviews with English-speaking travelers at an airport, recorded them, and reported on them in class. In the project reported by Ortmeier (2000), the ESL students created posters with details about their homelands after collecting data from the internet and library resources. In another sample described by Bee-Lay and Yee-Ping (1991), the EFL/ESL students in Singapore and Canada exchanged stories about their cultures and discussed them through e-mail correspondence.

This extended task assumes the goals of improving language skills, enhancing content learning and improving research skills, according to Beckett and Slater (2005). In addition, Moulton and Holmes (2000) indicate that through project work, students can also improve technology skills, for instance, by using the internet. Also, as Eyring (1997) alleges, an ideal project work should allow students to work independently in terms of choosing topics, determining the methods to process it and defining their own end-products to achieve. As a result, project work has the

potential to foster creativity and self-expression, and enhance confidence, self-esteem, autonomy and motivation of the students (Blumenfeld et al., 1991; Padgett, 1994; Papandreou, 1994; Johnson, 1998; Gaer, 1998; Lee, 2002). Another feature of project work defined by Stoller (2001) is that it involves collaboration and negotiation at all levels of the process: planning, implementation and evaluation. The students can work individually, in small groups, or as a whole class and they all share ideas and resources along the way. The teacher, on the other hand, acts as a guide, coordinator and facilitator in this jointly constructed and negotiated plan of action. Thus, project work is claimed to be an experience for democratic learning, which is marked with the goal of enhancing collaborative learning skills (Papandreou, 1994; Legutke & Thomas, 1991; Sheppard & Stoller, 1995; Stoller, 2001). In sum, project work is an instruction and assessment means with the potential to contribute to the linguistic, academic, cognitive, affective and social development of the students.

On the other hand, the successful implementation of project work may be influenced by such factors as availability of time, access to authentic materials, receptiveness of learners, the possibilities of learner training, and the administrative flexibility of institutional timetabling, as indicated by Hedge (1993).

The project factors defined in terms of learning gains and problems above may influence the perceptions of the students and teachers toward project work positively or negatively. There are few studies about this area at the global level and most of them reveal results about ESL contexts as revealed by Beckett (2002). There is also scarcity of research about project work in ELT in Turkey since only two studies about project work have been found, and they focus on teachers' and administrators' perceptions' (Subaşı-Dinçman, 2002; Gökçen, 2005).

These few studies on project work have shown discrepancies between the attitudes toward this activity. Some students presented a positive attitude toward project work due to its several benefits such as its contribution to their improvement in content learning as well as research, writing and presentation skills (Eyring, 1997; Moulton & Holmes, 2000; Beckett, 2005) whereas some students perceived it negatively as they believed that ESL courses should be limited to the study of language and should not involve non-linguistic aspects (Eyring, 1997; Moulton & Holmes 2000; Beckett, 2005). The research on teacher perceptions about project work similarly suggests mixed perceptions in the way that some teachers perceived project work as a pedagogically valuable technique (Beckett, 1999 as cited in Beckett, 2002; Subaşı-Dinçman, 2002; Gökçen, 2005) whereas some teachers reported that project work was too demanding and they complained about the workload (Eyring, 1997; Subaşı-Dinçman, 2002; Gökçen, 2005).

Statement of the Problem

As stated above, the scarcity of research regarding the perceptions about project work at the global and local level and the unavailability of research on the student perceptions about project work in Turkey suggests the need for research about project work to feed the theory and practice about project work.

Also in the context of YTU prep classes, the project practice is relatively new, since project work was integrated into the curriculum in the academic year 2004-2005. Before, the performance assessment instruments were limited to pen-and-paper tests aiming to test the grammar, vocabulary, reading, writing and listening performance of the students and a portfolio used in writing classes. The students were relatively passive in the previous system, as transmission of structural

information from the teachers was highly emphasized, so it was decided that there was a need to move to a more learner-centered system where the students would more actively use English and make decisions about their own learning. Thus, project work was integrated into the curriculum of YTU prep classes as an aid to facilitate language learning. Until now, there have not been any evaluation studies on these novel project work practices at YTU. Hence, this study is done to see how well a part of this new system operates in the institution according to the students' and teachers' assessments in an attempt to inform the future practices. Main Course is chosen because it is attached relatively high importance in the curriculum. As the name suggests, the time devoted to Main Course in the curriculum is the highest and among the projects in different classes, it is the Main Course's that influences the students' overall grade most.

Purpose of the Study

This study aims to investigate the students' and teachers' assessments about Main Course project work applied at the English preparatory classes of Yıldız Technical University (YTU) School of Foreign Languages in Turkey. Students from A (upper-intermediate) and B (intermediate) levels studying English in the prep classes of YTU and the teachers who supervised their projects participated in the study and they were asked to assess Main Course project work in respect to three aspects:

- 1) Achievement of institutional project work goals,
- 2) Learning gains acquired from project work,
- 3) Problems experienced with project work accompanied by suggested solutions.

Here it is worth noting that since the institutional project work goals had not been formally identified by the institution before project system was integrated in the curriculum, those *de facto* goals were defined as a part of this research. Moreover, in this study, the assessments of the students from the two proficiency levels (A and B) about the achievement of the institutional project goals were compared to find out if there were any significant differences between them and the possible reasons for the significant differences found were explored on the basis of the students' and teachers' reports. The data were collected by means of questionnaires and interviews and they were analyzed to answer the research questions given below.

Research Questions

1. Does Main Course project work applied at Yıldız Technical University Basic English Department meet its goals?
 - a) What are the institutional project work goals?
 - b) To what extent are they achieved according to the students' reports?
2. Are there significant differences between the assessments of the students about the achievement of institutional project work goals according to their proficiency level?
If there are, what do the statements of the students and teachers reveal about the reasons for these differences?
3. What specific learning gains and problems do the students and teachers report about project work? What solutions do they suggest for the problems they have defined?

Significance of the Problem

Humans as rational beings are able to decide on the goals about their assumed tasks, and it is the attainment of the goals that determines the level of motivation and

satisfaction, according to Locke & Latham (1990). As Mengüsoğlu (1988) states, humans have the ability to think about a future time, set goals, and consciously determine how to reach those goals, and the extent of goal achievement in every human behavior determines the future performance of the agent. Thus, this perception study focusing on the main aspects of project work, namely, goals, learning gains, problems and solutions, may be deemed useful in informing the future performance of the theoreticians and practitioners in the following ways: (a) It may aid the theoreticians to build a sound and defensible theoretical framework for project work, (b) It may show the project designers and implementers at the global level and those at the local level (including YTU and similar institutions in Turkey) how well the project goals were perceived to have been achieved and why, and (c) it may inform them accordingly about what might be kept, added to or eliminated in future project work.

In addition, since most of the few studies on the perceptions about project work were done in ESL contexts, and since the characteristics of ESL and EFL contexts are significantly different in nature, it is also necessary to explore how these differences influence the nature of project work. In doing so, the views of administrators, teachers and students in different EFL contexts should be researched. In the Turkish EFL context only two perception studies on project work have been found and they have focused on the assessments of administrators and teachers. However, it is also important to explore those of the students, since they are the most active participants and the beneficiaries of the project experience. As there is no research found on students' assessments about project work in the Turkish EFL context, this study will form the first sample of its kind. Accordingly it may inform

the theory and practice about project work especially those in EFL contexts with its implications.

Conclusion

In this chapter, the study was introduced by providing background information about project work and the research context. The purpose of the study, research questions, and the significance of the study were presented as well. In the following chapter, the theoretical background of project work in language teaching will be explored. This will be followed by the third chapter where the methodology of this study will be described. In the fourth chapter, the analysis of the data collected in this study will be discussed. Finally, in the fifth chapter, conclusions will be drawn from the research findings by taking the relevant literature into consideration.

CHAPTER II: LITERATURE REVIEW

Introduction

This study investigates the assessments of students and teachers about Main Course Project Work applied at Yıldız Technical University School of Foreign Languages Basic English Department. Project work here refers to a communicative practice highlighting student-centered language learning through combining content and tasks from real life.

This chapter reviews the literature on project work, which evolved from two approaches within Communicative Language Teaching approach, namely Content-Based Language Learning and Task-Based Language Learning. In the first section of the review, these approaches will be introduced respectively. This will be followed by a section about project work. In this part, first, the reader will be informed about the main characteristics of project work including the reported benefits. Second, the goals of project work will be defined. Third, types of project work will be introduced with examples from the field. In the fourth part, the guidelines in organizing project work will be explored. Then, potential problems in doing project work as well as solutions suggested for these problems will be mentioned. As the main focus of the study is students' and teachers' assessments about project work, the final part will review previous research concerning students' and teachers' perceptions about project work.

Communicative Language Teaching

In the course of ELT history the Communicative Language Teaching (CLT) approach, which began in the 1970s and has continued until today, has introduced innovative views about language, language learning, teacher and learner roles, language materials and assessment. These views have resulted in many kinds of interactive, student-centered, process-and-product oriented practices, including task-based language learning, content based language learning and, finally, project work, a crucible of their principles. Before defining project work, first it is necessary to explore the context within which it is placed, namely CLT approach, in terms of the view of language, view of language learning, learner and teacher roles, instructional activities and materials, and view of evaluation.

View of Language

CLT is based on a view of language as a means of communication, i.e., language is a social tool which is used by the participants to achieve numerous communicative goals in certain situations, either orally or in writing (Johnson, 1991). In order that communication can take place, the parties should be able to mutually and simultaneously construct meaning through interaction, i.e., they should be able to negotiate the meaning, so the focus is on the meaning aspect of the language rather than the formal features of it. Hence, there is a holistic approach to language, since it is seen as a meaning potential, and, according to Savignon (1991), the learners should have the required communicative competence in order to cope with this meaning potential and use it to convey the meanings in their own communication processes.

View of Language Learning

The learning view of CLT is underlain by the principles of two schools of thought, which are the constructivist learning view and the social interactionist learning view (Williams & Burden, 1997).

The constructivist learning view, which stems from the works of Piaget (1966, 1974, 1976), defines knowledge as a constructed entity made by each and every learner through a learning process. Knowledge can thus not be transmitted from one person to the other; it will have to be (re)constructed by each person. Therefore, learning is a personal process, a process of constructing one's own personal meaning through experience. Everyone has a different personal meaning since the background knowledge and experience of each person are different. Hence, even when provided with relatively similar learning experiences, not everyone will construct the same knowledge. As a result, constructivist learning environments highlight the importance of individual differences and are expected to involve learning experiences in which the learner is active in relating his/her own opinions, feelings and experiences to the given content.

The social interactionist learning view, pioneered by Vygotsky (1978) is also based on the premise that learning is a person's creating his/her sense of the world through experience, but this experience must involve interaction with other people. A person is born into a social world and from the time s/he is born, s/he interacts with others in different situations and through these interactions, the person creates his/her own sense of the world.

According to Williams and Burden (1997), CLT approach epitomizes both the constructivist and the social interactionist view and represents a combination of the

two, a social constructivist theory of learning with a claim that one can learn a language by using it for meaningful interaction with others.

As the focus is on constructing and negotiating meaning through communication, language learning in CLT is specifically defined as the acquisition of communicative competence, which is the competence of using language in social interactions in order to interpret, express and negotiate meaning in concrete situations (Hedge, 2000). In defining what communicative competence consists of, both the structural (formal) and the communicative (functional, notional and social) aspects of the language have been emphasized. According to Littlewood (1981), ‘a communicatively competent learner must have the mastery of language structure, must distinguish between the forms s/he has mastered and the communicative functions they perform, must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations, and must become aware of the social meaning of the language forms’ (p.7). This large construct of communicative competence was defined as an entity with four components, namely grammatical competence, discourse competence, sociolinguistic competence, and strategic competence, by Canale and Swain (1980) and Canale (1983). Each of these is defined below.

Grammatical competence covers sentence level grammatical forms, lexical, morphological, syntactic and phonological features of the language and the ability to make use of these features to interpret and form words and sentences. *Discourse competence* refers to the interconnectedness of a series of utterances, written words, and/ or phrases to form a meaningful whole and the ability to manage, identify and use linking devices in order to provide cohesive and meaningful texts. *Sociolinguistic*

competence refers to the social rules governing language use and the ability to apply them appropriately in language behavior. *Strategic competence* includes the coping strategies the language user employs in unfamiliar contexts due to imperfect knowledge of rules or limiting factors in their application and the ability of the language user to use them properly.

Thus, in CLT, language learning means acquiring communicative competence through interactive language use. The belief is that the students can learn the language through all kinds of interactive opportunities created in the learning environment (Savignon, 2001). Therefore, in a communicative classroom, as Larsen-Freeman (1985) points out, there should be a two-way communication between the teacher and student/s. Also, student-student interaction is made possible in the form of pair / group work. In addition, pairs and groups are given chances to interact with one another. Also, as the emphasis is on real-life focused language use, the skills of the language (speaking, listening, reading, writing) are not seen as superior to one another in CLT. They are handled in an integrated fashion so as to allow the learners to improve in both receptive and productive language abilities.

All these goals can be accomplished through the presentation of language above the sentence level, so contextualization governs all kinds of practices. Such contextualization paves the way for students to discover the language forms and functions through various processes, so there is an analytical and process-based approach to language learning (McDonough & Shaw, 1993).

Learner and Teacher Roles

The communicative classroom is learner-centered in the way that learners are not passive recipients, but active and creative producers of the language as the main

concern is “learning by doing”. The teacher, on the other hand, assumes a facilitator role in the class by creating communicative opportunities and guiding and aiding the learners in achieving the communicative purposes (Brumfit, 2001).

Instructional Activities and Materials

The activities are designed in a way that engage learners in communication and focus on information sharing. As negotiating one’s own meaning is emphasized, the identity of the learner is revealed through activities that involve information gap and aim at self-expression, so learning the language becomes a personal process of creative construction, that is, the learner’s developmental level, interests, concerns, personal involvement and current knowledge directly relate to what is being learned (Brumfit, 2001).

The materials through which these activities are put into practice are underlain by the principle of authenticity. Authentic materials can be in the form of a text (textbooks with dialogues and readings), a task (cue cards, activity cards or student-communication practice materials to support games, role-plays and simulations) or language examples from “real life”, i.e., realia (such as signs, magazines, and advertisements) as stated by Richards & Rodgers (2001).

View of Evaluation

In CLT, assessment is based on the principle of getting an accurate picture of students’ abilities to use the language communicatively. This assessment approach deviates from the evaluation system which is based solely on standardized pencil and paper tests such as multiple-choice tests, true false tests, gap-filling tests, cloze tests, and c-tests (Weir, 1990; Hughes, 2003). Alternative assessment tools used in CLT include portfolios, diaries, journals and project work. They are alternative in the way

that they assess what students can do with that language rather than what they know about that language (Huerta- Macias, 1995; Brown & Hudson, 1998). Another distinguishing feature of communicative assessment is that it is not viewed as an external instrument to evaluate students' knowledge at the end of a course but as an integral and on-going part of instruction which helps teachers review their own instruction as well as make judgments both about students' improvement and their future needs. Therefore, the focus is not only on the end product of the student work but also on the processes the student uses to arrive at the end products (Genesee & Upshur, 1996; Miller, 1995).

Specific Applications of CLT That Formed the Basis of Project Work

The communicative principles mentioned above have served as umbrella principles for several applications. Some have focused on the input of the learning process as in Content-Based Language Learning and some have focused on the instructional actions such as tasks, as seen in Task-Based Language Learning according to Richards & Rodgers (2001).

There have also been attempts to integrate content and task aspects by building both instruction and assessment on extended tasks which involve collection and processing of information about a specific content, namely projects. Thus, in order to comprehend project work, it is first necessary to define Content-Based Language Learning and Task-Based Language Learning.

Content-Based Language Learning

Content-Based Language Learning (CBLL) is based on the view that language is best learned when it is used as a medium of instruction to acquire knowledge about a subject matter presented in a meaningful context (Brinton et al., 1989). Subject

matter may include themes or topics governed by students' needs, purposes and interests or any subject in the curriculum students are studying. They also determine the context of vocabulary and/or grammar teaching and skill improvement (Snow, 2001).

In this learning approach, language learning is carried out through several learner-centered tasks in which the students read, write, listen to and speak about a selected content in an organized way. For example, there may be authentic reading materials that require students to interpret and evaluate a text in oral or written form (Brinton et al., 1989). In CBLL, academic writing is seen as an extension of reading and listening, and the students are asked to synthesize facts and opinions from multiple sources in their academic writing processes. This approach also emphasizes the skills which prepare the students for the range of academic tasks that they will encounter in the academic contexts (Grabe & Stoller, 1997).

Research in educational and cognitive psychology provides support for CBLL. To illustrate, Anderson (1990) claims that the presentation of coherent and meaningful information leads to deeper processing and better learning. Also, according to Alexander et al. (1994) there is a relationship between student interest in the subject matter and their ability to process it, recall information about it and elaborate it.

CBLL is based on the principle of contextualizing the structures, functions and discourse features in the language through authentic texts. These activities instructionally focus on language skills improvement, vocabulary building, discourse organization, communicative interaction, study skills and synthesis of content materials and grammar (Grabe & Stoller, 1997).

Stoller (2001) points out that project work, which includes all of the features described above for CBLL, is

a natural extension of CBLL and a versatile vehicle for fully integrated and content learning making it a viable option for language educators working in a number of instructional settings, including general English, English for academic purposes, English for specific purposes, and English for occupational/vocational/professional purposes, in addition to pre-service and in-service teacher training (p. 109).

In order to make content learning possible, there are several tasks to be carried out in project work. With this focus on the task dimension, project work can also be seen as an extension of Task Based Language Learning.

Task-Based Language Learning

Task-Based Language Learning (TBLL) is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. As an extension of CLT, TBLL is based on the rationale that learners learn language by interacting meaningfully and purposefully while engaged in tasks. Language is seen primarily as a means of making meaning, and it involves three dimensions: structural, functional and interactional (Nunan, 1989, 1991).

The theoretical foundations of TBLL can be drawn from second language acquisition theories highlighting the importance of negotiation of meaning. Long (1983, 1996) in the Interaction Hypothesis suggests that in order for second language acquisition (SLA) to occur, students should be given opportunities for meaningful interaction. Swain (1985) also emphasizes the use of interaction in SLA in her Output Hypothesis and maintains that acquisition can be possible only when the

language learner is pushed to produce output in interaction. The claim is that when the learners are pushed, they will be forced to make their messages more comprehensible, i.e., coherent, precise and appropriate. Therefore, according to these theories, in order to develop communicative competence learners must have extended opportunities to use the language productively. In TBLL, the belief is that it is “tasks” that can provide such opportunities (Ellis, 2003). Tasks are “activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (Bygate et al., 2001, p.11). Ellis (2003, p. 9-10) elaborates the meaning of a task by giving its criterial features summarized below:

- 1) A task is a means to develop language proficiency through communicating. In order to do this, a task should involve real-world processes of language use. These may appear in the form of simulated activities found in the real world such as having an interview or completing a form, or functions that are involved in the communicative behaviors of the real world such as asking or answering questions.
- 2) To achieve these ends, a task should involve a gap in information, opinion or reasoning. This gap creates a potential to challenge the learners to close it. In order to close the gap, the learners will make use of their linguistic and nonlinguistic resources.
- 3) The linguistic resources of the learner are activated by making use of any of the four skills. The students may listen to or read a text and display their understanding, produce an oral or written text or employ a combination of receptive and productive skills.

- 4) The nonlinguistic resources are the cognitive processes that affect the linguistic forms that the learners choose and use. Some examples are selecting, classifying, ordering, reasoning and evaluating the information.
- 5) All these can best be done by setting workplans with clearly defined communicative outcomes. The tasks indeed are these workplans. They are also activities in which the workplans are fulfilled.

Project work which can be seen as a ‘mega task’ requiring the completion of a series of subtasks as defined by O’Malley and Pierce (1996) has the above-given features and more as will be seen in the following sections.

On the Nature of Project Work: Definitions and Potential Benefits

Project work entered the ELT agenda as an extension of the communicative practices emphasizing learner-centered teaching, learning through content and collaborative tasks, and performance and process-based assessment. It has been advocated as an effective means to promote meaningful and purposeful language learning for more than twenty years (Stoller, in press). Based on literature, it may be defined as an extended task which integrates language skills through a number of activities that involve collecting and processing information about a specific topic, production of an agreed outcome and presenting it to a set audience within a set period of time (Legutke & Thomas, 1991; Hedge, 1993; Katz, 1994; Wrigley, 1998). These activities may be done individually, in pairs or groups and aim for the use and improvement of language through content learning, active student involvement and stimulation of high level thinking skills (Haines, 1989; Stoller, 2001; Mabry, 1999).

A distinguishing feature of these investigative activities is that they take place extensively beyond the four walls of the class, paving the way for authentic language

use (Sheppard & Stoller, 1995). This cross-curricular nature of project work enables students to deal with language in actual community use and become aware of the cultural elements (Carter & Thomas, 1986; Ortmeier, 2000). Fried-Booth (2002) draws attention to the English potential in the social contexts of the students with the following statements:

In schools and colleges anywhere in the world you see students carrying bags and rucksacks with logos in English. Students discuss films about to be released starring English-speaking actors, buy magazines and pictures with their favorite pop groups, wear T-shirts, printed with slogans and logos in English. They talk about football teams, Formula 1 racing, and international tennis championships. They read English advertisements, access the Internet, and sing along the latest hits (p.6).

According to Fried and Booth (2002), project work offers a framework for harnessing all this potential and more beyond the classroom. An example of using this potential is Kayser's (2002) computer-assisted language learning project in which the students were trained to design web pages and then designed them on their own in the form of city web guides or student magazines.

Projects therefore extend beyond the classroom, which is defined as an essential component of a CLT curriculum by Savignon (2001). According to Savignon (2001) the purpose of the communicative activities in the English classroom is to prepare learners to use this language in the world beyond, and it is this world that will lay the grounds for the maintenance and development of the communicative competence when the classes are over. Thus, it would be useful to make the learners encounter some real aspects of this world in parallel to in-class

learning by taking their needs and interests into consideration and make English learning exceed the limits of rehearsal through outdoor experiences. According to Stoller (2001), it is possible to achieve this through project work, which she defines as a natural extension of what is happening in the class. On the basis of this idea, she makes some suggestions. For example, in an English for Academic Purposes (EAP) class structured around environmental topics, there may be projects about that aim to define the guidelines of creating environment-friendly places. The project Lee (2002) reports in which the students were required to prepare booklets about designing a home that is friendly to the environment and a lifestyle that is least harmful to the environment sets an example for an environment-friendly project that could be placed in such a content-based curriculum. As Stoller (2001) suggests, in a vocational English course on tourism, designing a brochure giving information about students' hometown would supplement the course. Also, in general English courses students may be asked to make an in-depth investigation and produce outcomes related to the curricular items. The workbook project organized by Villani (1995) in which the students reviewed all the main points of the curriculum and produced an exercise booklet for future students may be given as an example. The projects related to general English classes may also be applied as field trips. For instance, Montgomery and Eisenstein (1985) designed and implemented a field trip project in an ESL course. The field trips consisted of tours to selected sites such as post office or museum and discussion with resource people. They were preceded by functional and structural language practice in class and followed by activities of role-plays, debates or development of action plans to address a particular problem in the visited site. As can be seen from these examples, project work in principle lays the ground

for reflecting and experimenting with many aspects of life both inside and outside the class, so it is interdisciplinary in nature (Legutke & Thomas, 1991).

Based on these characteristics, it is possible to say that project work is an experiential learning process. As Wrigley (1998) states, it is “knowledge in action”. This is confirmed by Eyring (1997, 2001) who indicates that project work offers potential of meaningful and purposeful language use outside the classroom via extensive contact with people and texts and integration of language skills. Beglar and Hunt (2001), who observed students carrying out project work in their study, agree with the view and add that in project work the students engage in negotiation not only outside the class but also in the class through pair and group work practices such as discussions, so according to them, the amount and the variety of the negotiation of meaning is high in the whole process, which makes it very likely for students to use a rich variety of communication strategies such as clarification, confirmation and comprehension checks. Also, Clennell (1999), who made his ESL students interact with native speaking peers and teachers in academic contexts through a classroom research project, points out that in the project work the students raised awareness about different levels of meaning and language use ranging from the broadly sociocultural to the specific and linguistic at the level of phonology and syntax, so she believes that project work has a high potential to promote the acquisition of communicative competence.

Along with this view, Legutke and Thomas (1991) label project work as a “strong” version of CLT of which characteristics are described above and suggest that project work can well be a solution to the negative classroom cultures of so-called “communicative” classrooms which they observed as being characterized by

“1) dead bodies and talking heads; 2) deferred gratification and loss of adventure; 3) lack of creativity; 4) lack of opportunities for communication; 5) lack of autonomy; and 6) lack of cultural awareness” (Legutke & Thomas, 1991, p. 7-10).

It can be inferred from this description that project work has a potential to set a social constructivist context for language learning, as described above. This view is supported by Allen (2004), who sees project work as a way to create one's own knowledge through interaction with others and texts as opposed to more structured and more direct models of teaching. In addition, Papandreou (1994) indicates that it is students who are drawn into a search for knowledge, comprehension, application, analysis and synthesis, and there is often collaborative participation in all processes. Therefore, in project work there is emphasis on the student-centered experience guided and coordinated by the teacher (Sheppard & Stoller, 1995). The students are active beings who take the initiative, assume the responsibility and make decisions and choices about their own learning targets on a path which permits them to discover their specific strengths, interests and talents (Katz, 1994; Carter & Thomas, 1986; Legutke & Thomas, 1991). This discovery then culminates in self-expression in the form of a tangible product of one's own, which is very likely to enhance confidence and self-esteem and increase learning motivation (Blumenfeld et al., 1991; Padgett, 1994; Papandreou, 1994; Johnson, 1998; Gaer, 1998; Lee, 2002; Stoller, in press).

In addition to its potential influences on the learners' content learning, communicative competence and cognitive and affective development, project work has also been identified in terms of its likely effects on social development by some scholars. For instance, Wrigley (1998) defines project work as a combination of

community action research and participatory education. In congruence to this view, Fried-Booth (1982) sees project work with two main goals: doing remedial language work and doing something useful for the community. The project called “The Good Wheelchair Guide” reported by Fried-Booth (1982) sets a good example of this. In this project the students in an ESL class researched the problems of the disabled tourist and collected information about the facilities available to the disabled in the city of Bath in England. They did this by visiting the places that a tourist might visit with a wheelchair, by testing ramps, lifts, pavements and street parking as well as by negotiating with resource people. In the end, they produced a wheelchair guide for handicapped visitors, which was shared with city tourist offices and the media.

There are other potential social benefits of project work, described in terms of collaborative learning and democracy. Eyring (1997) maintains that the two distinguishing characteristics of this extended task are the student-negotiated syllabus and collaborative assessment. In negotiating the syllabus, the students take an active role in deciding on the topic, determining how to process the project and defining the ultimate outcome to achieve. In collaborative assessment, the students assess both each other and the whole process. According to Legutke and Thomas (1991) this “jointly constructed and negotiated plan of action” provides direction and some possible routes to a more democratic and more participatory society. Katz and Chard (1998) assert that in implementing this workplan, processes and skills, which a democratic society is likely to have, take place such as resolving conflicts, sharing responsibility and making suggestions.

Based on the above given literature and Stoller's (2001) list of the primary characteristics of project work (p.10), the content of project work can be summed up as follows:

- 1) Project work focuses on improving communicative competence and cultural awareness through content learning and negotiation of meaning within and beyond the classroom. The core of the content is a real world subject matter and topics of interest to students.
- 2) Project work is student-centered. The teacher's role is offering support and guidance throughout the process.
- 3) In project work, students can work on their own, in small groups or as a class to complete a project, but they should share resources and ideas along the way and should decide on the topics, the outcomes and the methods to do the project through negotiation. Due to the atmosphere which fosters negotiation and collaboration, project work is an experience for democratic learning.
- 4) Project work involves authentic integration of skills and collecting and processing and synthesizing information from varied sources by means of real-life tasks. Therefore, it has the potential to improve students' linguistic skills and cognitive abilities.
- 5) Project work is both process and product-oriented. Students learn about different things and improve themselves in the process while moving toward the end point. This end product can be in different forms such as oral presentation, a poster session, bulletin board display, a report or a stage performance that can be shared with others. This product aspect gives the project a real purpose.

6) Project work is potentially motivating, stimulating, empowering and challenging. It creates opportunities for building student confidence, self-esteem, and autonomy.

Goals of Project Work

Project work has been broadly characterized as a tool for instruction and assessment by Gökçen (2005). This tool, in which various linguistic and nonlinguistic aspects may be taught and assessed, may assume several functions. In a study done by Beckett (1999 as cited in Beckett & Slater, 2005) on the goals of project-based instruction, the ESL teachers who applied project work reported having various goals such as challenging students' creativity, fostering independence, enhancing cooperative learning skills, building decision making, critical thinking, and learning skills, and facilitating the language socialization of ESL students into local academic and social cultures. Moreover, in a teacher attitude study done by Gökçen (2005) in a Turkish EFL context, the results revealed that the majority of teachers found project work a useful instructional tool in achieving the following goals: teaching language skills, promoting students' motivation, encouraging students to develop and use their own learning strategies, thus fostering independent as well as collaborative learning skills and increasing students' motivation about learning the language.

In addition to these broad goal definitions, specific goal definitions about project work also exist in the literature. For example, Fried-Booth (2002) defines the goals of a project on the basis of four language skills: reading, writing, listening and speaking. Under these skills there is a second goal category covering goals about functions and sub-skills related to each skill. According to Fried-Booth (2002),

depending on the project descriptions, the functions and sub-skills under reading may involve skimming, scanning, inferencing, following patterns of reference, extracting data from tables, charts and so forth. Under speaking, there may be functions like requesting, asking for information, initiating, topic changing, interrupting, discussing, and negotiating. Under listening there may be sub-skills such as listening for gist, listening for specific information, and listening for overall information, whereas the writing skill may involve sub-skills like writing letters, reports, notes, invitations or writing an extended, connected text. The four skills and sub-skill goals are embedded in the tasks to be achieved which form the third goal category. Related to reading, students may be expected to access information from websites, do library research, read newspapers, magazines and so forth. With regard to listening and speaking, students may conduct discussion and planning sessions, conduct interviews and report their findings orally. Concerning writing, students may contact resource people by mail, make notes on information gained from websites, articles and so forth and report their research in written form.

There is another tripartite framework suggested by Beckett and Slater (2005) in defining the goals of project work. In this framework developed as a result of the attempts to integrate project work into the curriculum of an undergraduate university ESL classroom, the goals are specified as improving language, enhancing content knowledge and improving research skills. The language goals involve having students learn structural as well as functional elements in general and under this title, there is vocabulary and grammar development as well as development of writing, reading, speaking and listening skills by making use of academic and popular discourse. The content learning goal is defined as learning new information related to

the given topic. The research skill development goals include various tasks that the students are expected to accomplish such as observing, inferring, hypothesizing, formulating theories, predicting, explaining, carrying out research, measuring, designing experiments, interpreting data, drawing conclusions, discussing the strengths and limitations of the work, explaining and applying ideas and solving problems and these are claimed to be means to promote high level academic literacy by Beckett and Slater (2005).

Another goal distinction related to research skills comes from Moulton and Holmes (2000). They report the fact that in English for Academic Purposes (EAP) settings in the US classrooms, there is a need for making ESL students aware of the research tasks that lie ahead in the university curriculum and maintain that this could be done through research paper projects in which the requisite research, technology and writing skills are instructed. The research and technology skills they deem necessary include the following (Moulton & Holmes, 2000, p. 23):

- a) using computers, particularly for word processing to write research papers,
- b) using library electronic databases and Internet sources to research topics and gather data,
- c) reading scholarly journals and books to obtain secondary source material,
- d) creating spreadsheets and graphics to manage and display data,
- f) constructing research instruments, such as surveys and questionnaires, to collect data from primary sources,
- g) developing research writing skills to conform with various style

sheets such as that of the *Publication Manual of the American Psychological Association* (1994) and the *MLA Handbook for Writers of Research Papers* (1999) (as cited in Moulton & Holmes, 2000).

Also Moulton and Holmes (2000) have defined the writing goals as enabling the students to integrate the source material in their own texts and write their thoughts in academic English. According to them, the tasks to achieve a project with these goals include computer use, topic selection, library and personal research, writing and revising the paper in a series of drafts, presenting the final paper both in written and oral form, respectively.

Legutke and Thomas (1991) conclude that projects are a collection of a large variety of tasks, each with a specific objective and all these tasks relate to the “target task”, the main objective of the project as a central task. This central task may take various forms as described below.

Types and Examples of Project Work

Wrigley (1998) mentions that in the simplest form, project work involves a group of learners taking on an issue close to their hearts, developing a response, and presenting it to audience. This process, some examples of which are reflected above, may be applied in different forms. Wrigley (1998) indicates that projects can be divided into two according to their focus: those with a political focus or a psychological focus. In the former one, learners are asked to take a collective action and develop responses to community issues that are deemed to be creative, feasible and worthwhile, such as organizing a fund raiser to help flood or earthquake victims, whereas projects with a psychological focus such as oral histories stress individual

growth and self-actualization through expression of the self through language rather than collective action.

There have also been attempts to make project classifications in accordance with the resource base, as done by Legutke and Thomas (1991) and North (1990). Legutke and Thomas (1991) suggest three types of project work: encounter projects, text projects, and class correspondence projects. *Encounter projects* are the ones which require students to make contact with native speakers of that language. An example for this is the project described by Legutke (1984, 1985) in which the EFL students conducted interviews with English-speaking travelers at an airport, recorded them, and reported on them in class. *Text projects* refer to projects requiring students to use texts written in English. The project defined by Ortmeier (2000), where the ESL students created posters with details about their homelands after collecting data from the internet and library resources, sets an example for this. In *class correspondence projects*, there are encounters between L2 learners from different cultures and also encounters with native speakers of the target culture. These encounters are mediated through different texts produced to establish negotiation between groups and individuals. For example, one party may send letters, audioletters, videoletters, photo stories and collages, or even the contents of a school wastepaper basket, junk mail or clean and dry items of their household wastepaper bin through which the other party is invited to create a picture of the given culture and its people. An example for this type is the project described by Bee-Lay and Yee-Ping (1991) in which the EFL/ESL students in Singapore and Canada exchanged stories about their cultures and discussed them through e-mail correspondence.

North (1990), on the other hand, classifies project types into four: community projects, case studies, practical projects, and library projects. *Community projects* are the ones in which students gather their information from the local community through interviews, letter-writing and questionnaires. For example, in a survey interview project reported by Yule & Gregory (1989) the ESL students prepared a questionnaire on a topic of interest, made and recorded interviews with the local American students and presented their findings in the class. *Case studies* refer to types of tasks requiring students to find a solution to a specific a problem, either real or imaginary, based on their research. An example of this kind is the project coordinated by Johnson (1998) in which the students in an ESL context in the USA interviewed people about the reasons and solutions for the current problems thought to affect the U.S. community such as teen pregnancy, drugs, gang violence, homelessness, kids killing kids, and so on, and presented their results in a forum to junior high school students. *Practical projects* require the students to carry out practical work to achieve their objective, which may involve producing a design, carrying out an experiment or building a model or real object. Also, as North (1990) indicates, practical projects may be related to the local community as it is the case in the project described by Carter and Thomas (1986) where the ESL students taught four-day unit to elementary school students after an extensive course design. Finally, *library projects* are similar to the text projects suggested by Legutke and Thomas (1991). As the name suggests, library projects are those where the major information source is a library and texts. In this type of project, students are required to carry out research on a specific topic, read about it and produce and present a written piece about the concerning topic.

On the basis of the nature of the project tasks, the data collection procedures and the way information is reported, Haines (1989) divides projects into four main categories as information and research projects, survey projects, production projects, and performance and organizational projects.

Information and research projects require students to do research on a particular topic in some depth by using a range of information sources such as library, internet, or TV programs. The end products in information and research projects are often presented in written formats, which may include maps, charts, diagrams and scrapbooks. Topics for these kinds of projects may derive from themes related to students' interests and needs. A project suggested by Hutchinson (1991 as cited in Eyring, 2001) in which the students are given the objective of producing an "Animals in Danger" article and poster about threatened species through data collection from the aforesaid sources may serve an example of this project type.

Survey projects require students to gather data about the beliefs, attitudes and perceptions of selected participants by making use of community, business and association interviews and questionnaires. The end product in surveys can be reported both through written formats and verbal presentations. A distinguishing feature of these projects is that survey reports should contain taped and/or transcribed data. According to Haines (1989) in this project type, statistics for questionnaire based surveys and interviews as well as the qualitative findings through written or audio/video recordings should be reported. An example of this kind is the project reported by Wrigley (1998) where the ESL students searched and presented the job opportunities for students in the local area by interviewing the employers.

Production projects involve organizing group work to develop a media presentation

or a script, record a radio program from a script, edit a newspaper, lay out a magazine or video-tape a TV program. Two sample video projects of this kind were guided by Sharp (2005). In one of them, the beginner ESL students described their daily activities through short films. In the other, the advanced ESL students made a news program after collecting and organizing the data. *Performance and organizational projects* refer to those requiring students to plan and organize a public meeting. Organizing a “British Evening” or “organizing a conference” are examples of these kinds of projects. As Aston (1993) reports, the EFL students in Italy made such a project by organizing and giving a conference to other learners about the activities of the self access centre of their university after researching about and participating in its facilities.

A final and important distinction in types of project work is in the relative access to target language outside the classroom, that is, whether project work is conducted in an ESL or an EFL setting. Krieger (2005) distinguishes between the pedagogical implications of the ready access to the target language outside the classroom and no access to the target language outside the classroom and suggests exploiting different resources to meet students’ needs. Savignon (2001) points out that the opportunities to use English outside the classroom are abundant in the ESL context, whereas in the EFL context there may seem to be fewer chances for incorporating the “beyond the classroom” component, but it is still not impossible due to English language radios and television programs, videos, feature length films, books, articles, newspapers, magazines, and, most importantly, the internet, which provides a great variety of written sources and interactive opportunities on line.

Along with this view Warschauer (2001, p. 211 as quoted in Gökçen (2005, p.16)) reports five on-line, collaborative project types:

1. Interviews and survey: Participants interview each other or share reports of surveys conducted in their own locale.
2. On-line research: Students explore research questions they nominate or are assigned by an instructor.
3. Comparative investigations: Students investigate local customs, economic conditions, etc. and compare results on-line.
4. Simulations: Students work as team-members to design a business, an international school or to work out potential solutions to international problems.
5. On-line publication: Students cooperate in preparing online newsletters, magazines, or reports.

As a result, according to Eyring (2001), the integration of multimedia, computers and the internet into the language projects has the potential to make the advantages of living in the target culture less significant for authentic communication and discourse-oriented learning.

Organizing Project Work

In organizing project work as a process, there are mainly three stages that should be taken into consideration according to Schuler (2000) and Fried-Booth (2002): planning, implementation and culmination of the project. In the planning stage, students and the teacher discuss the topic/s to be covered, the final outcome/s to be produced, and the required tasks to be done. In the implementation stage, students carry out tasks which involve gathering and processing data and the gradual

production of the outcome. Along the way, the teacher guides students through bridging activities and monitor sheets that supply them with necessary instruction on language. The students share their progress with their teacher and their peers by informing them about what they have learnt and accept their comments and suggestions for improving their work. In the final stage, the project culminates in an end product (e.g. report, poster, wall display, magazine, news sheet, three-dimensional model, website, video film, audio recording etc.) and this end product is presented to the teacher and the class members or even a wider audience including school and community members. At this stage, there may be some kind of formal or informal evaluation and feedback on what the students have produced. Also Fried-Booth (2002) points out that there may be a follow-up program to address the language needs of the students observed during the second stage.

There is also a more specific model suggested by Stoller (2001), applied to English for Academic Purposes in content-based classrooms and maintained by Eyring (2001) to be a straightforward way to design meaningful projects at any level of ESL or EFL instruction. This ten-step model shown in Figure 1 (Stoller, 2001: 112) defines the instructor's and students' roles at different levels of the process and highlights the language intervention steps (steps 4, 6, 8) that pave the way for explicit language instruction to satisfy the immediate needs of the learners about the tasks to be done during the project, as will be seen on the following page.

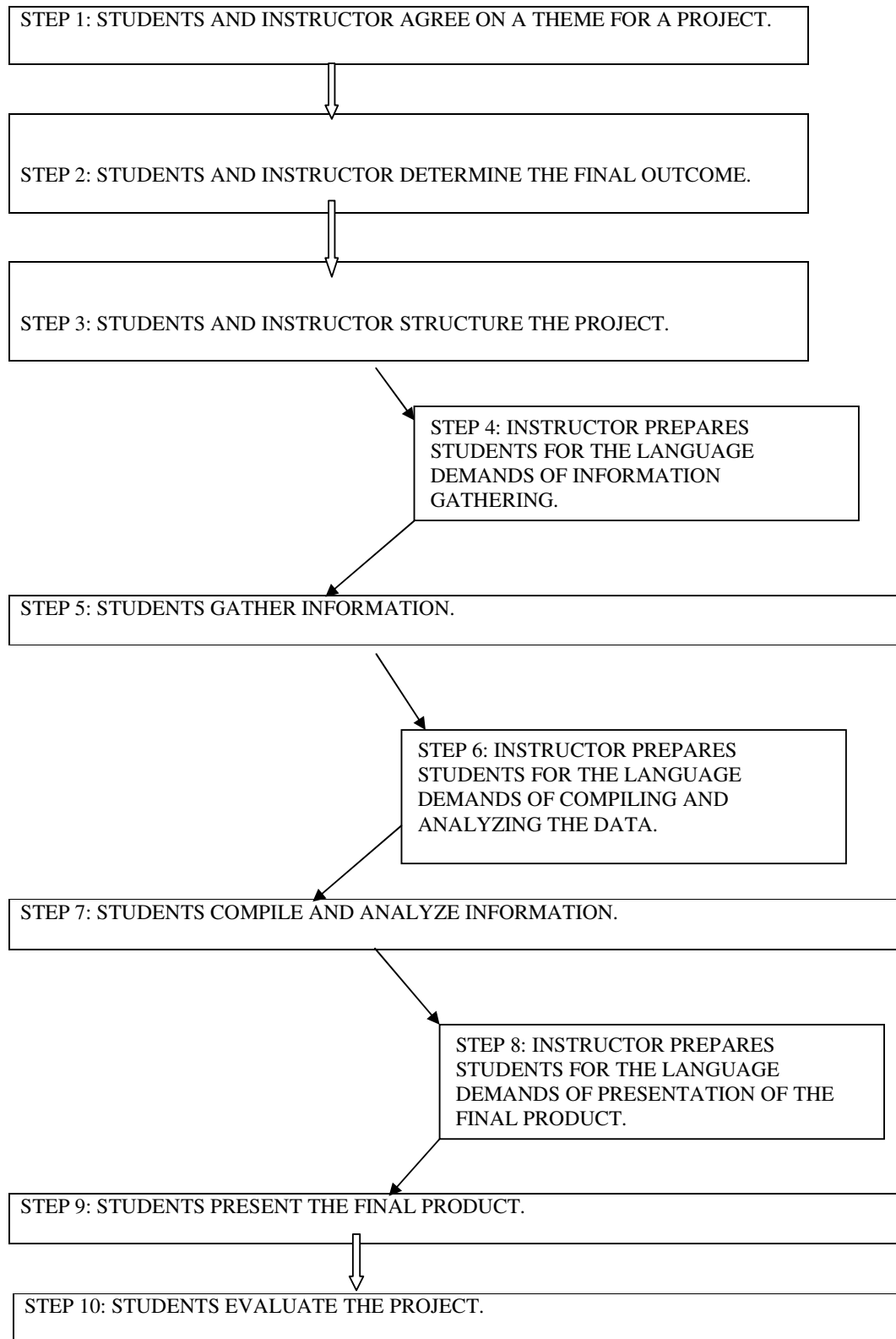


Figure 1: Steps in developing a language project in a language classroom (Stoller, 2001:112)

The steps of the entire process are described below:

In Step 1, there is a negotiation on the theme/s to be focused on. The themes may be brought by the instructor and the students may choose the suitable ones through discussions which may include students' interests, background knowledge, feasibility of researching the topic and the availability of the resources, or the students may devise their own topics through brainstorming.

In the second step, the instructor and the students reflect on and define the nature of the project, its objectives and they choose the most suitable means to culminate the project from a variety of options including a written report, letter, poster, bulletin board display, debate, oral presentation, handbook, scrapbook, brochure, newspaper or video.

When the final outcome is determined, there comes the third step, in which the students and the instructor form the "body" of the project by deciding on the kind of information needed, the sources of the information, the ways to gather, compile and analyze it, the timing, and the roles that the class members are going to assume throughout the process.

After the structuring process, the fourth step follows. Herein, the instructor plans and implements language intervention activities, including the language, skills and strategies for gathering data from text materials, native language informants, media broadcasts or other sources. For instance, if the students are going to collect data from a library or the internet, the instructor might review steps for finding resources and practice skimming and note-taking with sample texts.

After being instructed, the students gather information from texts within a library or the internet or make use of personal sources by having direct contacts or by corresponding with relevant people as a part of the fifth step.

In the sixth step, the instructor sets up sessions in which the students organize, evaluate, analyze and interpret sets of sample materials thinking about the pros and cons of a given proposition. In this step, the students are instructed how to interrelate the information and form a coherent text and show relevant graphic representations.

In step seven, defined by Eyring (2001) as the one often considered to be the most difficult in terms of time and effort, students choose the relevant data, try to summarize it, and combine it coherently.

Then comes the eighth step and at this point the instructor supplies the students with the input necessary for the final presentation. In doing so s/he may edit and revise written products or inform the students about oral presentation techniques and give them chances to practice them. Discussions about the expectations of the audience and language conventions must be a part of this step according to Stoller (2001). After this, there comes the ninth step where the students present their final product.

Finally, step 10 is a time for students to reflect on and assess the whole project in terms of what worked and what did not, why it did not, how it could be rectified if redone, and what could be done as an extension of the concerning project. Through this step students can become aware of how much they have learnt and the teacher can make use of the students' ideas for future projects.

Legutke and Thomas' (1991) model is similar to Stoller's (2001). They define seven phases in organizing a project: opening, topic orientation, research and data collection, preparation of data presentation, presentation and sharing, evaluation and follow-up. However, unlike Stoller's, the teacher input steps in gathering, compiling and analyzing data are presented as an internal part of the research and data

collection phase. Another difference is that the assessment phase includes both teacher and learner evaluation. Also, in this model there is a follow-up stage where the teacher and students do further work on areas of language weakness and gaps in knowledge of content.

These organization models put more emphasis on the instructional aspect of project work compared to performance assessment. In organizing project work as a performance assessment process, the model suggested by Brualdi (1998) may be applied. Brualdi (1998) outlines the following basic steps in planning and executing performance assessment: defining the purpose, choosing the activities, defining the criteria, creating performance rubrics and assessing the performance. Moss and Van Duzer (1998) mention that in assessing the performance in project work, the evaluation can be done by teachers, peers or oneself. Both Eyring (2001) and Fried-Booth (2002) suggest that the assessment may also be done by an unbiased evaluator or an invited audience. Also, the performance can be assessed both as a process and a product. Williams & Burden (1994) propose using formative evaluation which involves evaluating the project from the very beginning and consider that doing this instead of simply evaluating the outcomes forms, improves and directs innovation, thus increases the possibility of successful implementation. Finally, the assessment can be done via different kinds of means such as checklists, teacher observations, questionnaires, interviews, weekly reviews, draft evaluations, class discussions, reflective journals, essays and oral presentations (Williams & Burden, 1994; Moss & Van Duzer, 1998; Eyring, 2001).

Potential Problems in Project Work and Suggested Solutions

The successful implementation of project work may be affected by a variety of factors. One of the most important problems may be the lack of receptiveness in learners, teachers and school administrators. The learners from traditional classrooms may resist change as they are expected to be accustomed to close control, monitoring, and structured formal classes on grammar, which is the case reported by Wright (2003) in a project-based study. The students also may find it hard to take control of their own work and complain about the workload (Lee, 2002). Some may blame teachers for not providing answers and think that they are not doing their job (Sheppard & Stoller, 1995; Wrigley, 1998). To settle these kinds of problems, Hedge (1993) advises learner training. According to Henry (1994 as cited in Eyring, 2001) this learner training can be in the form of small-scale “preparatory projects” where students can internalize the rationale of project work and get used to working cooperatively before the actual process. Another suggestion includes doing project work alongside other classroom activities rather than devoting the whole course to project work so as to provide the traditionally-oriented students with familiar classwork (Eyring, 1997). Also Legutke and Thomas (1991), Stoller (2001), and Fried-Booth (2002) have highlighted the need for interrupting the process with preparatory activities along the way.

The teachers, on the other hand, may be unwilling to give up their traditional role of close monitoring and assume a new facilitating role (Wrigley, 1998) and some teachers may find the project onerous and complain about high workload (Lee, 2002). Thus, according to Fried-Booth (2002), the teachers must be convinced about the requisites of this role which entails helping learners to move in the direction they want to go, warning them about potential pitfalls, making suggestions without getting

defensive when students decide they like their own ideas better, having tolerance for ambiguity, helping learners to negotiate conflicts and having enough self confidence not to give up despite problems. An extensive teacher training before project work as well as sessions where the project participants (teachers, students, administrators) have discussions throughout the process may be helpful means to make the project agents get accustomed to their roles (Subaşı-Dinçman, 2002).

Also as Sheppard and Stoller (1995) state, traditional schools governed by strict curricular guidelines and systematic testing are often not very receptive to project work. For instance, some administrators may complain that the project work has elaborate activities and these may hinder students from preparing for the required exams. Sheppard and Stoller (1995) imply that the goals of the curriculum should then be revised and there must be a shift from conventional teaching and assessment emphasizing structural aspects of the language such as grammar, vocabulary and pronunciation to a novel one which underlines meaningful and purposeful interaction and collaboration.

Gaer (1998) points out that it is students' interests and needs that determine the meaningfulness of a project. Thus, in designing project work it is important to choose topics that address the students' backgrounds (such as age, level, interest) according to Lee (2002). Moreover, as Lee (2002) recommends, the topics should be challenging to improve critical and creative thinking, but should be manageable in terms of the time and resources available to students. Otherwise, students may perceive project work as "toil and boredom with minimal benefit" (Lee 2002). Not only the topic, but also the outcome and the steps of the whole process towards building the outcome are equally important in designing meaningful projects

according to Schuler (2000). Furthermore, what Eyring (2001) recommends is moving learners along a negotiated curriculum where they are informed about the instructional goals at every step, are allowed to create their own goals, and generate their own tasks with guidance from the teacher. Stoller's organizational model (2001) described above sets an example for such a negotiated plan of action.

On the other hand, Eyring (1997) warns project practitioners about the problems inherent in this collaboration and student-initiated and negotiated action. In his study where a collaborative project work built the main curriculum of an ESL class, the researcher observed the following problems: 1) Late registration, 2) Excessive absence and/or tardiness, 3) Excessive quietness in some students despite the efforts of the teacher and their peers to make them talk, 4) the gap between the needs and demands of the extremely high and extremely low students, 5) lack of cooperation among students in a way that they depended too much on the teacher or themselves rather than on each other, 6) The lackadaisical peers deteriorating the flow of the process. Related to this observation, an average level of satisfaction was found among students in terms of working with others and efficiency of group work. A suggestion for the problems rising from group work comes from Wrigley (1998), who says that if some learners are resistant in doing group work, they can be given the chance of working on their own during the time periods set aside for group work after the topic has been defined and the planning is done. Also each individual may be given a separate project to work on (Haines, 1989) and they may share what they have done along the way with their teachers and classmates.

Research on Students' and Teachers' Perceptions about Project Work

The successful use of project work depends on how students and teachers regard doing projects. Their evaluations may be the guiding force in building defensible project theories and in actualizing future projects. However, as Beckett (2002) indicates, there are few studies on project-based work in second language education and even fewer on student and teacher perceptions of it.

One of the studies about student perceptions about project work has been done by Eyring (1997). In this study, the attitudinal responses of the ESL students to project-based instruction were compared with those of two non-project classes in terms of satisfaction. In the study, the ESL students, most of whom were of Asian origin, prepared a guide book for tourists as a whole class throughout the whole course. It was students who had decided what, how and when to do their projects with guidance from their teacher. As stated by Eyring (1997) in her observation reports, the students seemed to have done a good job of planning the project, conducting library research, talking to native English speakers, synthesizing their data and presenting their findings. Accordingly, the findings of the attitudinal study revealed that the project group students felt greater satisfaction with the course in general than the non-project classes and rated the supportive, friendly stance of the teacher as the most valuable aspect of the course, followed by learning to write essays and papers. However, most students stated that they did not appreciate taking that much initiation to plan their own curriculum. They also reported that they liked to have seen more traditional ways of learning such as learning from the teacher in the lecture format and studying grammar and vocabulary points through separate classroom activities. They also desired more teacher feedback and correction on

written work. In the end, Eyring (1997) suggested incorporation of some traditional ESL activities in the project classrooms.

In another study done by Beckett (2005), the ESL students from far-eastern countries who conducted project work in a Canadian secondary school were observed during project work and interviewed about their evaluations of project-based instruction in the end. According to the findings, some students said that they liked project-based instruction, some of them had mixed feelings, and a majority of them said they did not like it. The students who assessed project-based work positively stated that they liked project work because projects created opportunities for them to learn research, computer, writing and communication skills. Those who had mixed feelings reported that they liked project work since it had made them think, allowed them to gain in-depth knowledge about a specific content and to learn research and presentation skills. On the other hand, they disliked it as they thought it was time consuming and too much work. The students with mixed feelings especially complained about the difficulty of the oral presentation aspect of project work as they thought it had made them nervous. The students who perceived project work negatively, said that project work was too difficult and/or it was too much work. The aspects they perceived to be difficult included making oral presentations, identifying and reading appropriate references and integrating the information into their projects. The students also stated that they felt it was more significant to learn basic knowledge such as grammar and vocabulary from their teachers and textbooks, which they did not see happening when they did projects, as the identified sources to learn/improve English in their project-based course were newspapers, TV programs, and English-speaking people in and outside the school, so they believed project work

distracted them from learning what they needed to know to advance their education, especially English grammar and vocabulary. Beckett (2005), like Eyring (1997), suggests that such a desire for traditional ways of learning may be due to the cultural and thus educational origin of the ESL students in the study. As both of the researchers state, the ESL students in their studies come from educational cultures where project-based instruction, accordingly student-centered learning, student negotiated syllabus and/or learning from “purely authentic” sources did not exist in the curricula. Therefore, the clash of educational cultures might have caused such negative reactions to project-based instruction. Beckett (2005) suggests that the teachers must have the students, who are not familiar with the aspects of project-based learning, get accustomed to project-based instruction by addressing their conflicts before they implement project work.

Similarly, Wilhelm (1999 as cited in Beckett, 2005) and Moulton and Holmes (2000) reported both positive and negative student responses to project-based instruction in their studies conducted in ESL contexts in the U.S. In the study of Wilhelm (1999 as cited in Beckett 2005) most students assessed project work favorably as they had opportunities to negotiate meaning with native speakers and take control of their own learning. However, some participants reported anxiety and stress. In the study of Moulton and Holmes (2000), all the ESL students who completed a project based course at a university, integrating research, writing and presentation, expressed pride and satisfaction with their accomplishment and reported that they benefited from the course and used the things they learnt in the following classes when interviewed after two years. However, as Moulton and Holmes (2000) state, the completion rate for the course was low and according to

them this was due to the fact that some students found the course too difficult and some believed that ESL course should be limited to the study of language and not involve non-linguistic tasks. The conclusion was that there should be learner training before project courses about the content and the potential benefits of project work.

Montgomery and Eisenstein (1985), on the other hand, found a contradictory result in their study where they compared a project group with a control group in terms of language improvement: The area of greatest improvement was grammatical accuracy. In addition, the majority of the learners evaluated the project work experience favorably. This was also found to be the case in Allen's (2004) study where she reported the student perceptions after conducting a project at an ESL university context, but the students demanded more in-depth explanations on how to write their rationales and more feedback on how they were writing them.

The studies about teacher perceptions on project work are also few and present several concerns. Beckett (1999 as cited in Beckett, 2002) indicates that the two ESL teachers who coordinated project work in her study, which was carried out in a Canadian secondary school, mentioned that they were impressed by the creative studies of their students and evaluated project-based instruction favorably since it allowed them to integrate language, content and skills in a communicative way and to promote critical thinking, problem solving and cooperative learning skills. They were also satisfied with the result that the students were able to discover their strengths and weaknesses as learners.

Contrary to this positive attitude, another study done by Eyring (1997) revealed a relatively negative one. In this study the teacher participant who coordinated project work in an ESL university context in the U.S. indicated that she

was impressed by the end-product, but she had many complaints about the project process. The teacher said that it was very demanding to negotiate the curriculum with the students and ensure participation at all levels since there was a lukewarm response in general. Although the teacher believed that she worked hard to guide project work by giving voice to students as much as possible, students, in her opinion, did not recognize, appreciate or accept input that was offered to them in a relatively democratic way and showed much less respect to her compared to her previous students. She suggested that it would be better to revert to a more teacher-directed approach including traditional ESL activities focusing on reading, vocabulary and grammar to provide students with something concrete that they can say they have learnt.

Two other studies were done in Turkish EFL contexts and revealed mixed evaluations. In the study of Subaşı-Dinçman (2002) it was found that a majority of teachers agreed with the idea that projects are beneficial assessment tools. They also pointed out that through projects they can learn how much the students have learnt. However, a number of teachers were found to be uncertain about the purposes of the projects and some of them complained about the workload and the inconsistency among the teachers about the assessment procedure of the projects. In a similar study on the EFL teachers' attitudes about project work, Gökçen (2005) found that the instructors were generally in favor of using project work, as they found it useful both as an alternative assessment tool and instructional tool. However, they defined three main problems in using projects. The instructors claimed that projects take too much time and thus they could not keep up with the syllabus schedule. Also they complained about the fact that students were not as actively involved as anticipated.

Finally, they had concerns about the reliability and fairness of project-based assessment.

Conclusion

In this chapter the literature on project work has been reviewed. In doing so, the approaches related to project work have been described and the main characteristics, goals, types, organizational models of this experiential process have been identified with the aid of specific examples. Moreover, this chapter has covered the potential problems inherent in the project process along with suggested solutions as well as research regarding students' and teachers' perceptions about project work found in literature. The next chapter will highlight the methodology of the study by elaborating the setting, participants, instruments, procedures in collecting the data and the data analysis methods.

CHAPTER III: METHODOLOGY

Introduction

The main purpose of this study is to investigate students' and teachers' assessments about Main Course Project work applied at Yıldız Technical University School of Foreign Languages. Project work was evaluated with respect to three aspects: 1. Achievement of institutional project work goals, 2. Learning gains acquired from project work, 3. Problems experienced with project work as well as their suggested solutions. Furthermore, as a part of the study the evaluations of the students from the two proficiency levels (A and B) about the achievement of the institutional project goals were compared to find out if there were significant differences between them. According to the results, the possible reasons for the significant differences were analyzed on the basis of the students' and teachers' perspectives.

The following research design was applied to fulfill the research aims:

1) In order to have the students evaluate to what extent the institutional project work goals had been achieved, first, the institutional goals, which had not been defined formally by the institution before the system of project work was launched into the curriculum, were defined by the researcher on the basis of the analysis of project work materials, literature review and semi-structured interviews with the project coordinators. Then these goals were integrated into the closed-ended questionnaires, which were given to the students, and their responses were analyzed to assess the extent to which the project goals had been achieved from their perspective. In these questionnaires, the instruction and feedback received about project work and students' own performance

during the project process were evaluated as well since these factors also have an impact on the achievement of project work goals. Also in the analysis of the closed-ended questionnaire results, the assessments of the students from A and B levels were compared to find out if there were any significant differences between them. The possible reasons of the significant differences were then explored based on the results of the interviews with students and teachers.

2) As a part of the study, the students and their teachers were also asked to state the things that had been learnt through the projects, the problems that had been encountered during the project process as well as their suggested solutions for them. There were two instruments used to collect these data: open-ended questionnaires and interviews.

The above-described research design is illustrated in Figure 2 below:

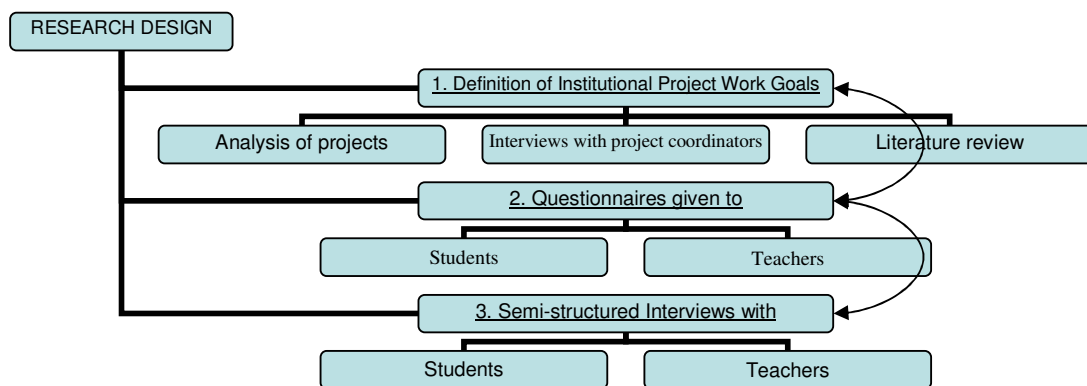


Figure 2: Research Design

Setting

The study was conducted at YTU School of Foreign Languages. The School consists of two departments, the Basic English Department and the Modern

Languages Department. The Basic English Department, which is the research context, is responsible for teaching English to the preparatory classes.

The preparatory classes refer to the intensive English courses given to the students who have won a place at YTU at the end of the National University Exam but have not been able to pass the YTU English Proficiency Exam given in the beginning of the academic year. These students have to attend those classes, which extend to two academic terms, and get the required grade (through exams and other performance assessment tools, i.e., writing portfolio and project work) to continue their undergraduate education.

English language teaching at the preparatory classes is practiced at three different levels, A, B and C. The English proficiency level of the A level classes is assumed to be intermediate at the beginning of the academic year. B level students start the academic year at the pre-intermediate level, and C classes at the beginner level. The students of these A, B and C level classes are supposed to reach the upper-intermediate level of English at the end of the academic year.

There are four English courses given to students in the preparatory classes: the Main Course, Reading, Writing, and Listening & Speaking. In those courses, there are projects, the grades of which directly contribute to the overall grade of the student. In the Main Course classes, the aim is teaching students “General English” by using the chosen course book series. As the name suggests, the time devoted to Main Course is the highest. Also among the projects in different classes it is the Main Course’s that influences the students’ overall grades most.

The students are required to do one project each term in the Main Course. They are asked to do carry out research on a given topic by making use of a variety of

sources such as the internet, library and people, to express the research findings in their own words and synthesize them with their personal vision by doing the given tasks. The students are expected to fulfill the project requirements in an extended time, which is over a period of one and a half months. During that period they submit assignments to inform their teacher about the process, and at the end of this period, they are expected to create their own outcome in the form of a paper which can be accompanied with some creative work such as a poster or a brochure and submit it to their project teacher. After that the students are also required to make an oral presentation about it.

At YTU, it is the project coordinators who guide the overall process in collaboration with teachers. The process of project work starts with the distribution of the project materials they have prepared for the students. These project materials include the topics and what is to be done under each topic. At this step the teacher is expected to review the topic list with the students and have them choose their own topics. The projects are required to be done individually. Also, it is requested by the coordinators that each topic be chosen by a number of students in order to create variety and prevent potential cheating problems. After the topics are chosen, the process of project production starts. During this process, the students are expected to do their projects individually beyond the class. In doing the project work, they hand in two assignments and in the end, their final assignment, i.e. their project. The assignments that are produced during the project process are called the First Draft and the Second Draft. In the First Draft, the students are expected to state what topic they have chosen and the reason why they have chosen it. They are also expected to make a short summary of what their research project includes as well as describe

what they plan to do and how they plan to do their research to produce the final outcome. After first drafts are submitted, their project teacher, one of the Main Course teachers, checks the drafts according to the guidelines and the evaluation criteria produced by the project coordinators. The teachers are expected to give their feedback in written form and return the drafts to the students. The students then do the required research and writing tasks and produce their project papers on their own and submit them to their teachers for feedback. This version of the projects is called Second Draft. Second drafts are also checked by the teachers according to the guidelines and evaluation criteria given by the project coordinators. After they are returned to the students, the students are supposed to revise these drafts according to the teachers' comments and turn them into final outcomes. Then the end-products (papers and their extensions if required) are presented to the teachers. After the end-products are submitted, the students are required to make a presentation about them. The final products both in written and oral form are also evaluated by the teachers. Then the overall grades are given on the basis of the grades received from First Drafts, Second Drafts and the final outcomes. There are relatively short meetings between teachers and project coordinators before they evaluate each product in the project process. Moreover, there is little learner training about project work, which is limited to oral presentation sessions in Listening& Speaking courses within the curriculum. In the Main Course classes the given coursebook, which aims to teach General English, is covered so the content and the schedule of the Main courses are governed by the coursebook, but not project work. Thus, project work is employed as a beyond-the-classroom aid to practice English and to achieve the linguistic and non-linguistic goals.

Participants

The first group of participants was comprised of two Main Course project coordinators in the department and the department head. They were interviewed to define the institutional project work goals.

The second group of participants were volunteer A and B level teachers and their students. Here it would be useful to note that A level students were the ones who had started the academic year at the intermediate level of English and were at the upper-intermediate level in the period when the study was carried out, which is the late February of the second term of the academic year 2005-2006. Whereas B level students refer to those who had started the academic year at the pre-intermediate level and were at the intermediate level of English when the study was conducted.

Two A level teachers and two B level teachers and 50 A level students and 50 B level students participated in the study as a whole. C level students were exempted since during the research period, they had been given relatively easy assignments called “projects” which required creative writing rather than research. It was decided with the project coordinators that they were not actual projects like those given to A and B level, which assume the goals of the school, but rather preparatory assignments for actual project work to be given to them in the second term, so they did not participate.

The number and kinds of the participants of this study described above differed according to the instrument type. That is, all of the 100 students were given open and closed-ended questionnaires, whereas their four teachers participated in the open-

ended questionnaire since the number of teachers was not enough to make reliable statistical analyses through closed-ended questionnaires.

A total of 12 A level and 12 B level students volunteered to be interviewed in groups and four volunteer students were interviewed individually. Two of these students were from A level, and two from B level. The individual teacher interviews were conducted with two volunteer teachers, one of whom was from A level, and one from B level.

Instruments

There are two groups of instruments used in this study: Those employed to define the institutional project goals and those used to gather data about students' and teachers' assessments. The instruments used to define the goals of the Main Course project work were YTU Main Course project materials (See Appendix A for sample project materials), the current literature on project work goals (See Chapter II) and the semi-structured interviews with the project coordinators and the department head. In this definition process, first, the goals in the literature were specified in order to form a basis for actual goal definition. Second, the goals deduced from the project materials were identified and compared to the goals in literature. The goal statements were written by the researcher, and they were checked by the project coordinators and the department head during the interviews. The interview format was chosen in order to gather the elaborated comments of the participants on the current project system as well as the goals defined by the researcher. The goals were expanded and modified based on the interview results. The specific goal statements in the YTU Main Course projects, which will be revealed in the next chapter, were classified and they were then integrated into the questionnaires with closed-ended items.

The instruments employed to gather data about the students' and teachers' assessments were questionnaires and interviews.

Questionnaires

The questionnaire was used as a research instrument due to the fact that it allows collecting a great amount of data in a relatively limited period of time, makes group comparisons easy, and is appropriate for providing a general understanding of the subject matter (Dörnyei, 2003). The questionnaires given to the students and teachers were designed by the researcher and had two parts: a part with the open-ended items and a part with closed-ended items.

The first part of the questionnaire aimed to gather data about the learning gains, problems and solutions regarding project work through open-ended items (See Appendix B for the open-ended questionnaire given to students and Appendix D for that given to teachers). The open-ended questionnaire format was chosen in order to gather specified, personalized data about the current situation of project work. In this part, the students were asked to state two important things that they had learnt from projects, one or two problems experienced in doing them, which they deemed to be important, as well as their suggested solutions for it/them. In the teachers' questionnaires, the teachers were asked to respond to the same items by considering their students in general.

The second part of the questionnaire was given to the students and involved closed-ended items (See Appendix F). There were three parts in the questionnaire. In the first two parts, the students were asked to state their level (A or B) and tick the project topic they had chosen in the previous term (the first term of the academic year 2005-2006) in the given topic list. The level of the students was asked to allow

a comparison between the responses of the two different levels. The project topic was asked for two reasons: First, as each project topic involves identified objectives, the specified project topics seemed to have the potential to aid the researcher to make sound comments about the research results. Second, two project topics, namely “Famous People” and “Story”, given to the B level involved almost no research, but making stories. It was decided that the students who chose those topics would be eliminated since the tasks given to them do not match with most of the project goals regarding research.

The third part of the questionnaire involved 36 closed-ended items that aimed to have the participants assess the achievement of project work goals, their teachers and themselves. The specific goals in the YTU Main Course projects, classified as content goals, linguistic goals, research goals, goals regarding authentic outcome production, affective goals, autonomy goals, technology and time management goals, were revealed in the first 29 items. The students were asked to rate to what extent they had achieved them by responding to these 29 Likert-scale type questions. The choices ranged on a five-point scale from “strongly disagree” to “strongly agree”. The Likert scale was used in order to gather precise interval data about the evaluative judgments of the respondents (Dörnyei, 2003). Five response options were given as it is reported to be the most common step number in evaluation studies using Likert-scale type questions by Dörnyei (2003).

The respondents were also asked to identify to what extent they received the instructions and feedback from their teachers through the following two, 5-point Likert-scale type questions (numbered 30 and 31: See Appendix F), as the achievement of project work goals depends on these factors as well. The students’

overall care in doing the project work was included as a factor contributing to the achievement of the project goals so the last 5-point Likert type question (numbered 32: See Appendix F) was asked to make the students assess their overall performance in doing the project work.

The last four items relating to the research goals (numbered 33, 34, 35, 36: See Appendix F) were given on a separate sheet so as not confuse the respondents, since they involved questions different from Likert type questions with yes/ no responses and the related sub questions in the form of checklist. These questions were about whether or not questionnaires or interviews were conducted during project work and which language was used in doing them. Since not all the respondents were asked to conduct questionnaires and/or interviews during their projects, these items were given in the yes/no form. The ones who said “yes” to those questions were then asked to state if they used English, Turkish or both languages in conducting the questionnaire and/or the interview through items numbered 34 and 36. Since the respondents conduct their projects in an EFL setting, which may hinder them from using English in personal contacts, a goal of project work, target language usage in doing questionnaires and/or interviews was explored through these items.

The above-described last form was given to the questionnaires in the following order: First, the questionnaires were designed by the researcher and checked by the researcher’s advisor as well as the instructor and students of the Bilkent University MA TEFL Research class through classroom discussion. The questionnaires were modified according to the comments and they were piloted to 10 A level and 10 B level students as well as two teachers from A and B levels at YTU in order to ensure that all the items in the questionnaires were clear enough for the participants to

understand. There was no change in the questionnaire items, as no problem was observed or stated about them.

The validity of the questionnaire was ensured by having the Main Course project coordinators of YTU check the compliance of the questionnaire with the actual project work applications and the defined project work goals before it was applied on students. Also the reliability of the questionnaire was found to be 0.85 using Cronbach's alpha coefficient of internal consistency.

Finally, both open and closed-ended questionnaires were conducted in Turkish in order to prevent potential comprehension problems (See Appendix C, F and G for the questionnaires in Turkish).

Interviews

Interviews were used, as they have the potential to provide relatively rich and different qualitative data and allow the researcher to get deeper meaning due to the relatively high amount of self-disclosure (Brown, 2001). The type of interview used to collect data was semi-structured, meaning that some questions were designed and phrased ahead of time whereas some were created during the interview, allowing both the interviewer and the person/s being interviewed the flexibility to get into detail or discuss issues (Case, 1990).

There were two groups of semi-structured interviews conducted to gather data in this research: those carried out before the application of the questionnaires and those conducted following the questionnaires. The first group of interviews was done with the project coordinators and the department head in face to face meetings. The aims of the interviews were to elicit the goals underlying project work and to check the appropriateness of the YTU project work goal definitions that the researcher had

made based on the project materials and literature review (See Appendix H for the questions structured for the interviews with the project coordinators and the department head).

The second group of interviews was done with the voluntary students and teachers in face to face meetings to get in-depth data about project work assessments. The interviews focused on the learning gains and problems within the project work experienced in the first term of the academic year as well as suggested solutions for the defined problems. The results of the questionnaire analysis guided the flow of the interviews (See Appendix I for the questions structured for the interviews with students and Appendix J for those with teachers).

Both groups of interviews were conducted in Turkish as the participants preferred having them in Turkish. The interviews were tape-recorded and then transcribed according to the conventions of the written language as the focus is the content. The interviews were translated into English during the transcription and fictitious names were given to the participants in the transcribed text.

Procedure

After the research questions were formed, first the goals of the project work at YTU were defined after the analysis of project work materials and literature review. Then the official permission for the research was obtained from the head of YTU School of Foreign Languages Basic English Department. After that, the interviews with project coordinators and the department head about the project goals were conducted, and they were asked to review the goals already defined by the researcher. The goals were expanded and modified based on the interview results in late January.

By mid-February, the questionnaires had been designed by the researcher and modified according to the comments of the Bilkent University MA TEFL participants. This was followed by the piloting process. The questionnaires were then given to the students and teachers. The questionnaires were distributed to and collected from the participants during their class hours. Since the questionnaires had two parts, they were given to the participants in a sequential order. That is, first the questionnaires with open-ended items were given to the participants, and after the participants had written their comments, they were collected and the questionnaires with closed-ended items were distributed and collected. This was done so as to prevent the open-ended responses from being influenced by the questionnaire items so that the personal assessments could be made as genuinely as possible. After the collection and analysis of the questionnaire data, the interviews were conducted with the students and teachers. The piloting and the data collection process through questionnaires and interviews were done between February 20 and March 3, 2006.

Data Analysis Methods

A comparative qualitative analysis was made to define the project work goals. The questionnaires with open-ended items were qualitatively and quantitatively analyzed to find out the commonalities that the statements shared and the percentage values of them. The end results (the common things that were learnt, the common problems that were encountered and the common suggested solutions for the problems) were categorized in accordance with two participant characteristics: participants' being students or teachers and students' level type (A or B). Also the teachers' and the students' responses to the items were comparatively analyzed.

The questionnaires with the closed-ended items were quantitatively analyzed by using Statistical Packages for Social Sciences (SPSS.10.0). The frequencies, percentages and the mean values of the items were analyzed through descriptive statistics. As the first 29 items in the questionnaire represented the goals of project work, the extent to which the goals were achieved was identified according to the mean values and percentages of the items. On the basis of the mean values, the goals were defined as “poorly achieved”, “moderately achieved” and “highly achieved”. The main criterion for this distinction was the 5-point Likert scale used in the items, whose minimum point is 1 and maximum 5, and the definitions were made according to the following criteria formed by the researcher, by dividing the 1 to 5 continuum into three (almost) equal parts between which the gaps are 1.33, 1.32 and 1.33, respectively:

- 1) The mean values between 1 and 2.33 were interpreted as “poorly achieved”.
- 2) The mean values between 2.34 and 3.66 were interpreted as “moderately achieved”.
- 3) The mean values between 3.67 and 5 were interpreted as “highly achieved”.

It was also decided that the instruction and feedback as well as the student’s self performance would be defined as “poor”, “moderate” or “high” according to the item means and the above-given numerical criteria would be employed to make such a distinction. In interpreting all these data and supporting the deductions, the percentages were used as supportive means.

Moreover, the student questionnaires were quantitatively analyzed to determine if there were any significant differences between the assessments of students according to their levels and according to the goal type through Independent

Samples t test. This test was applied since there were two different groups responding to the same items.

The interviews, on the other hand were transcribed and qualitatively analyzed. The responses given to the questionnaires were categorized under the following titles: 1. Perceived learning gains of project work, 2. Perceived problems and solutions about project work, 3. The possible reasons for the significant differences found between the proficiency levels.

Conclusion

In this chapter information about the research setting, participants, research instruments, data collection procedures, and data analysis methods has been given. In the next chapter the results of the study based on the above-mentioned qualitative and quantitative data analyses will be discussed.

CHAPTER IV: DATA ANALYSIS

Introduction

This study was conducted to investigate students' and teachers' assessments about Main Course Project work applied at Yıldız Technical University School of Foreign Languages Basic English Department. The participants of the study were 100 students studying English in the prep classes of Yıldız Technical University, 50 from A (upper-intermediate) level and 50 from B (intermediate) level and 2 A level, and 2 B level teachers who supervised the students' projects. The evaluations of the participants about project work were explored with respect to the achievement of institutional goals, learning gains, and problems accompanied by suggested solutions. Moreover, as a part of the study, the assessments of the students from the two proficiency levels (A and B) about the achievement of the institutional project goals were compared to find out if there were significant differences between them. According to the results, the possible reasons for the significant differences were analyzed based on the students' and teachers' perspectives.

Data Analysis Procedures

In this study both qualitative and quantitative data analysis procedures were employed. There are four sets of data analyzed within the investigation:

- 1) In order to define the goals of Main Course project work, first, the goal categories were formed through the analysis of YTU Main Course project materials (See Appendix A for sample materials) and the literature on project work (See Chapter 2). After that the goal statements under the categories were specified by the researcher through the analysis of project materials and the interviews with the project coordinators and the department head.

- 2) The questionnaires with closed-ended items were quantitatively analyzed by SPSS Program (10.0 version). The percentages and the mean scores for each item were calculated in order to find the general assessment of the students from two proficiency groups about the achievement of the categorized goals. The instruction and feedback received about project work and students' own overall performance during the project process were evaluated as well since these factors also have an impact on the achievement of project work goals. Also an independent sample t-test was conducted to find out if there were significant differences between the assessments of the students according to their proficiency level.
- 3) The questionnaires with the open-ended items were qualitatively and quantitatively analyzed, and the things that had been learnt from projects, the problems experienced during the project process and suggested solutions for them were categorized according to the participant role, i.e., student or teacher and students' level type (A or B).
- 4) The semi-structured interviews with students and teachers were qualitatively analyzed and the results were categorized as learning gains acquired from project work, problems and solutions about project work as well as the possible reasons for the found significant differences.

Results

Institutional Project Work Goals Defined

As the first step of the research, in order to evaluate to what extent the project work goals at YTU had been met, I defined the goals of Main Course project work in the YTU curriculum. This was done since it was found that the project work goals had not been defined formally by the institution. In defining the institutional project work goals, I took the following steps:

- 1) I made a survey about the primary characteristics and goals of project work in the literature of second language teaching.
- 2) I compared the characteristics of YTU projects to those in the literature and formed the goal categories of project work at YTU on the basis of this comparative analysis as well as the interviews with the project coordinators and the department head.
- 3) I specified the goals under each category based on the interviews.

The results of these steps will be revealed under the following sections.

Deductions from Literature Survey on Project Work

To define the goals of YTU, first, the literature on the primary characteristics and the goals of project work was surveyed (See Chapter 2), and the main goals that project work may assume were deduced as follows:

Improving students'

- 1) content learning
- 2) language skills
- 3) research skills
- 4) technology skills
- 5) ability to discover and express themselves through creative actions
- 6) collaboration

- 7) motivation
- 8) self-confidence
- 9) autonomy

This step was followed by a comparative analysis described below.

Assessment of the Match Between the Primary Project Work Characteristics Given in Literature and Those at YTU

At this step, I assessed the match between the characteristics of the projects at YTU with those in literature under the above-given 9 goal titles by analyzing the project materials and communicating with the project coordinators. The deduction was that project work at YTU potentially assumed these goals except for the fact that it does not intend to improve students' collaboration as projects are done individually. The grade given to the project work affects the overall grade of each student. Thus, project work at YTU tends to have a competitive characteristic, which is a mismatch with most cases in the literature as they represent a collaborative characteristic. At YTU project work, the students who share the same topics may be sharing the resources and ideas, but again there is no guidance about this collaboration, perhaps for fear that they may copy each other's work.

Following this assessment, I formed the goal categories of the Main Course projects at YTU as follows: 1. Content Goals, 2. Linguistic Goals, 3. Research Goals, 4. Goals Regarding Authentic Outcome Production, 5. Affective Goals, 6. Autonomy Goals, and 7. Technology Goals.

The relation of these goal types to those in literature is presented in Table 1:

Table 1

Goal Types of YTU Projects and Their Scopes Defined in Literature

GOAL TYPES OF THE YTU PROJECTS	THE SCOPE OF GOALS DEFINED IN LITERATURE
1. CONTENT GOAL	Improving students' content learning
2. LINGUISTIC GOALS	Improving students' language skills
3. RESEARCH GOALS	Improving students' research skills
4. GOALS REGARDING AUTHENTIC OUTCOME PRODUCTION	Improving students' ability to discover and express themselves through creative actions
5. AFFECTIVE GOALS	Improving students' motivation and self confidence
6. AUTONOMY GOALS	Improving students' feeling of responsibility for their own learning
7. TECHNOLOGY GOALS	Improving students' technological skills for writing papers and doing research

After the goal categories were formed and verified by literature and project coordinators, the goals were specified as described below.

Specification of the YTU Project Work Goals

At this step, the goals of YTU projects under the determined categories were specified by making analyses of the project materials and the interviews carried out with the project coordinators and the department head.

The resulting goal definitions are as follows:

1. CONTENT GOAL

- Acquiring knowledge about a given content of interest

2. LINGUISTIC GOALS

2.1. Improving linguistic skills

- Improving Reading
- Improving Writing
- Improving Speaking
- Improving Listening

- Using integrated skills
- Improving oral presentation skills
- Improving the skill of translation from Turkish into English

2.2. Improving Vocabulary and Grammar

- Learning vocabulary about a specific content
- Learning how to use the vocabulary appropriately according to the context
- Using the acquired grammar knowledge
- Improving grammatical knowledge

3. RESEARCH GOALS

3.1. Collecting data

- Collecting data from the internet
- Collecting data from written and audiovisual sources other than the internet
(books, magazines, encyclopedias, films and TV programs)
- Collecting data from personal sources
 - Conducting questionnaires
 - Interviewing

3.2. Processing the data

- Analyzing the data under relevant titles
- Synthesizing the data coherently

4. GOALS REGARDING AUTHENTIC OUTCOME PRODUCTION

- Using one's own creativity in language use
- Synthesizing the research with one's own personal experience and vision
- Paraphrasing the data
- Commenting on the data

- Supporting what one has written by some creative work

(e.g. brochure, poster, model or party invitation card)

5. AFFECTIVE GOALS

- Developing a positive attitude toward English
- Developing self-confidence about the use of English

6. AUTONOMY GOALS

- Enhancing feeling of responsibility
- Improving the ability to make decisions oneself

7. TECHNOLOGY GOAL

- Learning how to use technology for writing purposes

8. TIME MANAGEMENT GOALS

- Using the given time effectively
- Submitting the assignments on time

(Note that time management was added as an additional category after the interviews with the project coordinators.)

After the goals were defined, they were integrated into the closed-ended questionnaires in order to have the students assess to what extent they had been achieved. The results of the closed-ended questionnaires are presented below.

Results of the Closed-Ended Questionnaire

The closed-ended questionnaire had three parts, A, B and C (See Appendix F). The first two parts asked for students' proficiency level and project topics.

The third part of the questionnaire, on the other hand, involved 32, 5-point Likert scale items, two yes/no questions, and two multiple choice items asking the

participants to assess the achievement of the project work goals stated above, their teachers as well as themselves.

The following sections will present the results of the items in the questionnaire part by part.

Results of Part A

According to the level data gathered through the first part of the questionnaire, there were 100 students who responded to the closed-ended questionnaire, 50 of whom were from the A level and 50 of whom were from the B level.

Results of Part B

Herein the analysis will be made according to the level types. The A level students were given ten project topics in the first term of the 2005-2006 academic year (See Appendix A for content and task specifications of each topic), and the data about the project topic distribution of the A level participants in this study are revealed in Table 2:

Table 2

Project Topics Chosen by the A Level Students in the First Term of the Academic Year 2005-2006

PROJECT TOPIC	N	F	P %	RO
Cloning	50	11	22	1
Paper or Plastic?	50	9	18	2
Party Time	50	7	14	3
Create Your Ideal Community	50	6	12	4
You Have the Money or You Have the Will	50	4	8	5
Capital Punishment	50	4	8	5
Alternative Energy Sources	50	4	8	5
Computer Security	50	3	6	6
Life or Death ?	50	2	4	7
Gender Differences in Language	50	0	0	7
Total	50	50	100	

Note: N: Number of Participants; F: Frequency; P: Percentage; RO: Rank Order

As seen in Table 2 above, the four most popular topics for the A level students chose were ‘Cloning’, ‘Paper or Plastic’, ‘Party Time’ and ‘Create Your Ideal Community’. None of the students chose ‘Gender Differences in Language’, and only six per cent of the students chose ‘Computer Security’. The remaining percent (24%) was distributed equally among the rest.

On the other hand, the B level students were given a choice of 20 topics in the first term of the 2005-2006 academic year (See Appendix A for content and task specifications of each topic). The results found about the project topic distribution of the B level participants of the survey are shown in Table 3 below. (Note that the two topics, ‘Famous People’ and ‘Story’, were excluded from the scope of the survey, since these topics were found not to match with the research goals of the projects as they involve creating stories, but not doing research.)

Table 3

Project Topics Chosen by the B Level Students in the First Term of the Academic Year 2005-2006

PROJECT TOPIC	N	F	P %	RO
Cities	50	14	28	1
Living in a Dormitory	50	11	22	2
Disappearing World	50	5	10	3
Your Continent and the Earthquake	50	3	6	4
My Favorite Restaurant	50	3	6	4
Brochure	50	3	6	4
Industry	50	3	6	4
Public Service Announcements	50	2	4	5
English Through Art Project	50	2	4	5
Explorers	50	1	2	6
Physics and Mathematics	50	1	2	6
World's Hunger Situation	50	1	2	6
Architecture	50	1	2	6
Eating Habits	50	0	0	7
Community Design Project	50	0	0	7
Animals and Conservation	50	0	0	7
Ethics "Do the right thing"	50	0	0	7
Your Country and Earthquake	50	0	0	7
TOTAL	50	50	100	

Note: N: Number of Participants; F: Frequency; P: Percentage; RO: Rank Order

As seen in Table 3, the most rated three topics were found to be 'Cities', 'Living in a Dormitory' and the 'Disappearing World'. Of the remaining topics, several were not chosen at all and the others by 1-3 students.

Results of Part C

In this section, the results of the about goal achievement in project work will be presented on three planes in the following order:

First, the responses of all the participants about the achievement of the project work goals represented by percentages and mean values will be analyzed under eight goal categories, namely Content, Linguistic, and Research Goals; Goals Regarding Authentic Outcome Production, Affective Goals, Autonomy Goals, Technology Goal, and Time Management Goals.

Second, the evaluations of the students about the role of instruction, feedback and their overall performance in achieving the project work goals will be analyzed on the basis of means and agreement percentages.

In the third part, the results about the significant differences found between the item means of two student groups from A and B levels will be illustrated. This will be followed with the comparison of the two groups based on their means.

Results About Goal Achievement

In this section, the assessments made at each item are demonstrated and analyzed in groups categorized according to the goal types mentioned above. As each the first 29 items represent a goal of project work, the extent to which the goals were achieved will be identified according to the mean values and percentages of these items. On the basis of the mean values, the goals will be defined as “poorly achieved”, “moderately achieved” and “highly achieved”. In making the distinctions, the following criteria will be used, the details of which were given in the Methodology section above:

1. The mean values between 1 and 2.33 will be interpreted as “poorly achieved”.
2. The mean values between 2.34 and 3.66 will be interpreted as “moderately achieved”.
3. The mean values between 3.67 and 5 will be interpreted as “highly achieved”.

Also percentages will be employed to interpret the data and support the deductions.

Assessments about the Achievement of the Content Goal

The first project goal type to be analyzed is the content goal defined as “acquiring knowledge about a given subject of interest”. The findings about the achievement of the content goal represented by two items in the questionnaire (1, 2) are given in Table 4 below.

Table 4

<u>Assessments about the Achievement of the Content Goal</u>									
ITEM	GOAL								
NO		N	SA	A	PA	D	SDA	M	Sd
			%	%	%	%	%		
1	Acquiring knowledge about a given subject	100	20	33	27	11	9	3.44	1.19
2	Liking the subject	100	16	34	27	14	9	3.34	1.17
	AVERAGE	100	18	34	27	13	9	3.39	1.18

Note: N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M: Mean; Sd: Standard deviation

Content goals in general were found to be moderately achieved as revealed by the average mean value of 3.39 in Table 4. The majority of the students seem to have acquired knowledge about their given subject to some extent as the agreement (20 % + 33 %= 53%) and partial agreement responses (27%) outweigh the disagreement responses (11 % + 9%=20%). Also, half of the students appear to have liked their subjects, as shown by the percentages of agreement responses (16 % + 34 % = 50%) while 27 % of the other half partly liked and 23 % disliked their subjects. Therefore, according to these perception reports, there seems to have been some students who were not content with their subjects.

A further analysis was made in order to investigate which subjects were perceived to be disliked. In order to do this, the 23 questionnaires with disagreement

responses given to item 2 (about topic satisfaction) were analyzed in terms of the subjects ticked in Part B. According to the results 20 of the disagreement responses were found to be related to A level topics, and 3 to B level topics. Thus, the students who were discontent with their topics were found to belong mostly to A level, which is also evidenced by the significant difference analysis and the analyses of the student reports in the open-ended questionnaires and interviews as will be presented below. Moreover, among the topics perceived to be ‘disliked’, the most rated three topics were found to be ‘Paper or Plastic’, followed by ‘Cloning’ and ‘Alternative Energy Sources’. The reasons for these results will be discussed under the results of the open ended questionnaire and interviews below.

Assessments about the Achievement of Linguistic Goals

In this part, the evaluations regarding the achievement of linguistic goals will be analyzed at three levels: 1. Improving linguistic skills, 2. Improving vocabulary, 3. Improving grammar.

Improving linguistic skills refers to a goal category which includes improving the four language skills- reading, writing, speaking and listening- integrating the use of these skills, and improving oral presentation skills and translation skills through the projects. The results about the achievements of these goals are given in Table 5.

Table 5

Results about the Perceived Improvement in Linguistic Skills

ITEM NO	GOAL	N	SA %	A %	PA %	D %	SDA %	M	Sd
3	Improving Reading	100	2	16	35	34	13	2.60	0.97
4	Improving Writing	100	5	31	27	22	15	2.89	1.15
5	Improving Speaking	100	6	20	36	19	19	2.75	1.16
6	Improving Listening	100	2	12	24	31	31	2.23	1.08
7	Use of integrated skills	100	10	24	42	24	10	3.10	1.09
8	Improving oral presentation skills	100	17	27	30	17	9	3.26	1.19
11	Improving translation skills	100	19	36	27	9	9	3.47	1.17
AVERAGE		100	8.7	23.7	31.5	22.2	15.4	2.91	1.11

Note: N: Number of Participants; SA: Strongly Agree ; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd :Standard deviation

As seen in Table 5 above, the average percentages distribute among agreement, partial agreement and disagreement. The agreement rate is 32.4% (23.7 + 8.7), the level of partial agreement is 31.5 % and the disagreement rate is 37.6 % (22.2 + 15.4). As a result, the highest percentage belongs to disagreement, followed by agreement and partial agreement respectively. According to these results, the skill improvement appears to have been perceived as moderately, but not highly achieved through the projects, which is evidenced by the mean value of 2.91. The result about the use of integrated skills (reading, writing, listening, and speaking as given in the questionnaire) supports this result with the mean value of 3.10. Among these four skills, the skill area that students perceived as improving the least was listening, with the mean value of 2.23, so the listening improvement goal was found to have been

perceived as poorly achieved. This is followed by reading with a mean value of 2.60 at the 'moderately achieved' level. The mean values of the analyses of the perceptions of productive skills (writing (2.89) and speaking (2.75)) outweighed those of the receptive skills (listening and reading). Hence, it was perceived by the students that productive skills were improved more than receptive skills. The perceived oral presentation skill improvement with the mean value of 3.26 seems to have contributed to this result. Also the improvement of translation skills was rated the highest among the items with the mean value of 3.47. This may be the reason why the reading skill was reported to have improved less than writing since the majority of the students seem to have done translation, which is presumed to involve reading in L1 and producing a written text in L2 in our EFL context.

As stated above, writing was rated as the most developed skill, followed by speaking. The scope of speaking skill in the project context is expected to cover not only the use of English in the class in the form of oral presentation but also the actual use of English outside the class through interaction, as the project concept is supposed to involve actual use of English beyond the classroom (See Chapter 2). According to this result, the speaking improvement through oral presentation goal is perceived to be moderately achieved through projects. On the other hand, it is also necessary to analyze to what extent the actual use of English outside the classroom through interaction was realized through YTU projects. In order to answer this question it is necessary to analyze the results of the items that are about whether or not the respondents had personal contacts through projects by conducting questionnaires and/or interviews in the first place.

The results are given in the Table 6 below.

Table 6

Results of the Items About Conducting Questionnaires and Interviews During Project Work

ITEM NO	STATEMENT	N	YES %	NO %
33	Did you apply questionnaires while Collecting data during project work?	100	16	84
35	Did you conduct interviews while Collecting data during project work?	100	29	71
AVERAGE		100	22.5	77.5

Note: N: Number of Participants

According to the results shown in Table 6, the students who conducted questionnaires seem to be few, 16 %, whereas the percentage of those conducting interviews is quite higher (29%). In general, it seems that the projects were not that successful in orienting the students to interaction outside the class, since a large number of students, 77.5 %, did not perform either of these interpersonal communication processes for their projects.

As a result, it is possible to say that some interaction has taken place beyond the class, according to the student reports. However, in order for English speaking skill to improve, the language employed in doing it is required to be English. The results of the items which are about the language type (English, Turkish or both) used in the conducted questionnaires and/or interviews are displayed in Table 7.

Table 7

Results of the Items About the Language Used in Conducting Questionnaires and Interviews during Project Work

ITEM NO		N	English %	Turkish %	Both %
34	The language used in the questionnaires	16	31.25	12.5	56.25
36	The language used in the interviews	29	17.2	34.4	48.2

Note: N: Number of Participants

In Table 7 above, the Turkish column refers to the total use of L1 and “both” to the partial use. As can be seen from the table, among sixteen students, 68.75 % of them stated that they used Turkish partially or totally in the questionnaire conducting process. Thus, there is a relatively high level of L1 use in this kind of interaction. This level rises in the interviews, as 82.6 % report using L1. Due to this high amount of L1 use in the contacts outside the class, it may be concluded that the meaning of speaking skill improvement through projects was perceived more as oral presentation in the class, which involves one-way flow of communication to a high extent. Therefore, improvement of speaking skill through interaction, which refers to a two-way flow of communication, was perceived to have been a low-achieved goal in this EFL context, which in turn most possibly has contributed to the high rating of the improvement of translation skills. This result also explains why listening was rated as the least improved skill. It is very likely that the low percentage of interpersonal communication within projects has negatively affected listening improvement.

The second issue of analysis under linguistic goals is the improvement of vocabulary through projects. This goal type has two aspects. The first one is learning new words about a specific content, and the second is learning how to use the vocabulary appropriately according to the context, which is expected to cover the form (sentence structure), the content and the pragmatic meaning (e.g. formality of the situation). We can see the results about the perceived improvement in these aspects in Table 8 below.

Table 8

<u>Results About the Perceived Improvement in Vocabulary</u>									
IN	GOAL	N	SA %	A %	PA %	D %	S D A %	M	Sd
9	Learning vocabulary about a specific content	100	19	47	26	7	1	3.76	0.88
10	Learning how to use the vocabulary appropriately according to the context	100	8	28	37	22	5	3.12	1.01
AVERAGE		100	13.5	37.5	31.5	14.5	3	3.44	0.94

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree ; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd :Standard deviation

According to the results given in Table 8, vocabulary improvement in general seems to have been perceived as moderately achieved since the average mean value of the items is 3.44 and the tendency of the votes is towards agreement (37.5%) and partial agreement (31.5 %). The fact that agreement is at the moderate level, but not at the high level, signals some gaps to cover in vocabulary, and these gaps appear to be related to the appropriate use of the words according to the context as the percentages tend to distribute among agreement (36 %), partial agreement (37%), and disagreement (27%) in that item. Hence, some students seem to have lacked the opportunities for learning about the appropriate use of the vocabulary. The reasons for that may be the limited amount of interaction in English mentioned above and inadequacy of teacher feedback, which was stated as a problem in the open-ended questionnaires and interviews as will be presented below.

The third issue to be analyzed is the evaluation about grammar improvement. There are two sub-goals related to that goal: using the grammar knowledge acquired

through the English program and improving grammatical knowledge through the projects. The findings related to these goals are presented in Table 9 below.

Table 9

Results about the Perceived Improvement in Grammar

I GOAL N		N	SA %	A %	PA %	D %	SDA%	M	Sd
1 2	Using the acquired grammar knowledge	100	13	43	32	5	7	3.5	1.2
1 3	Improving grammatical knowledge	100	4	19	37	26	14	2.73	1.05
AVERAGE		100	8.5	31	34.5	15.5	10.5	3.11	1.12

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

As presented in Table 9, grammar improvement was perceived to have been moderately achieved since the average mean value is 3.11. Most of the students seem to have made use of the grammar they have learnt through the program at least to some extent, as the disagreement percentage ($7\% + 5\% = 12\%$) is much lower than the percentages of agreement ($43\% + 13\% = 66\%$) and partial agreement (32%) in the first item given in the table. While the mean of second item also indicates ‘moderately achieved, there is a higher level of disagreement at 40% ($26\% + 14\%$), followed by partial agreement (37%). Some students, therefore, seem to perceive themselves as having made more use of their grammar repertoire compared to the use of new grammar items while doing the projects. The possible reason for this result may be that the grammar structures are finite in number, and especially until the upper-intermediate English level (which is the level of half of the respondents in the research) most of these finite structures are intended to be covered in the YTU curriculum, so the projects may have served more as aids to reinforce the current

grammar knowledge especially for upper-intermediate level students who are expected to have learnt English grammar to a great extent by the time they started their projects. This is evidenced by another result of the questionnaire that A level students at the upper-intermediate level were found to have improved less in grammar compared to B level students at the intermediate level, which will be presented in the sections about significant difference analyses below.

Also when we compare these results with those of vocabulary improvement, it seems that projects have been perceived to be more efficient in vocabulary improvement and less in grammar improvement as the mean value of the former (3.44) is higher than the latter (2.73). The results about learning gains presented in the open-ended questionnaire and interview analyses below also supports this finding. The reason for this again seems to be the finiteness of the grammar structures, most of which, most probably, had already been learnt by the time the project started and the infiniteness of the number of vocabulary items to be acquired in all kinds of language improvement practices, including project work.

We have analyzed the assessments about the achievement of linguistic goals so far. The next section will focus on the evaluations about the achievement of research goals.

Assessments about the Achievement of Research Goals

The research goal category covers the goals about collecting and processing the data. The results about the achievement of data collection goals are demonstrated in Table 10 below.

Table 10

<u>Results of the Items about the Achievement of Data Collection Goals</u>									
IN	GOAL	N	S A %	A %	P A %	D %	S D A %	M	Sd
14	Using the internet	100	66	17	8	4	5	4.35	1.11
15	Using sources other than the internet (library, books, magazines, films et cetera)	100	32	18	21	10	19	3.34	1.49
AVERAGE		100	49	17.5	14.5	7	12	3.84	1.3

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

As seen in Table 10, a great majority of the students ($66\% + 17\% = 83\%$) reported that they used the internet for data collection so this goal was found to have been met at a high level, as evidenced by the mean value of 4.35. On the other hand, the use of sources other than the internet was found to be relatively lower with the mean value of 3.34. The resulting mean average, which is 3.84, suggests that the goal of data collection from a variety of written and audiovisual sources was accomplished at a fairly high level.

In contrast, as discussed under Table 6 above, data collection from personal sources was found to have been perceived as ‘poorly met’, since the percentage/s of the students who conducted questionnaires and / or interviews was/were found to be low as illustrated in Table 6 above.

The other analyzed sub-category under research goals was data processing. The findings related to the achievement of data processing goals are displayed in Table 11 below.

Table 11

<u>Results of the Items about the Achievement of Data Processing Goals</u>									
I	GOAL								
N		N	SA	A	PA	D	S	M	Sd
			%	%	%	%	D		
							A		
							%		
1	Analyzing the data	100	40	30	22	4	4	3.98	1.07
6	under relevant titles								
1	Synthesizing the data coherently	100	18	26	45	5	6	3.45	1.04
7									
	AVERAGE	100	29	28	33.5	4.5	5	3.71	1.05

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

According to the results, data processing goals were found to be highly achieved with the mean value of 3.71. The case is the same for the first sub goal about data analysis, with the mean value of 3.98. However, while still highly achieved, the mean value of coherent data synthesis was found to be lower (3.45). The highest percentage in this item belongs to partial agreement (45%), followed by agreement (26%). This demonstrates the fact that coherence in presenting the data was moderately achieved within projects, which signals students' need for support about coherence in writing. This need was also reported by one of the teachers as will be seen in the interview section below.

Assessments about the Achievement of Goals Regarding Authentic Outcome Production

In the projects the students are expected to produce their own written and oral work by doing research, which may be accompanied by some creative work such as brochures, posters or models. Therefore, this goal category covers the goals that focus on self-actualization through creativity as well as avoiding plagiarism. Table 12 presents the findings about this category.

Table 12

Results of the Items about the Achievement of Goals Regarding Authentic Outcome Production

I N		GOAL							
		N	SA %	A %	PA %	D %	S D A %	M	Sd
18	Using one's own creativity	100	28	23	28	11	10	3.48	1.28
19	Synthesizing the research with one's own personal experience and vision	100	16	30	31	17	6	3.33	1.12
20	Paraphrasing	100	20	27	25	13	15	3.24	1.33
21	Commenting on the data	100	26	26	25	18	5	3.50	1.20
22	Supporting what one has written with some creative work (poster, brochure, model etc.)	100	18	10	17	21	34	2.57	1.49
	AVERAGE	100	21.6	23.2	25.2	16	14	3.22	1.28

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

According to the results given in Table 12 above, the goals regarding authentic outcome production in general seem to have been perceived as moderately achieved, which is shown by the mean value of 3.32. The existence of disagreement and partial agreement responses represented with 30% (14.6 + 13) and 23.2 %, respectively, suggests the fact that self expression and creativity were not perceived to have been put into practice in some projects or in some parts of the projects. For instance, supporting what one has written with some creative work is not a requisite in all the projects (See Sample Project Materials in Appendix A), which is also evidenced by the lowest mean score of 2.57 in the table. Thus, there seems to be imbalance among

the requirements of given projects. This was also stated as a problem in the open-ended questionnaire, as will be discussed in the results of the open-ended questionnaire section below.

Also, the perceptions of the other goals indicated in the table, which are about the student involvement in the outcome, all fall into the category of “moderately achieved” with mean scores between 3.24 and 3.50. This implies that some plagiarism may have taken place in the projects, as mentioned by teachers in the open-ended questionnaires, the results of which will be presented below.

Assessments about the Achievement of Affective Goals

Under the affective goal category, project work is expected to develop a positive attitude toward English and enhance the students’ self confidence about the use of English. The findings about this category are demonstrated in Table 13.

Table 13

Results of the Items about the Achievement of Affective Goals

I N	GOAL	N	SA %	A %	PA %	D %	S D A %	M	Sd
2	Developing a positive attitude toward English	100	8	9	28	14	41	2.29	1.30
2	Enhancement of self confidence about the use of English	100	5	21	30	23	21	2.66	1.17
	AVERAGE	100	6.5	15	29	18.5	31	2.47	1.23

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

As presented in Table 13 above, the average mean value of the perceptions about the affective goals in general is 2.47, which falls into the category of “moderately achieved”. However, the value is relatively low and close to the border

of “poorly achieved” (2.33). This may be because of the mean value of the first item which falls into the category of “poorly achieved”. The percentages of this item, stated as “I enjoyed dealing with English” in the questionnaire, show that the majority of the students (55%) disagreed with the statement, whereas 28% of them partially agreed with it. Thus, there appear to be problems with satisfaction about the use of English in projects. This may be due to the limited amount of interaction and the relatively high amount of translation, mentioned in the section about the achievement of linguistic goals above. Another assumption is that the disliked project topics and inadequate teacher support (mentioned in the open-ended questionnaires and interviews, the results of which are given below) might have caused such demotivation.

The other sub-goal, on the other hand, was perceived to have been a moderately achieved one, but again with a relatively low mean value of 2.66. According to the findings of this item, almost half of the students (23 % + 21 % = 44 %) reported that their self-confidence was not enhanced, whereas 29% of the other half stated that it was partially enhanced through projects. Therefore, there was not much progress reported in the enhancement of self confidence through projects.

Assessments about the Achievement of Autonomy Goals

The autonomy in the project process refers to distancing from teacher-dominated instruction and moving forward to learner-initiated learning. Hence, the category of autonomy goals covers two sub-goals: 1. Enhancing feeling of responsibility for one’s own learning, 2. Improving the ability to make decisions oneself in the learning process. Table 14 illustrates the results of the items about the achievement of these autonomy goals.

Table 14

Results of the Items about the Achievement of Autonomy Goals									
I	GOAL	N							
		N	SA	A	PA	D	SDA	M	Sd
			%	%	%	%	%		
2	Enhancing feeling	100	17	20	33	15	15	3.09	1.28
5	of responsibility								
		100	4	21	33	15	26	2.62	1.20
2	Improving the								
6	ability to make								
	decisions oneself								
AVERAGE		100	10.5	20.5	33	15	20.5	2.85	1.24
Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M: Mean ; Sd: Standard deviation									

As can be seen from Table 14 above, the autonomy goals appear to have been perceived as moderately achieved, as evidenced by the mean value of 2.85. The projects appear to have been perceived to enhance the feeling of responsibility to a moderate extent (represented with the mean value of 3.09), as the plurality of the students agreed (37%) or partially agreed (33%) with that statement. This result may be due to the following: 1. There were some students who already had had this feeling at a high level by the time the project work started, 2. The project experience was not long and challenging enough to form such a feeling, 3. Some students did not take project work seriously and failed to fulfill their project responsibilities properly, 4. The teacher support was not adequate to enhance such a feeling. The last two deductions turned out to be findings of the research as will be revealed in the results about the open-ended questionnaires and interviews below.

In the other item about improving the ability to make decisions oneself, the plurality of the disagreement responses (41%) has given a result with a lower mean (2.62). This may be due to the fact that the students are not given freedom to decide

about the content of their own projects at YTU. This fact was stated as a problem by most of the students, as will be mentioned in the results of the open-ended questionnaire and the interviews below.

Assessments about the Achievement of Time Management Goals

At YTU, the students fulfill their projects over an extended time, by submitting drafts through the process and the final outcome in the end. The Time Management Goal category covers the goals about using this time effectively and submitting the assignments (in the form of drafts and the final product) on time. Table 15 provides the analyzed data about that goal category.

Table 15

Results of the Items about the Achievement of Time Management Goals

I N	GOAL	N	SA %	A %	PA %	D %	SDA %	M	Sd
2 7	Using the given time effectively	100	10	13	29	25	23	2.62	1.25
2 8	Submitting the assignments on time	100	56	17	12	9	6	4.08	1.26
AVERAGE		100	33	15	20.5	17	14.5	3.35	1.25

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree ; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd:Standard deviation

According to the data revealed in Table 15 above, time management goals in general seem to have been perceived as moderately achieved as the average mean value is 3.35. As for the sub-goals, using the time effectively was perceived to have been a moderately achieved goal with a relatively low mean value of 2.62. In that item almost half of the students ($25\% + 23\% = 48\%$) reported that they had not used the given time effectively. Submission of the assignments on time, however, seems to have been perceived as a highly achieved goal, with the mean value of 4.08,

as 73 % of the respondents agreed with the statement. This result suggests that most students could not extend their project process over time properly and tried to do their assignments in a limited time (perhaps overnight, as mentioned in the group interview of A students, the findings of which are presented below) under deadline pressure. However, most of them seem to have successfully met the deadlines of their assignments. The result that there has been perceived failure in some students in time management may explain why the feeling of responsibility was enhanced at a moderate level as mentioned above and why the self performance at project work was perceived to be neither high, nor low, but moderate, as will be stated below.

Assessments about the Achievement of the Technology Goal

At YTU, it is a must to type the papers for projects on the computer, so the technology goal covers learning how to use technology, which is the “Word” program in our case, for writing purposes. Table 16 reveals the findings about this goal.

Table 16

Results of the Item about the Achievement of the Technology Goal

I GOAL									
N		N	SA	A	PA	D	SD	M	Sd
			%	%	%	%	A		
							%		
2	Learning how to								
9	use technology (the	100	20	16	21	11	32	2.81	1.53
	“Word Program)								
	for writing								
	purposes								

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree ; M : Mean ; Sd: Standard deviation

According to the results shown in Table 16, it is perceived that technology goal has been moderately achieved with the mean value of 2.81. This is also evidenced by the tendency of the percentages to distribute between agreement (20 % +16 % = 46

%), and disagreement (11 % + 32 % = 43 %). This result may be related to two reasons. First, there may have been some students who already knew how to use the Word program. Second, as will be revealed in the results of the open-ended questionnaire, some students stated that they had difficulty in computer use due to not having a computer of their own, and so they might not have improved at “Word” program at a high level due to the physical limitations.

So far the data about the assessments of the achievement of project goals have been analyzed. In order to get a general picture of the goal achievement in YTU Main Course project work, the extent to which the goals were reported to have been achieved are presented in Table 17 below, along with the average mean scores of the items that belong to each goal category.

Table 17

<u>The Extent to which Project Goals were Reported to Have Been Achieved</u>		
GOAL CATEGORY	MEAN SCORE	MEANING
Content Goal	3.39	Moderately achieved
Linguistic Goals (1)- Skill improvement	2.91	Moderately achieved
Linguistic Goals (2)- Vocabulary improvement	3.44	Moderately achieved
Linguistic Goals (3)- Grammar improvement	3.11	Moderately achieved
Research Goals (1)-Data collection from the internet and other written and audiovisual sources	3.84	Highly achieved
Research Goals (2) – Processing the collected data	3.71	Highly achieved
Goals regarding authentic outcome production	3.22	Moderately achieved
Affective Goals	2.47	Moderately achieved
Autonomy Goals	2.85	Moderately achieved
Time Management Goals	3.35	Moderately achieved
Technology Goal	2.81	Moderately achieved

As a result, in general most of the goals were found to have been perceived as “moderately achieved”, except for the research goals which were found to have been perceived as “highly achieved”. However, it is necessary to remind the reader that the given highly achieved research goals are limited to those about collecting and processing the data from the internet and other written and audiovisual sources. Collecting data from people and processing them are not in the same category. As these goals were found to have been “poorly achieved”, we can say that in general research goals were also perceived to have been (not highly, but) “moderately achieved”.

In the following two sections, the results about the assessments of instruction and feedback as well as self assessment will be displayed. Note that the numerical criteria employed in interpreting the means will be the same as those used in defining the goals, and the performance levels will be defined as “poor”, “moderate” or “high” depending on the found item means.

Results about the Assessments of Instruction and Feedback

In order to understand the achievement of project goals fully, assessments of instruction and feedback received from teachers are also necessary since informing the students about what to do in the process and giving them feedback along the way and in the end have a substantial impact on students’ project achievement. The students, therefore, were asked to report to what extent they had received the instructions and comments from their teachers. The results are given in Table 18 below.

Table 18

Results about the Assessments of Instruction and Feedback

I	STATEMENT	N	SA	A	PA	D	SDA	M	Sd
			%	%	%	%	%		
30	I got the needed instructions from my teacher.	100	28	27	27	8	10	3.55	1.26
31	I received my teacher's comments about the things I did.	100	25	32	22	8	13	3.48	1.31
	AVERAGE	100	26.5	29.5	24.5	8	11.5	3.51	1.28

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M: Mean; Sd: Standard deviation

According to the findings presented in Table 18, the needed instructions and comments in general were reported to have been received at a “moderate” level, as evidenced by the average mean value of 3.51. At the first item, 55 % (28 % + 27 %) of the students agreed, 27% partially agreed and 18 % (8 % + 10 %) disagreed with the statement. The existence of disagreement and partial agreement statements reported by almost half of the students signals that certain needs of the students regarding being informed about the requisites of the projects were not perceived to have been met (as mentioned by some students in the open-ended questionnaires and interviews, which will be revealed below). In receiving comments, there is a similar case, since 22 % of the students partially agreed and 21% disagreed with the statement. Thus, there might have been some problems in some student-teacher interactions that affected the feedback processes negatively. The complaints about the inadequacy of teacher support in the open-ended questionnaires and interviews presented below substantiate this assumption.

Results about Self-Assessment

The last 5-point Likert scale type item of the questionnaire was about self-assessment and aimed at getting the evaluations of the students about their own overall performance in the project process since achievement of project goals depends on the self-efforts of the student as well. The findings are demonstrated in Table 19 below.

Table 19

Results about Self-Assessment

IN	STATEMENT	N	SA %	A %	PA %	D %	SDA %	M	Sd
3 2	I did my assignments with care.	100	25	22	31	12	10	3.40	1.26

Note: IN: Item Number; N: Number of Participants; SA: Strongly Agree; A: Agree; PA: Partially Agree; DA: Disagree; SDA: Strongly Disagree; M : Mean ; Sd: Standard deviation

According to the results in Table 19 above, in general, the self-performance level reported by the students was found to be at a “moderate” level, as evidenced by the mean value of 3.40. While 47 % (25 % + 22 %) of the students agreed, 31 % of them partially agreed and 22 % disagreed that they had done their assignments within the project process with care. This moderate performance level seems to be consistent with the above-given results about the achievement of project goals, most of which were reported to have been accomplished at a moderate level.

We have analyzed the students’ assessments with regard to the achievement of project goals, instruction and feedback received during the project process as well as self performance displayed at project work. The following part will focus on the analysis of significant differences according to the proficiency level of the students who participated in the research.

Results About the Significant Differences According to the Proficiency Level

According to the findings of the independent sample t-test, significant differences were found between A and B levels on six items.

In doing the significant difference analyses according to the t-test results, the items whose significance values were smaller than 0.05 were determined. These items were accepted as the ones with significant differences. They are given in Table 20 below along with their t and significance values. It is necessary to note that the significance value is represented with the letter “p” in the table in accordance with the statistical conventions.

Table 20

The t and significance values of the Questionnaire Items Which Revealed Significant Differences according to the Proficiency Level

QUESTIONNAIRE ITEMS	t value	Significance values (represented with “p”)
I liked the subject I worked on.	t = -2.82	p= 0.006
I improved my speaking skills.	t = -2.5	p = 0.01
I improved my oral presentation skills.	t = - 3.9	p = 0.00
I improved my grammar knowledge.	t = -2.2	p = 0.02
My feeling of responsibility was enhanced.	t = -2.8	p= 0.006
I got my teacher’s comments about the things I did.	t = - 2.6	p= 0.009

The significance values found smaller than 0.05 in the items given in Table 20 above show that the mean values of the A and B levels that belong to each item were significantly higher or lower than each other. In order to see which level had the higher or lower mean, it is also necessary to analyze the mean values of the A and B levels that correspond to each item, which are illustrated in Table 21 below.

Table 21

Means of the A and B Level at the Questionnaire Items which Revealed Significant Differences

QUESTIONNAIRE ITEMS WHICH REVEALED SIGNIFICANT DIFFERENCES ACCORDING TO THE PROFICIENCY LEVEL	ITEM MEANS OF THE PROFICIENCY LEVELS	
	A LEVEL	B LEVEL
I liked the subject I worked on.	3.02	3.66
I improved my speaking skills.	2.46	3.04
I improved my oral presentation skills.	2.82	3.70
I improved my grammar knowledge.	2.50	2.96
My feeling of responsibility was enhanced.	2.74	3.44
I got my teacher's comments about the things I did.	3.14	3.82

As seen in Table 21 above, in all the given items B means are higher than the A means. Thus, according to these reported quantitative data it seems that

- B level students liked their subjects more than the A level students.
- B level students improved their speaking skills more than the A level students.
- B level students improved their oral presentation skills more than the A level students.
- B level students improved their grammar knowledge more than the A level students.
- B level students' feeling of responsibility was enhanced more than the A level students'.
- B level students received more teacher comments about the things they had done at project work than A level students.

In this study, the possible reasons for these findings were investigated by making use of the qualitative data of the interviews. Accordingly, comments about these significant differences will be made under the "Results of the Interviews" section below.

So far the data of the closed-ended questionnaires have been analyzed. The next section will focus on the data analysis of the open-ended questionnaires.

Results of the Open-Ended Questionnaire

The open-ended questionnaire given to the students and teachers had two parts. In the first part, the students were asked to state two important things that they had learnt from project work. The teachers were also asked to state two important things they believed their students had learnt from project work. In the second part, the respondents were asked to state one or two problems experienced during the project process and make suggestion/s for solutions. The results of these parts are presented below. Note that the language used in the questionnaire was Turkish, as it was thought that the respondents would express themselves more easily with their native language (See Appendix C and E for student and teacher open-ended questionnaires in Turkish). As the items were in Turkish, the statements were made in the same language, so all the statements presented in this section are translations.

Results of the First Part of the Open Ended Questionnaire

In this part the analyzed learning gains stated by A and B level students as well as their project teachers will be presented.

The statements about the learning gains made by A and B level students were grouped under relevant titles and their frequencies were calculated in percentages. The reported learning gains of A students grouped and ranked in order of percentage are given in Table 22 below.

Table 22

Learning Gains Stated by A Level Students

Learning Gains	Percentage Values	Rank Order
Specific things about the content	24.5 %	1
New words	16.9 %	2
How to do research	15.8 %	3
How to study in a disciplined way	11.3 %	4
How to produce a coherent writing	10.2 %	5
How to make an oral presentation	7.9 %	6
New grammar items	3.4 %	7
How to give reference information	3.4 %	7
How to use the Word program	2.2 %	8
How to make translation	2.2 %	8
How to produce a summary	2.2 %	8
TOTAL	100%	

As seen in Table 22 above, ‘specific things about the content’ were reported highest on the list of things learnt, followed by ‘vocabulary’ and ‘the ways of doing research’. The interview results about learning gains presented below also support some of the findings given in the table.

As for the teachers’ reports, both of the A level teachers stated in their questionnaires that the students had improved their research skills through projects. Also both teachers stated studying in an organized way as a learning gain. According to one of them, in project work the students had been introduced to the concept of deadline. The teacher added that the students had acquired the ability to manage their time by submitting drafts on the given deadlines.

The learning gains stated by B level students are grouped and ranked in order of percentage in Table 23 below.

Table 23

Learning Gains Stated by B Level Students

Learning Gains	Percentage	Rank Order
Specific things about their content	26.3 %	1
How to make an oral presentation	20.6 %	2
How to study in a disciplined way	17 %	3
New words	13.6 %	4
How to do research	7.9 %	5
How to use the Word program	4.5 %	6
New grammar items	4.5 %	6
How to make translation	3.4 %	7
How to give reference information	2.2 %	8
TOTAL	100%	

As seen in the table above, ‘specific things about the content’ were reported to have been learnt most, which is also the case at A level. At B level, however, this is followed by ‘learning how to make an oral presentation’, which was found to be the fourth mostly mentioned learning gain by A level students. This result supports one of the significant difference results revealed above that B level students improved more in oral presentation skills than A level students. The perceived learning gain at the third level was found to be ‘how to study in a disciplined way’. Under this title, both the B level students and the A level students mentioned that their awareness was raised about the advantages of producing a complete product piece by piece by meeting certain deadlines. It is also important to note that the percentage of the statements about learning new grammar items at B level (4.5 %) is more than that of the A level (3.4 %), which seems to support one of the significant difference results revealed above that B level students improved more in grammar compared to A level students .

In the B-level teachers’ reports about learning gains, one of the teachers stated that the students learnt how to synthesize their data with their opinions and how to do research as well as develop and conduct questionnaires. The other one pointed out

that the students learned how to do process-oriented writing and how to make an oral presentation. This teacher also indicated that the project work was helpful in making students study in a disciplined way, as they had to meet the given deadlines throughout the process.

Results of the Second Part of the Open Ended Questionnaire

In this part the problems experienced during project work stated by 50 A and 50 B level students and two A level and two B level teachers as well as the suggestions made by them for the defined problems will be revealed. The problems identified by A and B level students were grouped under relevant titles and their statement frequencies were calculated in percentages.

Table 24 presents the types of problems that the A level students reported to have experienced in doing the project work, ranked in order of percentage.

Table 24

Problem Types	Percentage	Rank Order
Problems About Project Topics	50 %	1
Problems About Inadequate Teacher Support	18 %	2
Problems About Computer Access	14.2 %	3
Problems About the Allotted Time	10.7 %	4
Problems About Finding Sources	7.1 %	5
TOTAL	100 %	

As seen in Table 24 above, A level students' stated problems were mostly about the project topics, as evidenced by the fact that highest percentage of statements (50%) belongs to this item. This was also evidenced by the closed-ended questionnaire result given in Table 21 above, which showed that the A mean about liking the subject was at a moderate level.

The students who complained about the project topics in the questionnaires stated that the project topics

- were not related to their interests,
- were not up-to-date,
- were too scientific/technical,
- were difficult to understand even for teachers,
- and limited their creativity.

Also some students reported that the number of the project topics was limited and that even if they were given a chance to choose one from among them, they could not do so, as a limited number of students were allowed to choose a topic, so they had to choose topics that they did not want.

The students made the following suggestions for the defined project topic problem:

1. The current project topics should be replaced with more interesting subjects.
2. The number and the variety of the project topics should be increased.
3. The students should be given the option to offer their own project topics.

Based on these findings and those of the interviews, the A level students, in the group interview, were asked to state the top three topics they found interesting in the topic list and what subject they would offer if they were given a chance, the findings of which will be displayed under group interview sections below.

The second mostly mentioned problem type among A level students was about the inadequacy of teacher support. This result is consistent with the finding of the study that A level students received a moderate amount of feedback from their teachers and less feedback than B level students, as stated under Table 21 above, and

the interview results also support this finding. About this problem type the students indicated the points and made the suggestions listed in Table 25 below:

Table 25

Problems Stated by A level Students About Inadequate Teacher Support and Their Suggested Solutions

PROBLEMS	SUGGESTED SOLUTIONS
Failure in informing the students about what a project should be like	More detailed informative sessions before and during the process, including the display of sample projects from the previous years and the evaluation criteria
Inadequacy of feedback about the students' own projects and blaming the students for plagiarism	Closer follow up and student-teacher meetings at certain times

The third problem category concerned computer use. 14.2 % of the statements were about this problem type. The students who referred to this problem type indicated that they did not have their own computers and/or printers and suggested that the projects be accepted in handwritten form.

The fourth type of problem most mentioned was about the allotted time. Three students who referred to that problem type said that the time between the deadlines of the second draft and the final outcome was very limited. Also three other students pointed out that the time given to each student for oral presentation, which is five to ten minutes according to the guidelines, was very limited, and they suggested that more time should be devoted to it.

The fifth problem category was about finding sources. The students stated that it was a requisite to refer to at least five sources in the projects, but in some project topics (e.g., Create Your Ideal Community) it was difficult to find the sources or meet the source number criterion. They made the suggestion that the criterion should

be eliminated and/or projects should involve more creativity and less academic writing.

As for the teacher reports, the two A level teachers also referred to some points mentioned above. One of the teachers mentioned that as a teacher she tried to distribute all the topics to the students on an equal basis, which led to the dissatisfaction of some students with their topics as they found them boring. According to the teacher, this demotivated those students throughout the project process. This teacher suggested that the A level classes should be given much more than ten topics as there are about 25 students in each class.

The other teacher complained that some students copied the sentences directly from the internet and other sources and she had a hard time proving that plagiarism had occurred. Her suggestion was that the project topics should require much less encyclopedic information and involve more self-expression.

The problems B level students stated were also grouped under relevant titles and ranked in order of percentage. The findings are revealed in Table 26 below.

Table 26

Types of Problems Reported by B Level Students

Problem Types	Percentage	Rank Order
Problems About Project Topics	30.7 %	1
Problems About Inadequate Teacher Support	28.2 %	2
Problems About the Oral Presentation	15.3 %	3
Problems About the Allotted Time	10.5 %	4
Problems About Finding Sources	5.1 %	5
Problems About Translation	5.1%	5
Problems About Computer Access	5.1 %	5
TOTAL	100%	

As seen in Table 26 above, the types of the problems and some of the ranking of B level were similar to that of A level. ‘Project topics’ was found as the most mentioned problem, but fewer students (30.7 %) complained about that aspect

compared to the A level (50 %). This result verifies one of the results of the closed ended questionnaire that A level students liked their topics less than the B level students presented (See under Table 21 above). B level students who complained about their project topics indicated that the project topics were boring and were not related to their own areas of interest and/or their majors. Also, some students made an additional comment that some of the projects were too broad in scope and there was imbalance between the requirements of each project .The suggestions made by the B level students about this problem type were found to be the same as A level students', given above.

Lack of teacher support was also mentioned by B level students, at the same rank (2nd) with A level's. The same problems were stated by B level students, and same suggestions were made for them about this aspect. However, one B level student stated that they received more feedback about grammar than the content, as also indicated by some students in the interviews, which will be mentioned below.

The third problem most mentioned by B level students was found to be about the oral presentation. The points mentioned about oral presentation and the related suggestions are given in Table 27.

Table 27

Problems Stated by B level Students About Oral Presentation and Their Suggested Solutions

PROBLEMS	SUGGESTIONS
The very limited time given for the presentation	The time of the presentations should be extended.
Difficulty in expressing oneself in speaking English due to the inadequate amount of interactional activities in the courses	Speaking should be given more focus in the courses. Project activities can be done in groups.
Lack of interest by the audience	> The listeners should be made active (The student did not state how). > The presentations may be made to groups different from the class.
Unavailability of technical equipment for the presentations	At least overhead projectors should be supplied.

The second problem given in the table above is a remarkable one as it supports the deduction made earlier that project work had interactional gaps (See under Table 7 above) in the analysis of the closed ended questionnaires.

In addition to these problems, B level students stated that they had had problems about the given time, finding sources and computer access, as was the case for A level students. The suggestions were also the same with one exception about the given time that the deadlines of different projects at school should not overlap with one another.

One problem type that differed from those stated by A level students was translation. The B level students who mentioned this problem stated that it was too difficult for them to translate the long sentences and terms. They suggested that vocabulary and translation practice should be done in classes. This reported mismatch with the requisites of project work and learner training leads us to the fact that learners have been left alone in fulfilling the requirements of project work, as it is not coordinated with and integrated into the content of the English classes at YTU properly, which was stated in the teacher interviews as will be presented below.

This problem was also verbalized by one of the B level teachers in the open-ended questionnaire. The teacher stated that the students lacked the necessary research and writing skills for projects and were not trained about them. The teacher suggested project training and said that the courses at YTU should be coordinated with one another to achieve this. The other teacher specified the negative results of this lack of learning by stating that some students tended to plagiarize from the internet for their papers and also some read what they had written during the presentations. The teacher suggested that the project teachers should guide the

students about how to paraphrase and how to make an effective presentation throughout the process and the students should make more practice (for instance after the first and second draft) before they present their final product.

This section has presented the findings of the open ended questionnaire about the learning gains, problems and their suggested solutions. In addition to the questionnaires, interviews were conducted to collect supplementary data. The analyses of these data will be made in the following section.

Results of the Interviews

The interviews were done with volunteer students and teachers from A and B levels. The students were interviewed both in groups and individually. There was one group interview with the A level students and another with B level students. 12 students participated in the group interviews. Also two students from each proficiency group were interviewed individually. There were also two project teachers interviewed, one from A level and one from B level. The interviews focused on the learning gains of project work as well as problems and suggested solutions about it, as will be presented below. Also as a part of the research the possible reasons for the significant differences given above were deduced from the interview statements of the students and teachers. Note that all the interviews were conducted in Turkish as the participants preferred having them in Turkish.

The interviews were translated into English during transcription and the transcriptions were made according to the conventions of the written language as the focus is the content. Also in the transcription process fictitious names were given to the participants. The transcriptions were then analyzed qualitatively and the results were categorized under the following titles: 1. Perceived Learning Gains of Project

Work, 2. Perceived Problems and Solutions about Project work, 3. The Possible Reasons for the Significant Differences found between the Proficiency Levels. The results of the interviews will be presented according to this given order.

Perceived Learning Gains of Project Work

The learning gains mentioned in the interviews will be presented in the following order: First the results of group interviews with A and B level students will be demonstrated, which will be followed by those of individual student interviews and teacher interviews, respectively.

Results of Group Interviews with Students About Perceived Learning Gains

In the group interviews with A level students, when they were asked to explicitly state what they had learnt from project work, most of them gave content information about their projects and also said “new words”. According to the data, translation and paraphrasing seemed to have contributed to vocabulary development most, as most students stated that they had done a high amount of translation and some referred to paraphrasing or paraphrasing-like techniques. Example statements from the interview include:

Umut: My project was totally translation and there were a lot of technical words.

Serkan: I interpreted the meaning of English words in my mind and rewrote the sentences with my words.

Deniz: My subject was capital punishment and I found an essay on that. I cut some parts and rewrote them on my own.

Also a large number of students explicitly and/or implicitly stated that they had done their assignments overnight, which was also deduced in the closed-ended

questionnaire section above. According to one student, this result actually meant a learning gain:

Esra: My project was in a mess. Why? Because I completed my project overnight. I even continued doing it in the class that day. I think what I learnt best is the advantage of studying in an organized way. I wish I had arranged my time, instead of studying until the morning and coming to school like a dead person.

“How to study in a disciplined way” was also given as a learning gain by students in the open-ended questionnaires, and some of the statements in the open-ended questionnaires about this aspect also had this sense of regret. Thus, some students confessed that they had not done their best, which is also evidenced by the mean result of self-assessment at the moderate level given in Table 18 above.

In the group interviews, unlike the A level students, the B level students reported a greater variety of learning gains about content, research, vocabulary, grammar, writing and oral presentation as presented in the following sample transcripts:

Ali: I think the most important thing I have learnt is how to conduct research. Thanks to project work my English improved a little bit. For example I used the things I'd learnt in my writing assignment.

Cemal: Speaking before public was something that I feared most. However through this project I think I have somehow got rid of it.

Mehmet: I investigated what is going on around me. My subject was living in a dormitory and I interviewed a lot of people (...) I think projects are better for my English than tests.”

Results of Individual Interviews with Students About Perceived Learning Gains

The results of the individual interviews with two A level students supported the group interview results at some points. Both of the students also referred to improvement of vocabulary, and translation skills. One of them added that she had

learnt a lot of things about the aspects of the Word Program. Writing was reported to be the most improved skill by both of the students.

The individual interviews with two B level students revealed that in their perception, paraphrasing, translation, and oral presentation skills as well as vocabulary and grammar had been improved through project work. Again, writing was reported to be the most improved skill by both of the students.

Results of Teacher Interviews About Perceived Learning Gains

The A level teacher said that the philosophy of project work was having students acquire research skills, thus it is not and should not be grammar-focused. According to that teacher, the most important benefit she observed with project work was the improvement of research skills and coherent writing. The teacher added that draft by draft she observed the students getting more professional in organizing their ideas. She also indicated that project work was helpful in improving students' reading, translation and summarizing skills as well as speaking skills through presentation.

The B level teacher also emphasized meaning-focused language improvement through project work and implied what her students gained by her definition of feedback:

What I understand from feedback is not grammar error correction only. For example a student gives me his draft and he jumps in the subject or loses the point and gets lost. Then I say, for instance, narrow down the topic. I think this is feedback. Feedback is not only grammar correction, yes it can be a part of it, but it is not merely grammar or spelling correction, everyone can do this. The important thing is guiding the student. For example one can express their opinions about the subject according to the topic or the flow of writing or research. (...) I just corrected their serious mistakes in grammar or vocabulary. I underlined them and wrote the correct forms.

The teacher also stated that the areas that her students improved most were collecting and investigating the resources, oral presentation and creativity in writing.

Perceived Problems and Solutions About Project Work

The problems and solutions about project work mentioned in the interviews will be presented in the following order: First the results of group interviews with A and B level students will be demonstrated, which will be followed by those of individual student interviews and teacher interviews, respectively.

Results of Group Interviews with Students about the Perceived Problems and Solutions Regarding Project Work

In the group interviews with A level students the project topic was the problem most frequently mentioned, followed by inadequate teacher support, which supports the results of the open-ended questionnaire presented above.

The project topics were negatively described by all the students as revealed in these sample excerpts:

Emre: My project (Create Your Ideal Community) was a complete boredom. I did it because I had to do it.

Özlem: I wonder who would be interested in getting information about cloning. The topics were technical; too complex.

The suggestions of the students were that they should be free to offer their own subjects or project topics be changed and made more interesting. In order to specify this suggestion, the researcher asked all the students to write what subjects they would like to work on if given a chance and also what project topic of YTU in the lists given to them seemed to be the most interesting.

The results indicated that the topics that the students perceived most interesting were found to be 'Party Time', 'Life or Death', 'Create Your Ideal Community' as well as 'Computer Security'. Out of twelve students, five students rated 'Party

Time', three students 'Life or Death', two students 'Create Your Ideal Community' and the remaining two 'Computer Security'. The fact that 'Party Time', which involved the main task of designing a party where some major people of 17th century would meet, was rated the highest highlights the importance of involving creative tasks in projects.

Moreover, the first three topics that A level students suggested were cinema, music and sports. The other subjects included history, literature, unidentified flying objects, cars and technology.

In the B level group interviews, the project topic was mentioned as a problem by three students who had chosen 'Physics and Mathematics', 'World Hunger Situation' and 'Industry' as topics and they suggested cars, basketball, tennis, mythology, and politics, as alternative topics.

The teacher factor was mentioned as the second problem in both of the groups. In both A and B group interviews, there were two different teacher approaches mentioned.

Some students stated that their teacher had not informed them about the requisites of the projects properly and could not answer most of their questions along the way. Those teachers were said to have corrected the grammar and the format in the papers and made no guidance about the content or the research.

On the other hand, some students reported that they had had face-to-face meetings with their teacher. They said that their teacher had called them one by one and reviewed each student's draft by conferencing in the breaks. These students did not complain about their teacher, but about the little time devoted to each session.

The suggestions about the problem of inadequate teacher support were that teachers should be more helpful, more in-class time should be devoted to projects, and the students should be supplied with more information about what is expected from them and more understandable comments. Also one student suggested that sample projects be posted on the website of the school.

Results of Individual Student Interviews about the Perceived Problems and Solutions Regarding Project Work

In the A level individual student interviews, the major complaint was about the project content. Both students referred to the problem of self expression in their project titled 'Paper or Plastic', which appeared to be the 'most disliked' topic according to the closed-ended questionnaire results as revealed under Table 4 above. Note that in this topic the students were asked to compare paper and plastic bags, stating their advantages and drawbacks in the form of a report and prepare an informative poster to be displayed in a grocery store to help shoppers make informed decisions to the question-'Paper or Plastic?'. One of the students stated that they were asked for too much encyclopedic information in this project and could not individualize it. The other student referred to the same point and said that they had not been trained about paraphrasing when the project was given (It was found that paraphrasing and quoting were covered in the writing classes in the second term) and so it was very difficult for her to do this.

Also this student said that another problem about project work was related to oral presentation, as she could not receive enough information about what was required from the students in the oral presentation. This student also indicated that none of the students learnt how well they had done after the presentations.

In the B level individual student interviews, one student said he had not experienced any serious problems in project work (most probably because he referred to his teacher's support often in the interview as he stated that he had had meetings with his teacher). The 'minor' problems he mentioned were about translation and finding visuals.

The other student represented a similar case and said that the project process had generally been satisfactory for her and she just had had some difficulty in using some aspects of the Word program and finding sources.

Results of Teacher Interviews about Perceived Problems and Solutions Regarding Project Work

In the teacher interviews, the project topic lists were shown to the teachers and they were asked to state the most disliked topics they observed in the project process. The A level teacher stated that 'Paper or Plastic', 'Alternative Energy Sources', and 'Cloning' were perceived to be boring by students as they did not induce any creativity and had the potential to lead the students to plagiarism. She suggested that they should be changed or modified into ones that have the potential to foster creativity.

The B level teacher stated that most students found something related to their own interest but some topics, for instance 'Public Service Announcement', 'Explorers', 'World Hunger Situation', 'Ethics', had not been chosen. She explained why she thought this was the case as follows:

I think our students want to work more on things they feel close, things that are popular I think, not serious, big things. They mostly prefer to work on things that they can acquire knowledge about easily. I don't say that this is right. But our students still haven't got the consciousness of doing serious research. For instance 'Living in a Dormitory' was a popular topic or 'Earthquake', for example was also popular as some students had experienced it.

The teacher also mentioned the students who wanted to choose their own topics, but felt that this might cause some problems according to the teacher:

This may be a burden for the teacher. It may not be possible for every teacher to do this or the topic may be a political one which may cause tension in the class.

Both teachers were found to have conducted project conferencing with their students. They mentioned the advantages of that such as avoiding plagiarism, disciplined studying and organized writing and stated that student-teacher gaps in project work could be solved through one-to-one student-teacher interaction, which should not be done on a voluntary basis, but be standardized by project coordinators. The A level teacher also mentioned that all the courses in the curriculum should coordinate with each other and support project work through training:

All skill coordinators and project coordinators should work together so that projects can be helpful. For example in Writing courses there must be lessons about plagiarism, I mean, paraphrasing or quoting. Indeed, in Listening and Speaking Courses this was done this year by oral presentation sessions and this should go on.

The B level teacher made similar suggestions as well. About the inadequate learner training problem this teacher made the following suggestion:

The students may not conduct any project work in the first term and receive some training, some instruction and then they may do one project in the second term, a proper one. Their English will also have improved to some extent by then.

So far the interview results about the learning gains and problems and solutions have been covered. In the following part, on the basis of the statements of the students and teachers in the interviews, comments will be made about the possible reasons for the significant differences between the proficiency levels, found as a result of the closed-ended questionnaire analysis.

Possible Reasons for the Found Significant Differences Between the Proficiency Levels

As a result of the closed-ended questionnaire analysis there were six significant differences found between the proficiency levels as revealed under Table 20 above.

The data collected from the student and teacher interviews were analyzed to investigate the possible reasons for these significant differences. This was done to answer the Research question 2 of the study: “What do the statements of the students and teachers reveal about the reasons for the significant differences?”

The comments about the possible reason/s for each found significant difference, made on the basis of the interview statements, are presented below.

Comments About the Possible Reasons for Significant Difference 1: B Level Students Liked Their Subjects More than A Level Students

The overall analysis of the interview statements has revealed that the reason for the dissatisfaction at A level was the existence of relatively higher number of project topics which failed to lead the students to self-expression and creativity as they required a high amount of encyclopedic information.

Comments about the Possible Reasons for Significant Difference 2 and 3: B Level Students Improved Their Speaking and Oral Presentation Skills More than A Level Students

Speaking improvement was found to be perceived as almost equal to the improvement of oral presentation skills in the YTU project context as actual use of English outside the class was found to be very limited. Thus, the possible reasons for these two significant differences will be given by focusing on the oral presentation skill improvement.

The improvement of oral presentation skills was stated as a learning gain by some B level students in the interviews whereas this was not mentioned as a learning

gain by any of the A level students. The statement of one of the A level students that they did not receive adequate teacher support in the form of information and feedback about oral presentation may explain why this has been the case. Also as revealed in the comments about significant difference 5 below, the A level students' general easiness in their minds about the prep class might have led to this result.

Comments about the Possible Reasons for Significant Difference 4:
B Level Students Improved Their Grammar Knowledge More than A Level Students

The possible reason for this result is that the grammar structures are finite in number and especially until the upper-intermediate English level most of these finite structures are supposed to be covered in the YTU curriculum. Thus, A level (upper-intermediate) students who are expected to have learnt English grammar to a great extent by the time they started their projects seem not to have learnt as many grammar structures as the B level (intermediate) students during project work due to their proficiency level. This was also evidenced by the following statements of one of the A level students in the group interview, who described the prep year:

Banu: It seems that we have learnt all the patterns in English and are just repeating them over and over this year.

Comments About the Possible Reasons for Significant Difference 5:
B Level Students' Feeling of Responsibility Was Enhanced More than A Level Students'

As can be derived from the interview analyses above, A level students seem not to have taken project work as seriously as B level students as most of them confessed doing the project work overnight and reported fewer learning gains. This lack of responsibility in learning behavior was also defined as a characteristic of A level students by the A level teacher in the interview who compared the A level and B level students:

A level student, I think, studies little in general, but they usually have high grades from the exams. They don't have much difficulty in the current curriculum about English, I think. So they think that they can pass the prep class easily even without doing the projects with care. They seem to be more confident than B students as B students seem to be more worried about passing the prep class, but A level students are in general rather easier.

Comments about The Possible Reasons For Significant Difference 5:
B Level Students Received More Teacher Comments about the Things They Had
Done at Project Work than A Level Students

This significance difference appears to have stemmed from the inconsistency between the amount and type of feedback between teachers at project work, as evidenced by the interview results above. At YTU there are non-standard feedback processes reported to have been activated in different forms by different teachers. The reasons for that seem to be the inadequate teacher training and little class time devoted to project work. What administration expects from the teacher is that s/he should give feedback to the students in written form on the assignments and grade them according to the given evaluation criteria. It seems, according to the students' reports, that some of this feedback has focused extensively on structural errors, which in turn dissatisfied the students, most of whom were from the A level.

Also according to the interview results, it seems that only some voluntary (and most probably industrious and idealistic) teachers preferred giving not only written but also oral feedback in the form of teacher-student conferencing as there is no standardization about this process. This lack of consistency might have contributed to the fact that some students (most of whom were from the B level) were more satisfied with the amount and type of project feedback than some others (most of whom were from the A level).

Conclusion

In this part the qualitative and quantitative data collected through the instruments of the study were analyzed. In doing so, the institutional project goals and the results of the assessments of the students and teachers about project work were presented. The next chapter will further discuss the findings of this study in the background of relevant literature.

CHAPTER V: CONCLUSIONS

Overview of the Study

This study investigated students' and teachers' assessments about the Main Course project work applied at Yıldız Technical University School of Foreign Languages Basic English Department. 100 students studying English in the prep classes of Yıldız Technical University, 50 from A (upper-intermediate) level and 50 from B (intermediate) level and their 4 teachers who supervised the projects participated in the study. In collecting and processing the assessment data, three aspects were emphasized: 1. Achievement of institutional project work goals, 2. Learning gains acquired from project work, and 3. Problems experienced with project work accompanied by suggested solutions. Moreover, as a part of the study the assessments of the students from the two proficiency levels (A and B) about the achievement of the institutional project goals were compared to find out if there were any significant differences between them. Some significant differences were found and according to the results, the possible reasons for the significant differences were explored on the basis of the students' and teachers' interview statements.

It was students who assessed the achievement of institutional project goals as they are the main agents the goals aim at. In order to have them evaluate this, first institutional project goals which had not been defined formally by the institution before project system was integrated in the curriculum, were defined on the basis of the analysis of project materials, literature review and semi-structured interviews

with the project coordinators and the department head. Then these goals were integrated into a closed-ended questionnaire to be given to the students. The data collected by the closed-ended questionnaire were analyzed quantitatively to describe the extent to which the goals were perceived to have been achieved via frequencies and means. Also whether or not there were significant differences between the item means of student groups from two proficiency levels (A and B) was explored through independent sample t-test. Some significant differences were found and the possible reasons for these differences were commented.

The assessments about the learning gains, problems and solutions regarding project work were made by both students and teachers, and the data about these aspects were collected by means of open-ended questionnaires and interviews. They were then analyzed qualitatively (and in some cases quantitatively) and the results were categorized accordingly.

This chapter summarizes the findings related to the research questions along with discussions about them. It will also report the researcher's views in respect to pedagogical implications, limitations of the study and proposals for further research.

Findings and Discussion

In this part the results of the study categorized according to their relations to research questions are revealed and discussed below.

FINDINGS AND DISCUSSIONS ABOUT RESEARCH QUESTION 1: Does Main Course project work applied at Yıldız Technical University Basic English Department meet its goals?

1 a) What are the institutional project work goals?

1 b) To what extent are they achieved according to the students' reports?

As a result of the analysis of project work materials, literature survey and interviews with the project coordinators and the department head, the institutional

Main Course project work goals of YTU were defined under eight categories, Content, Linguistic, and Research Goals; Goals Regarding Authentic Outcome Production, Affective Goals, Autonomy Goals, Technology Goal, and Time Management Goals (See the section titled “Specification of the YTU Project Work Goals” in Chapter 4 for the specific goals under the given categories).

During the goal definition stage, it was deduced that in general terms, the goals inherent in Main Course project work at YTU paralleled those stated in literature since it was discovered that the goals of enhancing content knowledge, improving language, and improving research skills mentioned by Beckett and Slater (2005), and improving technology skills indicated by Moulton and Holmes (2000) were also in the nature of YTU Main Course project work. The *de facto* goals of YTU Main Course project work were also found to be in compliance with those stated in literature in terms of fostering creativity and enhancing autonomy, motivation and self-confidence, as mentioned in the project definitions made by Blumenfeld et al. (1991); Padgett (1994); Papandreou (1994); Johnson (1998); Gaer (1998) and Lee (2002).

On the other hand, Main Course project work at YTU in nature was found to deviate from the project work definitions in second language learning literature in terms of the stance of the project work within the whole course curriculum. As seen in Chapter 2, in the literature, project work is always given as a basis for the instruction and learning practices of the whole course, i.e., the students learn the language and content mainly from projects. As mentioned in the section about research on student and teacher perceptions in Chapter 2, there are counter-arguments to this stance with the suggestion that the resource base in language

learning should not be project work but textbooks and teachers. According to the suggestion, an L2 course should include not only project work but also relatively traditional ways of learning a language such as giving the basic knowledge of language (vocabulary and grammar) through books and supplementary materials in a relatively teacher-centered way. YTU Main Course presents a unique sample where this suggested framework seems to be put into practice. In the Main Course, the focus is on covering a series of General English course books. In addition to that there are two projects a year incorporated into the curriculum. Thus, Main Course is a project-aided course where there is a relatively traditional language teaching practice, i.e., textbook-based language learning supported with project activities. To what extent projects aid language learning at YTU Main Course will be discussed throughout this chapter.

A striking result that can be discussed under this “goals section” is that the goal of collaborative learning through joint decision making, found in most of the project definitions in literature was found to be missing in the YTU Main Course project context. According to the literature survey presented in Chapter 2, it is only Haines (1993) and Stoller (2001) that refer to the fact that in project work the students can work not only in pairs, in groups or as a whole class, but also individually. However, even if this is the case, what is expected from the project environment, according to Stoller (2001), is that it should have a collaborative atmosphere where the topics, ideas, resources and methods regarding individual project work are decided through opinion exchanges between the class members and shared along the way. At YTU Main Course project context the project work is realized individually. Also negotiation about the individual projects is not realized through in-class discussions

before and during the project process, since the students are provided with ready-made topic lists, and the time devoted to project work in the Main Course is relatively short. In the Main Course, the emphasis is placed on coursebooks, the content of which sets the scope of the proficiency exam to be taken at the end of the year. Due to the concern to match the Main Course schedule with the exam requirements, "little" in-class time is allotted to project work, and this allotted time is governed by the teacher's transmission of project information to the class. This transmission covers distributing the project topic lists (which give information about the tasks to be carried out under each topic) to the students, giving brief information about each topic, having them choose a topic from among the list, and highlighting the requisites of the assignments to be submitted in the project process (e.g., the rules about plagiarism, use of at least five sources including the internet, the content of the drafts, and their deadlines). The feedback about the submitted assignments is expected to be given in written form so there is no time allotted for oral feedback sessions in the class. Therefore, there is no negotiated syllabus about project work and no learner training about project work in the classes of Main Course. (The training about project work is just limited to that of oral presentation and it is given in Listening and Speaking courses.) Also negotiation between the class members about their own project work is not encouraged. All these factors potentially create a competitive atmosphere rather than a collaborative one.

There was also another goal type found not to have been explicitly stated in literature, but highlighted in the YTU context: translation skill improvement. In project work literature, translation skill improvement through project work is not mentioned at all, perhaps due to the fact that the project work practices reported in

literature are mostly about ESL contexts and translation may be deemed to deteriorate language learning by the project practitioners. However, due to the fact that in EFL contexts a great variety of the available sources are in L1, research in project work may also require delving into those L1 sources when the L2 sources are scarce, unavailable or too complex to comprehend. In those cases, translation could act as an agent contributing to L2 improvement. Thus, project work may also assume the role of improving translation skills, especially in EFL contexts, as it is the case in YTU. However, putting this as a goal is not adequate. It is necessary to define the extent of translation allowed for project work in a way to prevent L2 improvement from the potential negative effects of excessive L1 usage. This can be done for instance by informing the students that they can consult a limited number of (one or at most two) L1 sources for their study if there is no other choice. As this was not clearly defined in the YTU context, we see an excessive use of L1, which may have prevented improvement of the language skills to some extent.

As a part of research question 1, the extent to which the institutional project goals were perceived to have been achieved was also defined through the responses that the students gave in the closed-ended questionnaire. Making the assessment by using a goal-based original questionnaire is a case not seen in literature on perception studies about project work so far. This technique allowed seeing the big picture in a precise way as it highlighted the points to which the students gave plus, check plus or minus to project work.

According to the mean values of the items representing the goals, the goals were defined as “poorly achieved”, “moderately achieved”, or “highly achieved”. The results indicated that only research goals (concerning collecting and processing

data from the internet and other written and audiovisual sources) were found to have been perceived as “highly achieved”. However the goals of “collecting data from people via questionnaires and interviews and processing them accordingly” were found to have been perceived as “poorly achieved”. Due to this fact the research goals in general can indeed be interpreted as “moderately achieved”. This result is consistent with the results of the project perception study reported by Moulton and Holmes (2000) and Beckett (2002) in the way that the students who carried out project work reported that they had benefited from the research aspect of project work. The other categorized goals listed below were also found to have been perceived as “moderately achieved”:

- Content Goal
- Linguistic Goals
- Goals Regarding Authentic Outcome Production
- Affective Goals
- Autonomy Goals
- Technology Goal
- Time Management Goals

Most of the sub-goals of the goal categories given above were found to have been perceived as “moderately achieved” as well. This result confirms the finding of Beckett (2002) that the general tendency of the project perceptions in literature is “mixed”, i.e., “neither positive, nor negative”. On the other hand, the goal of listening improvement was found to have been perceived as “poorly achieved”, one of the unique findings of this study mainly deriving from the characteristics of the EFL context, as will be discussed in detail below. Learning new words about a

specific content, using the internet for data collection, analyzing the data under the relevant titles and submitting assignments on time were found to have been perceived as “highly achieved”. The results regarding the positive assessments about content learning, technology improvement and data collection and analysis agree with those stated in the study of Eyring (1997), Moulton and Holmes (2000) and Beckett (2005). However, contrary to these studies conducted in ESL contexts, the dominant data source is not interaction with English speaking people, but the texts posted on the internet in our EFL context. Another result of this study different from research findings about project work in literature is that vocabulary improvement was found to be a highly emphasized benefit of project work.

Since it was thought that the efforts of the teacher and the student, as the main agents of project work, had a substantial effect on the level of goal achievement, the students were also asked to identify the extent of information and feedback they received from their teachers and assess their self-performance in the project process. According to the findings the extent of teacher support in general was found to have been perceived at a moderate level suggesting that some students got inadequate support from their teachers, as evidenced by the results given under research question 3 below. This result about inadequate teacher support is consistent with that of the research reported by Allen (2004), which indicates that the students who had carried out project work demanded more information from their teacher about how to write projects and more feedback on how they were writing them. On the other hand, the result of inadequate teacher support contradicts with one of the results of the research about student perceptions on project work made by Eyring (1997), which reports that teacher support was perceived as the most valuable aspect of the project course as the

majority of the students were satisfied with the helpful and friendly stance of their teacher.

Another result was that self-performance was rated at a moderate level, meaning that some of the students reported that they had done their projects with care, while this was not the case for some others. As observed by Eyring (1997) in his research, the existence of such lackadaisical students deteriorated the flow of the project process and this may be one of the reasons why most goals were not highly, but moderately achieved in YTU Main Course project work

That most goals were perceived as moderately (but not poorly or highly) achieved and the performances of the agents in the process were perceived to be (neither high nor low, but) moderate suggests three facts:

1. There were some differences between the students' perceptions about the achievement of project work goals and the performance levels of the agents (teachers and students) at project work.
2. Some expected learning gains were acquired in the project process.
3. Some problems prevented students from achieving the project work goals.

In the remaining part the research findings related to these facts will be presented under the given research questions.

FINDINGS AND DISCUSSIONS ABOUT RESEARCH QUESTION 2:

Are there significant differences between the assessments of the students about the achievement of institutional project work goals according to their proficiency level? If there are, what do the statements of the students and teachers reveal about the reasons for these differences?

There were significant differences found between the assessments of the students from A and B levels about the achievement of the institutional project work

goals. The findings about these significant differences and their possible reasons are discussed in the following sections.

B level students liked their subjects more than the A level students.

It was found that A level project topics in general did not meet the topic standards of project work defined in literature by Gaer (1998) and Lee (2002). According to Gaer (1998), the topics must address the students' backgrounds. Lee (2002) elaborates the issue stating that topics should foster critical and creative thinking and should be manageable in terms of resources available to students. It was found that most of the A level topics were not related to the interest areas of the students and they failed to improve critical and creative thinking since they required a high amount of encyclopedic information, but little self expression. Also it was difficult for some students to find the resources on some topics perhaps because the students were not trained about data collection methods at all.

B level students improved their speaking and oral presentation skills more than the A level students.

It was deduced from the project materials that the tasks of A level project topics generally failed to lead students to actual use of English outside the classroom by speaking since most of them were found to be "text projects" as defined by Legutke and Thomas (1991). Also oral presentation skill improvement was less at the A level most possibly due to the reported inadequate support of teachers in the form of information and feedback. The general characteristic of A level students defined as "being easy" by one of the interviewed teachers might also have contributed to this result.

B level students improved their grammar knowledge more than the A level students.

This result seems to be the natural extension of the proficiency level of the students. That is, A level students at the upper-intermediate level of English most possibly had learnt most of the English grammar structures, finite in number, by the time they started their projects, as evidenced by student reports about grammar improvement.

B level students' feeling of responsibility was enhanced more than the A level students'.

It was deduced from the interviews that A level students had not taken project work as seriously as B level students as most of them confessed having done the project work overnight and reported fewer learning gains. Also being easy about prep education was stated by a teacher as a typical characteristic of A level students.

B level students received more teacher comments about the things they had done at project work than A level students.

According to the findings, at YTU there seems to be inconsistent feedback processes activated in different forms by different teachers. Some teachers were reported to have focused extensively on grammar and format while some others were stated to have guided the students more about their research and writing. The reasons for that seem to be the inadequate teacher training about project work. Also although the formally defined minimum expectation of the administration from the teacher is that s/he should give feedback to the students in written form on the assignments and grade them according to the given evaluation criteria, according to the interview results, it was found that some teachers voluntarily went beyond the written feedback and gave oral feedback by conducting teacher-student conferencing in their free time as they found it more useful. This variation in the form of feedback from teachers

might have contributed to the fact that some students (most of whom were most probably from the B level) were more satisfied with the amount and type of project feedback than some others (most of whom appeared to be from the A level).

So far we have covered the found significant differences between the two levels as well as their possible reasons. Finding these differences may aid the future designers to form a balance between the levels especially in terms of project topics and teacher support. Also that A level requires more challenge in doing the projects should be taken into consideration in organizing future projects. Apart from significant differences, the research also focused on the learning gains, problems and suggestions reported by students and teachers about project work, which will be presented in the following section.

FINDINGS AND DISCUSSIONS ABOUT RESEARCH QUESTION 3:
What specific learning gains and problems do the students and teachers report about project work? What solutions do they suggest for the problems they have defined?

The students reported a great variety of learning gains from project work. Content learning, vocabulary improvement, improvement of research skills, improvement of oral presentation skills, and improvement of writing skills were emphasized by a great majority of students. Most students reported that they learnt many specific things about their content, which they had not known before, which is also the case in the study of Beckett (2005). Accordingly, a great majority of the students stated that they had learnt a lot of new words related to their content, which is a unique finding of this research as revealed above. In terms of research, the use of the internet for research purposes was found to be a highly mentioned issue. In terms of oral presentation, most students stated that this was the first time they had presented something on stage and they assessed this experience favorably. As for

writing, the mentioned learning gains were how to produce a coherent writing, how to paraphrase and how to produce a summary. These reported benefits about research, writing and presentation parallel those mentioned in the study of Moulton and Holmes (2000) and Beckett (2005). Also productive skills (writing, speaking) were reported to have improved more than receptive skills (reading and listening) and vocabulary more than grammar, which are findings not indicated in any of the previous research. Another learning gain specific to this study was how to make translation as the students were allowed to use L1. However as stated above, since there was no limitation defined about the extent of L1 use in project guidelines, there seems to have been an excessive use of L1, which possibly prevented the students from improving their language skills (e.g., reading skills) properly. Thus, improvement of translation skills may be seen both as a learning gain and a problem in our project context.

The students also stated that they improved their grammar, which was also evidenced in the study of Montgomery and Eisenstein (1985). As a result, these results signal the fact that not only functional but also structural aspects of the language were reported to have improved through project work.

Finally “how to study in a disciplined way” was found to be a highly emphasized issue in the statements about the learning gains, a point not found to have been mentioned in project-based research in literature. The statements of the students who referred to this point suggested that they had their consciousness raised about the advantages of organized studying as they experienced project work development step by step. On the other hand, some students who mentioned disciplined studying expressed their regrets about the fact that they had done their

assignments overnight and they could have done their projects in a better way. Thus, those students seemed to have understood the importance of organized studying by means of a concrete project experience.

These learning gains refer to the existence of positive attitudes of students about the project experience at least to some extent. In order to see if the general attitude of the students toward project work was actually positive or not, the students were also asked if project work at YTU should continue or not, and most of them stated that it should since they thought it is a useful practice in general. However, they suggested that it should be modified at some levels, as will be mentioned below. The research about the student attitudes towards project work in literature has also shown that the students in general had positive attitudes toward project work, as evidenced by the results of the studies reported by Montgomery and Eisenstein (1985), Moulton and Holmes (2000), and Allen (2004).

The teachers' reports in this study also presented a generally positive attitude toward project work, which is a case contrary to that in the study of Eyring (1997), but parallel to those in the studies of Beckett (1999 as cited in Beckett, 2002), Subaşı-Dinçman (2002) and Gökçen (2005) about the teachers' perceptions of project work. The teachers in this study were in general found to be in favor of project work and they reported that through project work their students had learned to write creatively and coherently, do research and make oral presentations, translations, and summaries. They also reported that the students improved their vocabulary and grammar. The teachers also mentioned the benefits of process writing and indicated that it had allowed them to see the students' improvement through successive drafts, a result similar to that reported by Subaşı-Dinçman (2002).

Another reported benefit of project work was that it raised the students' awareness about organized studying and time management, which is a learning gain not mentioned by the investigated project teachers in literature along with vocabulary, grammar and translation improvement and acquiring summarizing skills.

In addition to the learning gains, the students and teachers were also asked to report the problems and solutions about project work. The types of problems that the students stated about project work were about project topics, inadequate teacher support, gaps in speaking and listening improvement, the allotted time, computer access and translation. Except for inadequate teacher support, which was also implied in the study of Beckett (2005), all these problems were found to be the firstly-mentioned problems by project students in literature. These problem types along with their suggested solutions are presented below.

Project Topics

“Project topics” was the most frequently mentioned problem, especially by A level students. As mentioned in Chapter 4, the topics which were disliked were said to have been limited in number and variety and not to have allowed for creativity since they were perceived as boring, too technical and difficult. The students who were dissatisfied with their topics suggested that the current project topics should be replaced with subjects that relate to the students' interest areas, and the number and the variety of the project topics should be increased.

The second problem type frequently mentioned by students was inadequate teacher support, the details of which are displayed below.

Inadequate Teacher Support

Some students stated that they did not receive adequate amount of information about project work from their teachers, so could not understand what a project should be like. They suggested that there should be more detailed informative sessions before and during the process which include the display of sample projects and the evaluation criteria. These results signal the need for extensive learner training about project work, which is also suggested by Hedge (1993), Moulton and Holmes (2000) and Stoller (2001) and Beckett (2005) for lack of readiness for project work. Also some students stated that they were not satisfied with teacher feedback, similar to the finding in the study of Allen (2004). According to the students it failed to guide them in their writing and research practices, as the focus was more on grammar and format rather than the content. Also some students stated that they were blamed for plagiarism even if this was not the case. The students suggested closer follow-up and student-teacher meetings at certain times. What students mentioned about feedback also signals the fact that not only learners but also teachers should be given training about their expected role in project work. This training, as suggested by Subaşı-Dinçman (2002), may be accompanied with sessions where project participants (students, teachers and coordinators) have discussions about the actual practices.

According to the student reports there were also problems related to speaking and listening improvement as mentioned below.

Gaps in Speaking And Listening Improvement

Some students complained about the difficulty in expressing themselves in English in presentations due to the inadequate amount of interactional activities in the courses. The suggestion was that speaking should be given more focus in the

program and project activities may be done in groups. Also lack of interest by the audience was stated as a problem in oral presentations and the suggestions were that listeners should be made more active and presentations may be made to groups different from the class.

In accordance with these results project work in YTU context was found to have further interactional gaps, as evidenced by the following findings of the research:

1. It was deduced from the student reports in the closed-ended questionnaire that the interactive use of English outside the classroom was not realized by most of the students since most projects did not require data collection from people through questionnaires and/or interviews most probably because YTU is in an EFL context where availability of English use with people outside the classroom is limited, a fact also mentioned by Savignon (2005) in her description of project work in EFL contexts.
2. The closed-ended questionnaire results also revealed that those few students who interacted with people to collect data for their projects mostly used Turkish in their interaction most probably because in the project guidelines the students were not required to make the contacts in English with the available people.
3. It was found that the negotiation about the projects between the class members is not encouraged in the project curriculum as there is no group work and no in-class discussions, so we can also deduce that interactive use of English could not be realized in the classroom context as well.

4. The only explicit type of English usage through speaking was found to have been practiced in the form of oral presentations, but the time allotted for the presentations was found to be very little (a period of five to ten minutes).

5. Accordingly, listening was found to have been perceived as the least improved skill according to the student reports in the closed-ended questionnaires most probably due to the above-mentioned interactional gaps and oral presentation procedures which hinder active listener involvement.

As Savignon (2001) states, the interactional gaps that derive from the nature of EFL contexts may be covered by exploiting different sources such as online interaction, which was found to be missing in the YTU context.

The other problems mentioned by the students were about the allotted time, computer access, finding sources and translation, which are elaborated below.

The Allotted Time

The time between the deadlines of the drafts and the time given to oral presentation was reported to be very limited by some students. They suggested that more time should be devoted and the deadlines of different projects at school should not overlap with each other.

Computer Access

Some students reported that they lacked the necessary physical conditions since they did not have their own computers and/or printers and suggested that projects be accepted in handwritten form.

Finding Sources

Some students mentioned that it was hard to meet the source criterion as it was a requisite to state at least five sources and suggested that this limitation be

eliminated or projects should involve more creativity and less academic research and writing.

Translation

Some students stated that they had difficulty in translation and suggested training about this aspect.

The teachers' reports, on the other hand, are different from those in literature as they emphasized two major problems types: Plagiarism and project topics. Most teachers mentioned that some students lacked the necessary research and writing skills for project work and tended to plagiarize, especially from the internet, which is a problem not verbalized by the project teachers in the previous studies. They suggested that an extensive learner training about project work should be integrated into the YTU curriculum and coordination should be established in the content of all the courses (Writing, Reading, Listening and Speaking and Main Course) so as to support this training. What the teachers suggest here is similar to that of Beckett (2005) as she states that the conflicts between the educational policies, students' and teachers' perceptions can be managed with ongoing dialogues about the requisites of project work. Another suggestion about this aspect was that the students may be trained about project work properly in the first term and accordingly do one project in the second term.

The second type of problem the teachers referred to was again about the project topics. It was stated that topic distribution on an equal basis led to the dissatisfaction of some students with their project topics. The suggestion was that the project topics be increased in number. Also some topics were reported to have caused plagiarism problems as they failed to foster creativity and self-expression by putting too much

emphasis on gathering encyclopedic information, so it was suggested that creativity component be integrated into all the topics on an equal basis.

Another deduction about the teachers' reports on problems about project work was that none of the teachers complained about the workload and some of them even tried to do more than expected in order to meet the needs of their students. This result presents a mismatch with the results of the studies reported by Subaşı-Dinçman (2002) and Gökçen (2005) since they both stated that some teachers were discontent with the work load of project work and complained about it.

Pedagogical Implications

Results have shown that the intended goals of project work in Main Course at YTU were generally perceived to have been (not highly but) moderately achieved, which suggests the existence of some learning gains as well as some problems in the project framework. Project work has been a useful practice as evidenced by the reported benefits such as content learning, vocabulary improvement, improvement of research, oral presentation, writing, translation and computer skills, grammar reinforcement and raising consciousness about the benefits of disciplined studying. On the other hand, there have also been some problems experienced during the project process.

As deduced from the research findings, a major problem is that learners were not given adequate support about project work and were generally left alone in the process since project work was found to present deficiencies in the domains of collaborative learning, negotiation and learner training. According to the general picture, the class sessions of the Main Course devoted to project work are very limited and take place only before the project work starts. In those sessions, students

choose topics from a list prepared by the project coordinators and are provided with general information about project requirements. Thus, there is no classroom discussion and learner training in the scope of the Main Course. In the curriculum, project-specific learner training is limited to oral presentation given in Listening and Speaking courses. Also feedback about the assignments during and at the end of the project process is only given in written form and is not supported by classroom discussions and/or student-teacher conferencing. Therefore, project work acts as an independent practice carried out mostly beyond the classroom and extensively through the individual efforts of the students.

Another point to note is that the results of the previous research on project work suggested a need for integrating traditional language teaching activities such as those guided by textbooks into project classes instead of basing the English courses solely on project work. We see an example of such a practice in the YTU Main Course framework, as projects act as innovative learning aids that support the Main Course classes which have relatively traditional activities. However, is that suggested change in the course structure enough to ensure successful practice of project work? We have seen from the research results that it is not and it cannot be. Project work should be taken more seriously and more time should be devoted to it. As the students and teachers come from an educational system which is not underlain by the philosophy of project work, they must first get accustomed to this new approach so rather than making them experience a sudden change imposed by a higher authority, there must be a smooth transition process. How can this be done? I believe “balance” is the key word in integrating the “innovative” with the “traditional”. In other words, in designing a course supported by project work, there must be balance

between the time and effort devoted to the relatively traditional textbook practices and that to relatively innovative project practices. In the attempts to form this balance, the condition that the students should be neither too independent nor too dependent must be fulfilled. They must not only have a voice in the entire system, but also be helped and guided through negotiation and training at all levels of the project. Accordingly, there must be a mutual support between the teachers and administrators, i.e., they must work collaboratively to form this balance. As these characteristics do not exist in our research context, there is an urgent need for transformation of the current curriculum into one that would involve jointly constructed and negotiated steps highlighting project training.

In order to integrate collaboration, negotiation and project training dimensions into the curriculum of the Main Course, the following recommendations should be put into practice. Note that these suggestions may also be taken as basis in designing a project-aided language course. First, before the project process starts in the whole school, there should be an orientation given to all the students and teachers about the theory underlying the concept of project work and project applications at YTU so that the main agents in the process, i.e. the students and teachers, can be well-informed and convinced about the why, what, and how aspects of the project work in the YTU curriculum. This orientation should highlight the plagiarism issue as well in order to prevent the potential attempts. Second, the students should be given the option to do the projects either individually or in pairs/groups so as to foster collaboration. Third, the process of topic decision should be done in a semi-structured way. That is, the students should be asked either to choose their topic from the given list or to structure their own topics with the guidance of their teacher and

classmates. Note that all the given topics should relate to the interest areas of the students and encourage self-expression and creativity. Moreover, the given topics should be large in number and variety and also the number and the complexity of the tasks in different projects should be balanced so as to prevent potential topic dissatisfaction. Fourth, the process of project work should be accompanied by learner training. In doing so, it would be useful to take the project organization model suggested by Stoller (2001) into consideration (See Chapter 2, Figure 1). In other words, before the steps of gathering, compiling and analyzing information and presentation of the final product, there should be trainings with bridge-in activities to meet the immediate needs of the student about the required tasks. These trainings should be designed through the joint efforts of skill coordinators and teachers at YTU and be given in the relevant courses after training the teachers. For instance, trainings about paraphrasing, quoting, summarizing may be given in the Writing courses and those about data collection may be given in Reading and Listening & Speaking courses. It is also necessary that project samples be integrated into the scope of these trainings. The fifth suggestion is that the feedback about the project assignments should be given in the form of student-teacher conferencing, the schedules of which would be organized by the coordinators. Another point about feedback is that the project teachers should also give feedback to each other for instance by forming discussion groups to share their experiences along the way. In addition, the assessment procedure may also be changed into a collaborative one by integrating peer and self evaluation into the project framework. Finally, at the end of the process, there should be a collective evaluation of the project process through classroom discussions and the teachers should report the results of these discussions to the

coordinators. If these suggestions are put into action, project work may become more like an integral part of the curriculum rather than an add-on activity.

Another problem related to the negotiation aspect of this EFL context is that interaction beyond the classroom is not encouraged adequately in the project tasks. Most of the projects are text projects where the students are required to carry out research on a specific topic, read about it and produce and present a written piece about the concerning topic. Although some projects require students to make questionnaires and or interviews, most students tend to do them in Turkish and translate the collected data into English since the project guidelines do not require students to make the contacts in English with the available people. Thus, speaking and listening in project work seems to be bound more with oral presentation. However, oral presentation practice is very limited in improving speaking and listening skills since the given time for it is very limited (five to ten minutes) and listeners are not actively involved in it. These results suggest that there is a need for reorganizing the project tasks so as to foster negotiation.

It seems that the project organizers have overestimated the potential problem of forming authentic interactions, inherent to an EFL context. It may however be possible to cover the interactional gaps through the following steps. First, an interactional component should be added to each project. For instance, the students may be asked to have interviews with native speakers (e.g., their native speaker teachers) if available. If not, they may be asked to communicate with non-native speakers of English (e.g., their classmates) about their topics in English. They may also be encouraged to conduct online interaction with English-speaking people in other countries. The students should also be asked to bring evidence about the L2 use

in the interaction. This may be done by having students record their interaction and attach the cassettes and/or the transcripts of the saved interaction to their projects. Second, the number and the time of oral presentation in project work should be enhanced. That is, each student should make a relatively longer (e.g., a twenty-minute) oral presentation about what s/he has done not only at the end of the process but also immediately after the submission of each draft along the process. In the oral presentations the listeners may be engaged more in the process in two ways: 1. The students of one class may listen to the presentations of the students of another class and assess the presenter through the given evaluation criteria. 2. A criterion like “engaging the listeners to the presentation through interaction” may be included in the scope of oral presentation assessment criteria.

In addition to the limited L2 improvement in speaking, another EFL-specific implication that the research findings have revealed is that translation skill has been used extensively, which might have contributed to the improvement of translation skills, but at the same time excessively, which might have hindered L2 improvement (especially in reading skills, since the dominant project type was “text project”) to some extent. This is due to the project guidelines which do not limit the students about the use of translation. A suggestion is that the students may be allowed to make use of translation only when it is very necessary (i.e. the L2 sources are scarce or non-available or too difficult to understand). Also the condition that out of the five required sources only one or two of them may be in L1 should be included in the project guidelines.

The other problems about project work were found to be about the allotted time between the deadlines of the assignments, lack of computer access and finding

sources. In order to solve the time problem, the time between the deadlines should be made equal. In order to solve the computer problem, the students who lack computer access should be provided with computer access at school. If this is not possible, they may be allowed to submit their assignments in handwritten form. Moreover, the problem of finding sources may be solved by the above-described organizational scheme which suggests learner training and negotiation about collecting data.

Finally, it is necessary that learner differences such as the proficiency level investigated in this study should be taken into consideration while designing projects. For instance A level students in general were reported to be easier than B level students about prep education in this study. Therefore, they may be given perhaps more challenging, but enjoyable projects (e.g., preparing a video project (such as a documentary) about a chosen topic). In addition, the effect of the project grade on the students' (especially A level students') overall grade may be increased so as to make them take project work more seriously.

In conclusion, project work in Main Course should be continued due to its reported benefits, but should be modified in accordance with the above-made suggestions so that the hindrances to potential future success can be avoided. Also at the global level it would certainly be useful to design language courses by incorporating a project element into them, but it is necessary that the project practitioners be cautious about the aforesaid problems and resolve them by making use of the above-suggested solutions and design their curricula by integrating collaboration, negotiation and project training dimensions in accordance with the project framework described in this study in order to get sound results.

Limitations

There are a number of limitations in this study. Firstly, due to the limited time allotted for conducting this research, the sample size had to be small. Therefore, a limited number of students and teachers participated in the research. If the sample size had been bigger, the results could have been more generalizable. Second, only voluntary participants were interviewed, so not all the teacher types defined by the students were represented in the study. Third, this study was conducted with only A and B level students of the institution and the assessments of the C level students were not explored because their projects were described as “easy assignments”, which did not require research, by the coordinators. Therefore, not all the levels were represented in this study. Furthermore, the participants assessed the project work they had done in the first term one month after they had completed it and this might have led to overgeneralizations and/or underestimations in their assessments. Finally, it was not possible to observe the actual project process due to the limited time and thus the study limited itself to retrospective self-reports of the project participants and could not include researcher’s views through observatory reports. If this could have been the case, the study might have drawn a more extensive picture of project implementation.

Suggestions for Further Studies

This study investigated students’ and teachers’ assessments about the Main Course project work applied at Yıldız Technical University School of Foreign Languages Basic English Department. In terms of local project studies in the context of YTU, it is recommended that this research may be replicated by increasing the number of participants and including more instruments such as actual project

observations in the research design. Also in the future studies the researcher may have students describe their experience with project work in a narrative form, and then use the items from the narratives to develop the questionnaire. This would then be a way to include student input in process. Those local level studies may allow assessing whether or not there has been any development in the situation of Main Course project work. Also, project work conducted in the other courses of YTU may be investigated to see the general picture of project work practices at YTU School of Foreign Languages.

Since there is a limited amount of research on project work in the literature, there is need for studies about project work implementations at other foreign language schools both in Turkish EFL context and in the global context. In those studies the assessments of the students, teachers and administrators about the project work experience may be explored. However it is necessary that project research not be limited to investigations of retrospective self-reports on the project experience. In order to get an in-depth understanding of the project experience, there may be interventionist studies where the effects of project work on learners' improvement in language proficiency and/or in non-linguistic aspects such as confidence or independence are tested. This may be done by giving project treatment to students and comparing the pre-treatment results with the post-treatment ones. The scope of these interventionist studies may also be extended by making a comparative analysis of the results of project groups with those of non-project groups. Another suggestion is that whether or not individual learner characteristics, for instance, age, gender, learning style, personality traits have an influence on linguistic and/or non-linguistic improvement through project work may also be researched in future project studies.

Conclusion

The findings of the study have revealed that the goals of Main Course project work at Yıldız Technical University School of Foreign Languages Basic English Department were generally perceived to have been moderately achieved, signaling the existence of some learning gains and problems within the context of project work. These learning gains and problems were identified according to the students' and teachers' reports and suggestions were made for possible improvements.

The study has highlighted some major aspects of a sample project work experience in an EFL context, namely goals, benefits and problems. It is a fact that there are few studies conducted about project work in the literature and a great majority of them were made in ESL contexts. Therefore, insights from this study may prove useful in guiding the project work practices, especially those in EFL contexts. This may set the grounds for more effective implementations at project work and thus the linguistic and non-linguistic needs of the real beneficiaries, i.e., the students, could be met properly.

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APPENDICES

APPENDIX A

SAMPLE PROJECT MATERIALS OF YTU MAIN COURSE PROJECT WORK

LIST OF PROJECT TOPICS GIVEN TO A LEVEL CLASSES

Topic 1: Create Your Ideal Community

“If you were given the opportunity to create your own community, what would it be like?”

- There are three basic types of community Rural, Suburban and Urban. Use the dictionary to find a basic definition of each.
- Decide on what characteristics your community will have. You must decide the following things:
 1. What is your community type? (Rural, Suburban or Urban)
 2. What businesses will you have, if any?
 3. What laws/rules will be established?
 4. What types of jobs will you have?
 5. Where will the people live?
 6. What is the name of your community?
- Create a layout of your community and map out all of the important buildings (i.e. schools, businesses, houses etc.) and any landmarks (i.e. lakes, rivers etc.) Once the map has been created and colored .You must write a proposal explaining your decisions.

Topic 2: Paper or Plastic?

- Create an informative poster about recycling. This poster will be displayed in a grocery store to help shoppers make informed decisions to the question - 'Paper or Plastic?'
- Prepare a report answering these questions and decide paper or plastic?
 1. What advantages come from using paper bags instead of plastic bags?
 2. Can paper bags be reused? If so, how?
 3. Can paper bags be recycled? If so, how?
 4. How does the paper industry affect our trees and forests?
 5. What advantages come from using plastic bags instead of paper bags?
 6. Can plastic bags be reused? If so, how?

7. Can plastic bags be recycled? If so, how?
8. What are some major drawbacks for choosing and/or recycling paper/plastic?

- Include these in your report:
 - The best reason for using paper bags
 - The best reason not to use paper bags
 - The best reason for using plastic bags
 - The best reason not to use plastic bags
- Prepare a poster about your choice.

Topic 3: Party Time

- You decide to hold a dinner party and invite some of the major important people of the 17th century and get to know them better. You want your party to be a success.
1. In order to hold a successful dinner party in the 17th Century, you must first find out all you can about this period. Investigate this time period. Look for things like:
 - a. Major historical developments
 - b. Nations at war
 - c. Famous political figures
 - d. Famous scientists
 - e. Famous artists
 - f. Famous musicians
 - g. Cultural development in different countries
 - h. Clothing styles
 - i. Daily life (look at the common people as well as the noble)
 - j. Key aspects of the period
 - After your research plan your party. Some things to consider:
 - a. What to serve an appropriate menu must be chosen)
 - b. Background music? (if so, what kind?)
 - c. Clothes
 - d. Guest list (should include famous people from different aspects of history such as scientist, author, composer, artists, etc.)
 - e. Dinner conversation topics (what is happening at this time?)
 - Create party invitations, menu and your guest list.
- During your presentation assume identity of one of the guests and share your ideas with your classmates. What do you think about the party? (menu, people, clothes, etc..) With whom were you able to with? How did you find the invitation card, etc...

Topic 4: You Have the MONEY You Have the WILL

- After so many years with your hard work and discipline you have been able to save \$ 1.000.000. You would like to spend this money to your university from which you graduated. Now it is time to do some research.
 1. Research the problems of your university. Find them and think how could they be solved?
 2. How much money is needed?
 3. Decide how much money you would spend on where and give your reasons.
 4. Make a list from the most important to least important.
- Prepare a report to share your findings.

Topic 5: Life or Death?

- Your task will be to analyze the information provided on the Internet resources and decide if euthanasia is "compassion or murder". Select a role as a terminally ill patient, a family member or a doctor. Taking the perspective of the role selected, you will formulate a proposal and defend your position.
 1. Use the resources provided to familiarize yourself with the topic.
 2. Choose among the three roles below.
 - a. terminally ill patient
 - b. doctor
 - c. family member
 3. Conduct your Internet research. And assume your position based on the role selected.
 4. Discuss your opinion and reasons. And list all the arguments you can that support your position.

Topic 6: Capital Punishment

- What is capital punishment?
 1. What are alternatives to capital punishment?
 2. For what crimes were they given capital punishment?
 3. Do both genders get capital punishment equally?
 4. Are you for or against capital punishment?
- Write a 2-3 page letter to the governor defending your position on capital punishment.
- Write a 3 - 5 stanza poem describing the final scene (what you see, how you feel, what the convict is feeling, etc.) of the movie "*Green Mile*". You can take notes on the movie especially the final scene. Answer the following questions: (If you haven't watched it before, visit room 303)
 1. What did you see?
 2. What is the convict feeling at the end?
 3. How does he behave at the end?
 4. What was the mood?

5. How did you feel watching the final scene?
6. Did the movie change your position on capital punishment?

- Collect any other pertinent or interesting facts.
- Design a convincing poster that will convey your position about capital punishment.

Topic 7: Alternative Energy Sources

- What are alternative energy sources other than petrol?
 1. Compare the need of energy in the past and present.
 2. What is going to happen when there is no petrol left in the world?
 3. Which countries try to use different sources?
 4. How do the systems work?
 5. How do they manage to do that?
- Are there any areas in Turkey that uses alternative energy sources? What are they?
- If you were to use a different source which one would you prefer and why?

Topic 8: Cloning

- What is cloning?
 1. How is it done?
 2. In what areas can you use cloning?
 3. Is it right or wrong to clone people and animals?
 4. What can be the advantages and disadvantages of cloning?
 5. Which countries support cloning studies and which aren't?
- Research about what Turkish people think about cloning? (ask at least 20 people and some of them can be doctors.)
- You can write a report about your research results or show them on a scale or chart....

Topic 9: Gender Differences in Language

- Make a research and compare and contrast how men and women communicate in your culture. Make a chart showing the similarities and differences.
 1. Record a three – to – five minute English conversation from a television show or video.
 2. Transcribe it. Bring your transcription to class and read it aloud.
 3. Have your classmates guess whether the speakers are men or women. Ask them what factors influenced their decision.

Topic 10: Computer Security

- Find articles about computer privacy or computer crime.
1. Write a report on computer usage and security by answering these questions.
 2. What are the potentially dangerous effects of modern computer systems?
 3. What guidelines have some countries adopted to protect individual rights?

LIST OF PROJECT TOPICS GIVEN TO B LEVEL STUDENTS

Topic 1: Public Service Announcements

In many countries, television and radio stations broadcast short announcements about different subjects in order to educate the public. For example, one message might be 10 seconds long and say "If you drink, don't drive."

1. Try to create some public service announcements.
2. Choose a topic. (this could be about AIDS, smoking, drinking alcohol, traffic rules, etc)
3. Research about the dangers of that topic and write down the most important dangers of it as a list.
4. Now write down some announcements.
5. Write down your announcements from the mouth of some famous people and the announcements should be for parents, children, teens, women, men. You need to write at least 2 announcements for the above people.
6. Add some photos/pictures to the announcements.
7. Where would you advertise them? Why?

Ex: I'm __Jennifer Lopez_____. AIDS is not just a big city problem, it affects everyone. There are a lot of things you can do to make a difference. Learning the facts about HIV transmission and prevention means that you can protect yourself and the people you love. Together we can make a difference.

Topic 2: Living in a Dormitory

Many university students live in dormitories. Some of them are happy about it and some of them are not. Make a survey and find out why they are happy or not?

1. If you live in a dormitory, describe it.
2. If you don't live in a dormitory choose a dormitory and find some information about it. How many people stay there, what facilities it has, etc...
3. Prepare a questionnaire for 15 students. In your questionnaire ask about some questions to learn information like; with how many students they share their room, what the living conditions are, why they are happy or not happy living in there, etc.
4. Write a report about your findings.
5. If you live in a dormitory, include your opinions and feelings as well.
6. Add some pictures/ photos.
7. Make a chart showing the results.

Topic 3: Your Continent and Earthquake

1. Create a continent newspaper that includes information about your continent's geography, climate, and assigned natural disaster.
2. You will need to answer throughout your mission.
 - 1) Print and attach a map of your continent.
 - 2) In which hemisphere is the continent located?
 - 3) What is the approximate population of the continent?
 - 4) What are some of the effects that earthquake has upon the surrounding environments?
 - 5) How does earthquake affect living organisms?
 - 6) What future effects might earthquake have upon the environment?
 - 7) Can earthquake be prevented?
 - 8) How can humans prepare for an earthquake?
 - 9) What can be done after an earthquake to help life to return to normal for an area's inhabitants?
 - 10) How can others help when there are earthquakes in other regions?
 - 11) Are there organizations that help with relief efforts after earthquakes?
Identify at least one of these organizations.

Topic 4: Explorers

1. Explore the various journeys of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport.
2. Choose to research one of the explorers. Once you have gathered information, complete a graphic organizer.
3. The graphic organizer will compare and contrast the explorers' reasons for exploration and discoveries.
4. Make sure to trace each explorer's expedition on the map provided. Use different color pens.
5. Once you have completed the graphic organizer, chose one of the explorer's routes to the "New World".
6. Choose an explorer that had the most interesting journey.
7. Using what you have just learned write a diary describing the journey and the new land.

Explorer	Country sponsored	Reasons for Exploring	What was found	Accomp lishments	How long did it take?	What was the route

Topic 5: My Favorite Restaurant

- You are going to research the restaurants in your area and write reviews of the three most popular ones.
1. Visit the restaurants in your area. Look at their menus, decoration, etc..
 2. Interview with the owner and the customers.
 3. Add photos of them.
 4. Decide which one you like most. Clearly state why you like it. Why do you think they are popular?
 5. Give your reasons about why you don't like the others.
 6. In the light of your observations imagine and create your own restaurant. (menu, decoration, staff etc.)

Topic 6: Brochure

- You have got a foreign language course, for this, you need to prepare a brochure for your course...First of all, write the highlighted points in your brochure then prepare it.
1. Prepare a report containing your methods in language teaching.
 2. In order to increase the number of your students, create different campaigns from those of your rivals.
 3. Design new innovations to stimulate students to register your school.

Topic 7: Cities

1. Choose two cities. One from Turkey and One from another country.
2. Compare and describe the cities under the titles of weather, food, lifestyle, transport and cost of living.
3. Illustrate these titles by using suitable pictures and photographs and prepare a poster.
4. You can gather information through internet, tourist brochures and surveys.
5. Write a report about your findings and explain which one you like best giving your reasons.

Topic 8: Disappearing World

1. Make a research and choose at least 2 animals in danger.
2. Find information and pictures about these animals.
3. Describe your animals, explain why they are in danger and suggest ways of saving them from disappearing in your report.
4. Design a poster to save those animals from disappearing.
5. Point out the animals in danger in your country; explain why they are in danger and suggest at least three ways to save them.
6. Imagine and write a paragraph that expresses the feelings of one of the animals in danger.

Topic 9: Industry

1. Find out which industries are important in your country or region. (e.g.: coal, fish, textiles, nuclear energy...)
2. Find as much information about them as you can.
3. Make a map of your country or region and put symbols on the map to show the major industries.
4. In your report give descriptions (development) of each industry.
5. Compare two cities in terms of industrial development.

Topic 10: Physics and Mathematics

- You are a member of a group of researchers who are studying the history of contributions to BOTH mathematics and physics. You should research five different people from this list. Then, choose three of them and describe the specific contribution that each person made to both mathematics and physics. Finally, you will be making a presentation to your classmates on your findings.

Here is a list of possible Mathematicians and Physicists:

Galileo Galilei, Albert Einstein, Sofia Kovalevskaya, Johannes Kepler, Blaise Pascal, Sir Isaac Newton, Gottfried Wilhelm von Leibniz, Euclid, Pythagoras of Samos, John Napier

1. Search the resources listed.
2. Decide whether or not they made contributions to both math and physics.
3. Choose three people that are appropriate.
4. Write about their contributions. Complete a graphic organizer.
5. Make a chart to compare the contributions of them to their field.

SAMPLE GRAPHIC ORGANIZER

	Einstein	Galileo	Pascal	Euclid
math and physics				
Contributions				
contributions to their field.				

Topic 11: Famous People

Tarkan – Cem Yılmaz – Emre Belözoğlu – Gökhan Özoğuz – Zühal Olcay – Özlem Tekin

- You see the names of six people above. These people all have a different life styles and different jobs. They do not know each other. But life is full of surprises and tricks. You can come across with something that you never expected. What we expect from you is to write a story in which these peoples' lives intersect?

1. Your story should include answers for the following questions:
2. Who are they?
3. What do they do?
4. What kind of a lifestyle do they have?
5. How do they meet? ...etc.

Topic 12: Story

- As the sun rises, there was nothing but a man lying on the desert sand. The man was the starting point of a new life for the others.

Here is the final sentences of your story. Use your imagination. You have to make up your own story by using this conclusion. It may even be true.

1. Give information about your characters.
2. Setting, neighborhood.
3. You may enrich the story by adding some photos or pictures.

Topic 13: Eating Habits

- Compare the eating habits of Turkish people with that of another nation, e.g. the Japanese or two regions in Turkey.
1. Compare the regions or the countries in terms of cuisine, e.g. the Black Sea and Aegean Sea region.
 2. Find out the similarities and differences.
 3. Find out the reasons for these similarities and differences.
 4. Ask 10 people. Which one would they prefer? Why?

Topic 14: World's Hunger Situation

- Give a general outline about hunger in the world and in our country.
1. What are the reasons for world's hunger situation?
 2. Which countries are suffering from hunger?
 3. Are there any organizations to deal with this problem?
 4. How do they work?
 5. What can be done to prevent hunger? (individually and as a country)
- Write three projects to help to prevent hunger.
 - Explain how you came up with the idea and how it would work

Topic 15: English through Art Project

- Choose THREE pieces of art. Find large copies of the full paintings using art books or Internet. Add the year in which the painting was painted and where the original painting can be found today.

Include ALL the following in this order

1. Names, artists, dates and locations of 3 pieces of art you chose.
2. Descriptions in detail of 2 of the paintings you chose. (done individually)
3. Your personal reaction to the painting.
4. A short biography (research) of the artist.
5. Discussion of the art movement/s your painting represents. (research)
6. Discussion of your painting in relation to the art movement/s. (individually)

Topic 16: Community Design Project

- Describe what the community where you grew up looks like.
 1. Describe the neighborhood you live in now.
 2. Describe your ideal community.
 3. Describe what the people who would live in your community could do.
 4. Write a dialogue between a customer and a store clerk.
 5. Make a model or a picture of your community.
 6. Write a general description of how to make the model or picture (materials, actions, process.)
 7. Describe how you made specific parts of the model or poster.
- Describe some problems you had and how you solved them.

Topic 17: Animals and Conservation

- Choose one of the themes below for your story
 - a. a wild animal in captivity
 - b. a cat / dog in a big city
 - c. a Saint-Bernard / Husky /Sivas Kangal dog living in a very hot town like Antalya
 - d. a dolphin / whale which ends up its life by committing suicide
- First, describe the animals you chose; habits, habitats etc.
- The story must be in first person narration (as if you were that animal telling about your daily life).
- The story must tell only one day of the selected animal.

- Guideline Questions for the story
1. How is your daily routine?
 2. Would you rather live in another place under different circumstances? If so, tell about that place.
 3. What are your complaints about human beings or other animals?

Topic 18: Ethics 'Do the right thing'

- Ethics usually tell us what is right and wrong. Ethics are the rules we live by.
 - Ask at least 15 people the questions below:
1. How do you decide what is right and wrong?
 2. Religious teachings? Personal feelings? The law? Family beliefs? Something else?
 3. Read the story below. Is lying in this situation is right or wrong? Explain why;
 - a woman is dying. She has 10.000 dollars in the bank, but she has no family. The woman tells a friend to spend all her money on a very expensive funeral. She tells him to buy a lot of flowers and an expensive coffin. The friend thinks this is a waste of money. He decides to use some of the money for a simple funeral, and give the most of it to a school for homeless children. However, he tells the woman that he will spend all the money on the funeral.
 4. Ask if they can give any examples like this.
 - Find a current newspaper or magazine article about an ethical decision. For example, a leader must decide whether to go to war, or a business owner must decide whether to close a factory. Find out as much information as you can about the situation. Prepare a short report. Describe the ethical problem. Explain what you think the person should do (or should have done) and why.

Topic 19: Your Country and Earthquake

- Create a country newspaper that includes information about your country's geography, climate, and assigned natural disaster.
 - You will need to answer throughout your mission.
- Print and attach a map of your country.
1. In which hemisphere is the country located?
 2. What is the approximate population of the country?
 3. What are some of the effects that earthquake has upon the surrounding environments?
 4. How does earthquake affect living organisms?
 5. What future effects might earthquake have upon the environment?
 6. Can earthquake be prevented?
 7. How can humans prepare for an earthquake?
 8. What can be done after an earthquake to help life to return to normal for an area's inhabitants?
 9. How can others help when there are earthquakes in other regions?
 10. Are there organizations that help with relief efforts after earthquakes? Identify at least one of these organizations.

Topic 20: Architecture

- As you know there was a meeting in which architectures from different countries attended. This meeting's aim was to have different projects for the sake of Istanbul to make it a better place.
Now we want to hear and see your projects.

1. How do you think we can make this city a better place both for the citizens and the tourists?
2. What are the priorities? What are the problems and what are your suggestions?

Write a report giving at least three solutions for the questions above.

- Please create new ideas for this city. All ideas are acceptable. For your ideal Istanbul you can bring pictures, drawings or whatever you like.

APPENDIX B

STUDENT OPEN-ENDED QUESTIONNAIRE

Dear Students,

This questionnaire has been developed to receive your assessments about the Coursebook project work that you carried out in the first term of the academic year 2005 – 2006 and make project work assignments more effective. The data collected by the questionnaire will be used in an MA thesis about Project Work done within the framework of Bilkent University MA TEFL (Teaching English As a Foreign Language) Program.

The questionnaire has two parts. In this first part please state your sincere thoughts **without skipping any items.**

Please do not write your name on the questionnaire. This is not an exam. Your responses will certainly have no effect on your course grades.

The responses you give to the questionnaire will be kept as confidential information, will not be revealed to the third parties and will be evaluated in general terms.

If you would like to get detailed information about this study and its results, you can send an e-mail to kemalo@bilkent.edu.tr. Thank you in advance for your kind cooperation.

ELİF KEMALOĞLU
(2006)
MATEFL Program
Bilkent University, ANKARA

A) Please state TWO IMPORTANT THINGS YOU LEARNED FROM THE COURSEBOOK PROJECT WORK you did in the last term.

1. _____

2. _____

B) Please state one or two problems which you experienced in doing the Coursebook project work in the last term and which you deem to be important **as well as your suggested solutions** for it/them. You can also use the back part of the page.

➤ **THE FIRST PROBLEM WHICH I DEEM TO BE IMPORTANT:**

How can/could this problem be solved? Please suggest your solution.

✓ **THE SOLUTION I SUGGEST FOR THE FIRST PROBLEM:**

➤ **THE SECOND PROBLEM WHICH I DEEM TO BE IMPORTANT:**

How can/could this problem be solved? Please suggest your solution.

➤ **THE SOLUTION I SUGGEST FOR THE SECOND PROBLEM:**

Thank you. The first part of the questionnaire is over. Please submit this questionnaire to Elif Kemaloğlu.

APPENDIX C

AÇIK UÇLU ÖĞRENCİ ANKETİ

Sevgili Öğrenciler,

Bu anket 2005-2006 öğretim yılı birinci döneminde Coursebook dersi çerçevesinde yaptığımız proje çalışmasına ilişkin değerlendirmelerinizi almak ve uygulanan proje çalışmalarını daha etkin hale getirmek amacıyla hazırlanmıştır. Anketten elde edilen bilgiler Bilkent Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı çerçevesinde gerçekleştirilen Proje Çalışmaları konulu bir yüksek lisans tezinde kullanılacaktır.

Anket iki aşamalı olarak gerçekleştirilecektir. Sizlere dağıttığım bu birinci bölümde lütfen **hiçbir maddeyi atlamadan** samimi görüşlerinizi iletiniz.

Lütfen verilen anketlere isim yazmayınız. Bu bir sınav değildir. Vereceğiniz yanıtlar ders notlarınızı kesinlikle etkilemeyecektir.

Ankete verdiğiniz yanıtlar tamamen gizli tutulacak, hiçbir şekilde üçüncü kişilere açıklanmayacak ve genel olarak değerlendirilecektir.

Bu araştırma ve sonuçları ile ilgili ayrıntılı bilgi edinmek isterseniz kemalo@bilkent.edu.tr adresine e-posta gönderebilirsiniz. Yardımlarınız için şimdiden çok teşekkür ederim.

ELİF KEMALOĞLU
(2006)
MATEFL Programı
Bilkent Üniversitesi, ANKARA

A) Lütfen geçen dönem Coursebook dersinde yaptığınız proje çalışmasından **ÖĞRENDİĞİNİZ İKİ ÖNEMLİ ŞEYİ** yazınız.

1. _____

2. _____

B) Lütfen geçen dönem Coursebook dersinde yaptığınız **PROJE ÇALIŞMASINDA** karşılaştığınız ve çözülmesini öncelikli gördüğünüz **BİR YA DA İKİ SORUNU, ÇÖZÜM ÖNERİNİZLE BİRLİKTE** aşağıda verilen yerlere yazınız. Verilen yerler dışında arka sayfayı da kullanabilirsiniz.

➤ **ÖNCELİKLİ GÖRDÜĞÜM BİRİNCİ SORUN:**

Bu sorun nasıl çözülebilir/di? Lütfen çözüm önerinizi yazınız.

✓ **BELİRTTİĞİM BİRİNCİ SORUNA İLİŞKİN ÇÖZÜM ÖNERİM:**

➤ **ÖNCELİKLİ GÖRDÜĞÜM İKİNCİ SORUN**

Bu sorun nasıl çözülebilir/di? Lütfen çözüm önerinizi yazınız.

➤ **BELİRTTİĞİM İKİNCİ SORUNA YÖNELİK ÇÖZÜM ÖNERİM:**

Teşekkür ederim. Anketin birinci bölümü bitmiştir. Lütfen anketinizi Elif Kemaloğlu'na iletiniz.

APPENDIX D

TEACHER OPEN-ENDED QUESTIONNAIRE

Dear Colleague,

This questionnaire has been developed to receive your assessments about the Coursebook project work that was carried out in the first term of the academic year 2005 – 2006 and make project work assignments more effective. The data collected by the questionnaire will be used in an MA thesis about Project Work done within the framework of Bilkent University MA TEFL (Teaching English As a Foreign Language) Program.

The questionnaire has two parts. In this first part please state your sincere thoughts **without skipping any items.**

Please do not write your name on the questionnaire. The responses you give to the questionnaire will be kept as confidential information, will not be revealed to the third parties and will be evaluated in general terms.

If you would like to get detailed information about this study and its results, you can send an e-mail to kemalo@bilkent.edu.tr. Thank you in advance for your kind cooperation.

ELİF KEMALOĞLU
(2006)
MATEFL Program
Bilkent University, ANKARA

A) Please state TWO IMPORTANT THINGS YOU BELIEVE YOUR STUDENTS LEARNED FROM THE COURSEBOOK PROJECT WORK you did in the last term.

1. _____

2. _____

B) Please state one or two problems which you experienced in doing the Coursebook project work in the last term and which you deem to be important as well as your suggested solutions for it/them. You can also use the back part of the page.

➤ **THE FIRST PROBLEM WHICH I DEEM TO BE IMPORTANT:**

How can/could this problem be solved? Please suggest your solution.

✓ **THE SOLUTION I SUGGEST FOR THE FIRST PROBLEM:**

➤ **THE SECOND PROBLEM WHICH I DEEM TO BE IMPORTANT:**

How can/could this problem be solved? Please suggest your solution.

➤ **THE SOLUTION I SUGGEST FOR THE SECOND PROBLEM:**

Thank you. The first part of the questionnaire is over. Please submit this questionnaire to Elif Kemaloğlu.

APPENDIX E

AÇIK UÇLU ÖĞRETMEN ANKETİ

Sevgili Meslektaşım,

Bu anket 2005-2006 öğretim yılı birinci döneminde Coursebook dersi çerçevesinde yapılan proje çalışmasına ilişkin değerlendirmelerinizi almak ve uygulanan proje çalışmalarını daha etkin hale getirmek amacıyla hazırlanmıştır. Anketten elde edilen bilgiler Bilkent Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programı çerçevesinde gerçekleştirilen Proje Çalışmaları konulu bir yüksek lisans tezinde kullanılacaktır.

Anket iki aşamalı olarak gerçekleştirilecektir. Size verdiğim bu birinci bölümde lütfen **hiçbir maddeyi atlamadan** samimi görüşlerinizi iletiniz.

Lütfen verilen anketlere isim yazmayınız. Ankete verdiğiniz yanıtlar tamamen gizli tutulacak, hiçbir şekilde üçüncü kişilere açıklanmayacak ve genel olarak değerlendirilecektir.

Bu araştırma ve sonuçları ile ilgili ayrıntılı bilgi edinmek isterseniz kemalo@bilkent.edu.tr adresine e-posta gönderebilirsiniz. Yardımlarınız için şimdiden çok teşekkür ederim.

ELİF KEMALOĞLU
(2006)
MATEFL Programı
Bilkent Üniversitesi, ANKARA

A) Lütfen geçen dönem Coursebook dersinde yürüttüğünüz proje çalışmasından **ÖĞRENCİLERİNİZİN ÖĞRENDİĞİNE İNANDIĞINIZ İKİ ÖNEMLİ ŞEYİ** yazınız.

1. _____

2. _____

B) Lütfen geçen dönem Coursebook dersinde yürüttüğünüz **PROJE ÇALIŞMASINDA** karşılaştığınız ve çözülmesini öncelikli gördüğünüz **BİR YA DA İKİ SORUNU, ÇÖZÜM ÖNERİNİZLE BİRLİKTE** aşağıda verilen yerlere yazınız. Verilen yerler dışında arka sayfayı da kullanabilirsiniz.

➤ **ÖNCELİKLİ GÖRDÜĞÜM BİRİNCİ SORUN:**

Bu sorun nasıl çözülebilir/di? Lütfen çözüm önerinizi yazınız.

✓ **BELİRTTİĞİM BİRİNCİ SORUNA İLİŞKİN ÇÖZÜM ÖNERİM:**

➤ **ÖNCELİKLİ GÖRDÜĞÜM İKİNCİ SORUN**

Bu sorun nasıl çözülebilir/di? Lütfen çözüm önerinizi yazınız.

✓ **BELİRTTİĞİM İKİNCİ SORUNA YÖNELİK ÇÖZÜM ÖNERİM:**

Teşekkür ederim. Anketin birinci bölümü bitmiştir. Lütfen anketinizi Elif Kemaloğlu'na iletiniz.

APPENDIX F

CLOSED-ENDED QUESTIONNAIRE

Dear Students,

In this **second part** of the questionnaire, there are statements about the Coursebook project work that you did in the last term. Please state to what extent you agree with the statements by circling the suitable number. In order that the study can be carried out in a sound way, please mark **only one item** in each statement.

The given statements have no right or wrong answers. For this reason while doing the questionnaire **think about what you actually did**, not what is required from you **and mark the item that reflects this in the best way.**

Please do not write your name in the questionnaire and in order that the study can be carried out in a sound way, please state your sincere thoughts **without skipping any items.**

Thank you in advance for your kind cooperation.

ELİF KEMALOĞLU

(2006)

MATEFL Programı

Bilkent Üniversitesi, ANKARA

kemalo@bilkent.edu.tr

A) What is your **LEVEL OF ENGLISH**? Please put a tick (✓) near the suitable box.

A LEVEL	
B LEVEL	

B) What was **THE COURSEBOOK PROJECT TOPIC YOU CHOSE IN THE LAST TERM?**

Please put a tick (✓) near the subject you chose from among the following.

A LEVEL PROJECT TOPICS	PLEASE MARK THE TOPIC YOU CHOSE.	B LEVEL PROJECT TOPICS	PLEASE MARK THE TOPIC YOU CHOSE.
1. Create Your Ideal Community		1. Public Service Announcements	
		2. Living in a Dormitory	
2. Paper or Plastic?		3. Your Continent and the Earthquake	
		4. Explorers	
3. Party Time		5. My Favorite Restaurant	
		6. Brochure	
4. You Have the Money or You Have the Will		7. Cities	
		8. Disappearing World	
5. Life or Death ?		9. Industry	
		10. Physics and Mathematics	
6. Capital Punishment		11. Famous People	
		12. Story	
7. Alternative Energy Sources		13. Eating Habits	
		14. World's Hunger Situation	
8. Cloning		15. English Through Art Project	
		16. Community Design Project	
9. Gender Differences in Language		17. Animals and Conservation	
		18. Ethics "Do the right thing"	
10. Computer Security		19. Your Country and Earthquake	
		20. Architecture	

C) Below are statements about the project work you did in the Coursebook Course.

- Each statement begins with “**In the Coursebook Project Work ...**”
- Please show to what extent you agree to these items **BY CIRCLING THE SUITABLE NUMBER**. Please **MARK ONLY ONE ITEM** in each statement.
- The meanings of the given numbers are as follows:
 - 1: I strongly disagree.
 - 2: I disagree.
 - 3: I partially agree.
 - 4: I agree.
 - 5: I strongly agree.

IN THE COURSEBOOK PROJECT WORK	I strongly disagree.	I disagree.	I partially agree.	I agree.	I strongly agree.
1. I acquired knowledge about a given subject.	1	2	3	4	5
2. I liked the subject I worked on.	1	2	3	4	5
3. I improved my reading skills.	1	2	3	4	5
4. I improved my writing skills.	1	2	3	4	5
5. I improved my speaking skills.	1	2	3	4	5
6. I improved my listening skills.	1	2	3	4	5
7. I used different language skills (reading, writing, listening, speaking) together.	1	2	3	4	5
8. I improved my oral presentation skills.	1	2	3	4	5
9. I learned new words about a given subject.	1	2	3	4	5
10. I learnt how to use the words in the right way.	1	2	3	4	5
11. I improved my ability to translate from Turkish to English.	1	2	3	4	5
12. I used the grammar rules I learned.	1	2	3	4	5
13. I improved my grammar knowledge.	1	2	3	4	5

IN THE PROJECT WORK I DID IN THE COURSEBOOK COURSE,	I strongly disagree.	I disagree.	I partially agree.	I agree.	I strongly agree.
14. I used the internet for research.	1	2	3	4	5
15. I used the sources other than the internet (library, books, magazines, encyclopedias, films, TV programs etc.) for research.	1	2	3	4	5
16. I analyzed the given subject under relevant titles.	1	2	3	4	5
17. I combined the data I collected in a coherent way.	1	2	3	4	5
18. I used my creativity.	1	2	3	4	5
19. I related my personal thoughts and experiences to the study I conducted.	1	2	3	4	5
20. I rewrote the expressions of the others with my own words.	1	2	3	4	5
21. I stated my own thoughts about the given subject.	1	2	3	4	5
22. I supported what I had written by creating visual materials such as brochure, poster, model et cetera.	1	2	3	4	5
23. I enjoyed dealing with English.	1	2	3	4	5
24. My self-confidence about English was enhanced.	1	2	3	4	5
25. My feeling of responsibility was enhanced.	1	2	3	4	5
26. I improved the ability to make decisions myself.	1	2	3	4	5
27. I used the given time effectively.					
28. I submitted my assignments on time.	1	2	3	4	5
29. I learnt how to use the “Word” program.	1	2	3	4	5
30. I got the needed instructions from my teacher.	1	2	3	4	5
31. I learnt my teacher’s comments about the things I did.	1	2	3	4	5
32. I did my assignments with care.					

33. Did you apply questionnaires while collecting data during project work? Please put a tick near the suitable reply.

YES		(If your answer is YES, please continue with the 35 th item.)
NO		(If your answer is NO, please pass to the 34 th item.)

34. In which language did you apply the questionnaire?

A) English	
B) Turkish	
C) I used both of the languages.	

35. Did you conduct interviews while collecting data during project work? Please put a tick near the suitable reply.

YES		(If your answer is YES, please continue with the 36 th item.)
NO		(If your answer is NO, your questionnaire is over. Thank you very much for participating in the research. Please submit the questionnaire to Elif Kemaloğlu.)

36. In which language did you conduct the interviews?

A) English	
B) Turkish	
C) I used both of the languages.	

The questionnaire is over. Thank you very much for your participating in the research. Please submit the questionnaire to Elif Kemaloğlu.

APPENDIX G

KAPALI UÇLU ANKET

Sevgili Öğrenciler,

Anketin bu ikinci bölümünde geçen dönem Coursebook dersinde yaptığınız proje çalışmasıyla ilgili ifadeler bulunmaktadır. Bu ifadelere ne ölçüde katıldığınızı lütfen size uygun numarayı yuvarlak içine alarak gösteriniz. Araştırmanın sağlıklı bir biçimde yürütülebilmesi için lütfen her bir maddede **tek bir seçeneği işaretleyiniz.**

Verilen ifadelerin **doğru ya da yanlış cevabı yoktur.** Bu nedenle anketi yaparken yapmış olmanız gerekenleri değil, **gerçekte ne yapmış olduğunuzu düşününüz ve bunu doğru şekilde yansıtan seçeneği işaretleyiniz.**

Ankete isminizi yazmayınız ve araştırmanın sağlıklı bir şekilde yürütülebilmesi için lütfen **hiçbir maddeyi atlamadan samimi görüşlerinizi iletiniz.**

Yardımlarınız için şimdiden çok teşekkür ederim.

ELİF KEMALOĞLU

(2006)

MATEFL Programı

Bilkent Üniversitesi, ANKARA

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A) **HANGİ KUR**da öğrenim görüyorsunuz ? Lütfen size uygun olan kutunun yanına ✓ işareti koyunuz.

A KURU	
B KURU	

B) **GEÇEN DÖNEM YAPTIĞINIZ COURSEBOOK PROJESİNİN KONUSU** neydi?

Lütfen aşağıda verilen konular arasında seçtiğiniz konunun yanına ✓ işareti koyunuz.

A KURU PROJE KONULARI	LÜTFEN SEÇTİĞİNİZ KONUYU İŞARETLEYİNİZ.	B KURU PROJE KONULARI	LÜTFEN SEÇTİĞİNİZ KONUYU İŞARETLEYİNİZ.
1. Create Your Ideal Community		1. Public Service Announcements	
2. Paper or Plastic?		2. Living in a Dormitory	
3. Party Time		3. Your Continent and the Earthquake	
4. You Have the Money or You Have the Will		4. Explorers	
5. Life or Death ?		5. My Favorite Restaurant	
6. Capital Punishment		6. Brochure	
7. Alternative Energy Sources		7. Cities	
8. Cloning		8. Disappearing World	
9. Gender Differences in Language		9. Industry	
10. Computer Security		10. Physics and Mathematics	
		11. Famous People	
		12. Story	
		13. Eating Habits	
		14. World's Hunger Situation	
		15. English Through Art Project	
		16. Community Design Project	
		17. Animals and Conservation	
		18. Ethics "Do the right thing"	
		19. Your Country and Earthquake	
		20. Architecture	

C) Aşağıda geçen dönemde Coursebook dersinde yaptığınız proje çalışması ile ifadeler yer almaktadır. Her bir ifade “**Coursebook dersinde yaptığım proje çalışmasında.....**” diye başlamaktadır.

- Bu ifadelere ne ölçüde katıldığınızı lütfen **UYGUN SAYIYI YUVARLAK İÇİNE ALARAK** gösteriniz. Lütfen her bir maddede **TEK BİR SEÇENEĞİ İŞARETLEYİNİZ.**
- Verilen sayıların anlamları şunlardır:
 - 1: Kesinlikle katılmıyorum.
 - 2: Katılmıyorum.
 - 3: Kısmen katılıyorum.
 - 4: Katılıyorum.
 - 5: Kesinlikle katılıyorum.

	Kesinlikle katılmıyorum.	Katılmıyorum.	Kısmen katılıyorum.	Katılıyorum.	Kesinlikle katılıyorum.
COURSEBOOK DERSİNDE YAPTIĞIM PROJE ÇALIŞMASINDA,					
1. Belirli bir konuda bilgi sahibi oldum.	1	2	3	4	5
2. Üzerinde çalıştığım konuyu sevdim.	1	2	3	4	5
3. Okuma becerilerimi geliştirdim.	1	2	3	4	5
4. Yazma becerilerimi geliştirdim.	1	2	3	4	5
5. Konuşma becerilerimi geliştirdim.	1	2	3	4	5
6. Dinleme becerilerimi geliştirdim.	1	2	3	4	5
7. Farklı dil becerilerini (okuma, yazma, dinleme, konuşma) birarada kullandım.	1	2	3	4	5
8. Sunum yapma becerilerimi geliştirdim.	1	2	3	4	5
9. Belirli bir konuyla ilgili yeni sözcükler öğrendim.	1	2	3	4	5
10. Sözcüklerin doğru şekilde nasıl kullanılacağını öğrendim.	1	2	3	4	5
11. Türkçeden İngilizceye çeviri yapma becerimi geliştirdim.	1	2	3	4	5
12. Öğrendiğim gramer kurallarını kullandım.	1	2	3	4	5
13. Gramer bilgimi arttırdım.	1	2	3	4	5

COURSEBOOK DERSİNDE YAPTIĞIM PROJE ÇALIŞMASINDA,	Kesinlikle katılmıyorum.	Katılmıyorum.	Kısmen katılıyorum	Katılıyorum.	Kesinlikle katılıyorum.
14. Araştırma için internetten yararlandım.	1	2	3	4	5
15. Araştırma için internet dışı kaynaklardan (kütüphane, kitap, dergi, ansiklopedi, film, TV programı vb.) yararlandım.	1	2	3	4	5
16. Verilen konuyu uygun başlıklar altında inceledim.	1	2	3	4	5
17. Topladığım verileri birbirleriyle uyumlu bir şekilde birleştirmeyi öğrendim.	1	2	3	4	5
18. Yaratıcılığımı kullandım.	1	2	3	4	5
19. Kendi bilgi ve deneyimlerimi yaptığım çalışmayla ilişkilendirdim.	1	2	3	4	5
20. Başkalarının ifadelerini kendi ifadelerimle yeniden yazdım.	1	2	3	4	5
21. Verilen konuyla ilgili kendi düşüncelerimi ortaya koydum.	1	2	3	4	5
22. Broşür, poster, maket gibi görsel materyaller hazırlayarak yazdıklarımı destekledim.	1	2	3	4	5
23. İngilizceyle uğraşmaktan zevk aldım.	1	2	3	4	5
24. İngilizce konusunda kendime olan güvenim arttı.	1	2	3	4	5
25. Sorumluluk bilincim arttı.	1	2	3	4	5
26. Kendi kendime karar alma becerimi geliştirdim.	1	2	3	4	5
27. Verilen zamanı etkin bir şekilde kullandım.	1	2	3	4	5
28. Ödevlerimi zamanında teslim ettim.	1	2	3	4	5
29. “Word” programını kullanmayı öğrendim.	1	2	3	4	5
30. Öğretmenimden ne yapmam gerektiği ile ilgili açıklamaları aldım.	1	2	3	4	5
31. Öğretmenimin yaptıklarımla ilgili yorumlarını öğrendim.	1	2	3	4	5
32. Ödevlerimi özenli bir şekilde yaptım.	1	2	3	4	5

33. Proje çalışmasında veri toplarken anket uygulaması yaptınız mı? Lütfen uygun seçeneğin yanına ✓ işareti koyunuz.

EVET		(EVET'i işaretlediyseniz 35. maddeden devam ediniz.)
HAYIR		(HAYIR'ı işaretlediyseniz lütfen 34. maddeye geçiniz.)

34. Anketi hangi dilde gerçekleştirdiniz?

A) İngilizce	
B) Türkçe	
C) Her iki dili de kullandım.	

35. Proje çalışmasında veri toplarken başkalarıyla mülakat yaptınız mı? Lütfen uygun seçeneğin yanına ✓ işareti koyunuz.

EVET		(EVET'i işaretlediyseniz 36. maddeden devam ediniz.)
HAYIR		(HAYIR'ı işaretlediyseniz anketiniz bitmiştir. Araştırmaya olan katkılarınız için çok teşekkür ederim. Lütfen anketi Elif Kemaloğlu'na teslim ediniz.)

36. Mülakatı hangi dilde gerçekleştirdiniz?

A) İngilizce	
B) Türkçe	
C) Her iki dili de kullandım.	

Anketiniz bitmiştir. Araştırmaya olan katkılarınız için çok teşekkür ederim.

Lütfen anketi Elif Kemaloğlu'na teslim ediniz.

APPENDIX H

QUESTIONS STRUCTURED FOR THE INTERVIEWS WITH THE PROJECT CORDINATORS AND THE DEPARTMENT HEAD

1. Last year project work was launched into the curriculum of YTU School of Foreign Languages Basic English Department. Why do you think such a decision was taken?
2. What do you expect the students to gain from Main Course project work?
 - 2.1. What are the goals of Main course project work in terms of linguistic improvement?
What are the non-linguistic goals of Main course project work?
3. How do you apply Main Course project work? What are the steps?
4. Are there differences between the goals and the content of the projects implemented at different proficiency levels? If there are what are these differences?
5. I have made a list of the goals that Main Course project work might assume. Can we check them? Do they accord with the practice in your opinion? If not, what are your suggestions about possible modifications?

APPENDIX I

QUESTIONS STRUCTURED FOR THE INTERVIEWS WITH THE STUDENTS

1. What specific things do you think you have learnt from project work?
2. In what areas of English was project work most helpful for you?
3. What particular problems, if any, did you experience while doing project work? How do you think they can be settled?

If the problems found as a result of the questionnaire analysis are not mentioned these questions will be asked:

- 3 a) Were you satisfied with the given topics? If not, what are your suggestions for the topic problem?
 - 3 b) Did you get adequate support from your teacher? Did s/he tell you what to do clearly? Were you satisfied with his/her comments on what you had done?
 - 3 c) Did you have difficulty in finding the sources?
 - 3 d) Did you have difficulty in writing/paraphrasing/translation?
 - 3 e) Was the given time enough for you?
 - 3 f) Did you have problems in accessing or using the computer for project work?
 - 3 g) Did you have problems about oral presentation?
4. Do you think project work should continue at your school?

APPENDIX J

QUESTIONS STRUCTURED FOR THE INTERVIEWS WITH THE TEACHERS

1. What specific things do you think your students learnt from project work in general?
2. In what areas of English was project work most helpful for your students?
3. Did you experience any problems in implementing project work? Did your students have any problems while doing project work? What are they? How do you think they can be settled?
4. I am going to show you the project topics. In your opinion which topics were liked by your students and which topics were disliked by them?
 - 4 a) What may be the reasons for their negative attitudes towards (this) topic?
 - 4 b) What do you think can be done about the topics that were not liked by your students?
5. How did you apply project work in your class? Can you tell me what you did in the steps?
6. Inadequate support was stated as a problem by some students. What do you think the reasons of that can be?
7. Do you think project work should continue at your school?