

# Investigating EFL learners' attitudes towards using project-based learning as a means of promoting their autonomous learning.

Dr. Nada Jabbar Abbas

University of Salahaddin-kurdistan/Iraq

## Abstract

One of the main goals of EFL teachers is to help the students to be autonomous learners so that they will be able to learn by themselves. William & Burden (1997) define an autonomous learner as "the one who is equipped with the appropriate skills and strategies to learn a language in a self-instructed way". It is said that project-based learning (PBL) is worth investigating as it motivates students' learning autonomy (William & Burden, 1997:p147). In the current research project-based learning was used on a sample of 83 male/female College students which are divided into two groups of the 3<sup>rd</sup> stage in College of Education /Dept. of English /University of Salahaddin.-Iraq for the teaching year 2012-2013.

The study attempts to investigate the student's attitudes towards this new method of learning as it was used for the first time in this course. By the end of the academic year 2012-2013 the researcher distributed a 5-likart scale questionnaire on the 3<sup>rd</sup> stage college students to investigate their point of views towards this method of language learning so as to help other language teachers to conduct more researches in the field of PBL leaning for the sake of developing student autonomous language learning.

### 1. 1.The Problem of the Study.

Unlike the traditional teacher-centered classes where the teacher is the corner stone of the whole process of EFL learning, student-centered class is the class in which students do not mainly depend on the teacher as the only sources of the information supply, they do not wait for the instruction, words of approval, correction, advice, they do not ignore each other but they face each other and communicate through learning tasks which are assigned by the teacher as a facilitator of language learning .In this case students will value each other contributions in learning projects , the emphasis in students' autonomous classes is on their pair or group working rather than depending on the teacher while he is lecturing most of the time period of the learning task. The teacher's role in autonomous learning is a learning facilitator rather than instructor (see Jones,

2007:3) thus, to foster autonomy there is a need to adopt a non-traditional teaching style which is described as the facilitating style in a student-centered class. The teacher as a facilitator leads learners to discover and create their own meanings about the world through the assigned learning projects to gain meaningful learning skills which last longer in their minds according to Ausubel assimilation theory of learning (Ausubel,1968:13). Project-Based Learning is an individual or group activity which can be after a period of time resulting in a product, presentation, or performance which cannot be forgotten easily. Project based learning (PBL) is that type of learning which helps students to talk more, share their ideas as one group of the project ,learn from one another, students feel more confident in exchanging attitudes and suggestion , they use English in meaningful and realistic situations, and above all they will enjoy the whole process. In deciding the problem of this study the researcher depended on the previous researches in the field of project-based learning which necessitate he need for further studies she also used similar procedures of the research as they are used in this study to guarantee good rate of validity and reliability . The researcher depended on her experience of teaching for more than 15 years in investigating students' opinions of PBL learning. Therefore, the researcher intended to conduct this study to investigate the students' attitudes towards PBL technique of teaching.

### **1.2. Aims of the study**

The present study aims at investigating EFL learners' attitudes towards using project work as a means of promoting their autonomous learning for better English Language Learning in a student- centered class.

### **1.3. Questions of the Study**

Based on the above mentioned aim, the research will try to answer the following questions:

- 1- What are the learners' points of views about PBL?
- 2 – What learning difficulties students face when sharing new knowledge across project-work?
- 3- Do EFL learners believe that using project work promotes their autonomous learning in comparison with the classical methods of learning?

### **1.4. Limits of the Study**

The current researchers' investigation to be undertaken here is limited to:

- 1- Department of English at College of Education /Salahaddin University- Howler
- 2- 60 students from the third academic stage during the academic year 2012-2013.

- 3- The project-based course is called Student-centered classroom.
- 4- The course book which is taught is titled Student-Centered Classroom by Leo Jones(2007)
- 5- The 6 chapters of the book were distributed on 6 groups in each section

**Key Words:**

**Project-based learning PBL** –the main idea of project-based learning is that engaging students in real-world problems to attract their attention interest and encourage creative thinking as the students apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to design questions and language tasks (Bucket., 2007:3).

**Students learning autonomy**-it is that type of learning by which students are working together in English, they talk more, Share their ideas, learn from each other, they feel more secure and less anxious, Use English in a meaningful, realistic way and enjoy using English to communicate(Jones, Leo,2007:3).

**Student-centered classroom:** A student-centered classroom isn't a place where the students decide what they want to learn and what they want to do. It's also a place where we encourage students to participate in the learning process all the time. The teacher (and the textbook) help to guide the students, manage their activities, and direct their learning. (ibid:4)

## **2. Theoretical Background**

The word autonomy, (means law in Greek), started to be used in the field of language learning by the beginning of the 1970"s although the word autonomy has been long used in other fields such as Philosophy, Religion, and Medicine. Benson (2001) as cited in Galileo affirmed the importance of autonomy saying "You cannot teach a man anything unless he finds it by himself." The idea of autonomy was first used as an idea of personal autonomy in contemporary western political philosophy (p. 23). Then this word was first used in language learning along with the establishment of the Centre de Recherche d" Applications en language (CRAPEL) , (i.e. Center for research and applications in Language Teaching : University of Nancy-France) in the early 1970"s which was dealt with adult education .

### **2.1. Definition of Autonomy**

Autonomy is for the most definitions regarded as the capacity to control one's own learning. Nunan (2000) states, that, autonomous learners are able to determine all the directions of their learning and actively manage the learning process, exercise, and freely select related learning resources and activities.

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Autonomy often goes under several different names, such as self-regulatory learning, self-directed learning, the learner-centered approach and independent learning. With such confusing definitions, autonomy is so complex that there are various interpretations depending on how autonomy is defined. Leo (2007) defines learning g autonomy as the students ability to work alone, in pairs or in groups ,preparing ideas or writing notes before start discussing a topic, their ability to do their assignments, grammar, vocabulary exercises alone , reading and writing to one another without depending mainly of the teacher and they will be able to interact with the teacher and the whole class through presentation activities.(Leo,Jones,2007:3)

In Japan, autonomy has been regarded as important, and has been incorporated into the learning setting. Aoki (1998, p. 10) stated that autonomy is not only the ability to control one's self learning, but pointed out that autonomy is the ability to select and plan what and how a student is going to learn, and evaluate the results of learning when he or she desires to learn something. In addition to Aoki's definition, Umeda (2004) argues that autonomous learning means not only studying alone or selecting, deciding, and planning all by the students themselves, but also should be able to ask others for assistance and make good use of other resources, autonomy has been seen as connected with the concept of self-directed learning, independence, and individualization, all of which leads us to exclaim over what exactly the word autonomy means.

## **2.2 How to Incorporate Autonomous Learning in the Language Classroom through project work?**

Autonomous learning is so valuable because it is not only developing students " learning", but also helps them to become integrative motivated learners, as motivation is one of the most important factors that create the situations where learners can learn effectively. Considering the reality in the classroom, it is not so practical to incorporate the entire process of autonomous learning, but combining autonomous learning with other approaches or strategies, such as cooperative learning, may work well. Besides, it seems that teachers actually practice autonomous learning in every day teaching; for instance, they give students the freedom to choose, decide, and plan project work through cooperative learning, or let the students plan the previous section .Dornyei (2001) identifies two classroom changes for autonomy-based teaching: one is to increase learner participation, and the other is to change the teacher's role. In order to increase learner autonomous participation in any learning process, a number of things must be included:

1-give the students a chance to choose what they want to learn about so as to make them feel that they are authorized.

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- 2-Encourage student contributions and peer teaching.
  - 3- Allow learners to use self-assessment procedures.
  - 4-Encourage project work.

To foster autonomy, teachers need to adopt a somewhat non-traditional teaching method , often described as the facilitating method in which The teacher is a facilitator helps learners to discover and create their own experiences about the acquired knowledge because students must engage in meaningful learning through autonomous activities of project work. (Dornyei, 2001:34)

Here are some general points about Project-Based Learning:

1. Project-based learning (PBL) is learner centered. Students have a significant role in selecting the content and nature of the projects. Students must understand what they are projecting, why it is important, and how they will be assessed. Indeed, students may be able to set some of the aims which they will be assessed on and how they will be assessed over these aims. All of these student -centered characteristics of PBL contribute to learner motivation and active participation which may create A high level of intrinsic motivation which is essential to the success of a PBL lesson.
2. Project-Based Learning as it is seen by the students includes the following :
  - a. It is learner- centered method which interactively motivating.
  - b. Encourages cooperative learning among groups of students.
  - c. Requires students to produce outcomes, presentation, or performance.
  - d. Allows students to make continuous development in their outcomes, presentation, or performance.
  - e. Is designed so that students are actively participating in "doing" things rather than in "learning about" something.
- 3- Project-Based Learning as it is seen by the teachers includes the following:
  - a- Uses authentic assessment.
  - b-Is teacher facilitated--but the teacher is much more a "guide on the side" rather than a "monitor on the stage."
  - c-Is rooted in constructivism (a social learning theory)
  - d-The teacher plays a major role in setting the learning goals of the project.
  - e- Teacher and students provide formative evaluation.
  - F-Rubrics created by the teacher facilitate students' performance assessment.(Ibid, 55)

### **2.3. Teacher's feedback in PBL**

For the teachers who use project work within their courses there are several issues that need to be considered when seeking feedback about their students

performance so as to score their achievements of their project. These issues are summarized below:

- 1- Whether projects are to be undertaken by individual students or groups of students.
- 2-group formation needs to be decided.
- 3- What type of project should be used, i.e., is the student select the project or the teacher is responsible for selection of the projects?
- 4-How the project is to be assessed. Students should be aware of the way of assessment.
- 5-Time available to complete the project should be stated, thus enabling students to organize their work schedules.
- 6- Who is responsible for supervision and leading the group of any project?
- 7- When does the teacher need to interfere as an instructor or as facilitator the presentation of the learning projects?

As the process of assessment cannot be ignored in PBL, the teacher should be certain of the students' ability in the following points when assessing the students' performance:

- 1- They selected an appropriate approach to investigate the chosen problem and used appropriate tools and techniques.
- 2- Use appropriate procedures when calculating results.
- 3- They interact communicatively in project presentation.
- 4-they discussed the results and inferences/conclusions they obtained correctly.

If we carefully guide our students as they develop projects, with clearly defined aims and objectives, project work allows for the integration of several previously encountered techniques. It may also be designed as a learning process in which students are faced with new concepts and unfamiliar activities

### **3.1.Procedures of the Study**

The researcher teacher used 5 -points Likart Scale questionnaire to measure students' opinions about project work, the researcher asked 83 students to fill a questionnaire about how project work helped in fostering learning autonomy, 60 students respond effectively and adequately to the questionnaire form. The (25) items of the questionnaire were presented to a jury members of (10) teachers in the field of EFL from three different universities (university of Mosul, Baghdad and Mustansria) to evaluate the questionnaire reliability. qualitative data were collected from the results of a questionnaire distributed on the students by the end of the year .The questionnaire was administered to the students to investigate the change in the students' attitudes toward promoting learning autonomy and the

advantages and positives of this method of learning as it is more student centered than the traditional methods of teaching .where SA= strongly agree(5), A=agree(4), N=neutral(3), SD= strongly disagree(2), D=disagree(1) .The researcher analyzed the research data after scoring students' questionnaire forms and the numbers between brackets are for the purpose of the statistical analysis., see appendix 1. According to the data collection technique, this instrument was given to 60 respondents, and then the data recalculated as follows:

If we take the first item of the questionnaire form we can see that from the 60 respondents, for example;

Respond 5: 8 students

Respond 4: 18 students

Respond 3: 17 students

Respond 2: 7 students

Respond 1: 10 students

How to calculate the score of item No.1:

Total score of 8 students respond 5:  $8 \times 5 = 40$

Total score of 18 students respond 4:  $18 \times 4 = 72$

Total score of 17 students respond 3:  $17 \times 3 = 51$

Total score of 7 students respond 2:  $7 \times 2 = 14$

Total score of 10 students respond 1:  $10 \times 1 = 10$

Total = 186

Ideal score for item No.1 (the highest score) =  $5 \times 60 = 300(SA)$

The lowest score =  $1 \times 60 = 60 (SD)$

Based on the data (item No.1) obtained from 60 respondents, the Valuation of project-based learning lies in (agree) option in the questionnaire form. So, based on the data (item No. 1) obtained from 60 respondents, the Project-based learning:

$186 \times 100\% = 62. \%$  is categorized neutral/ enough.

300

Explanation: Score Interpretation Criteria

0% - 20% = Very Weak

21% - 40% = Weak

41% - 60% = Enough

61% - 80% = Strong

81% - 100% = Very Strong

### 3.2 .Data Analysis and results of the study

To answer the first question of the research that is:

*What are learners' views about PBL?* The following points can be analyzed:

The highest weighted mean score to Q17 (4.43) demonstrates that students realized the importance of autonomous learning and looked upon it as a good way of reaching better understanding. "It helped me to reach better understand of the subject. Q2, (Mean=3.9) concerning learners answers to the Q6 showed that the majority (86.7%) of the students were able to decide how to use the computer lab, the libraries and the reference room to find the

materials they wanted rather than using the textbooks only. They could access the information which is necessary to their research through the search engines (Google) on the Internet to provide a source of authentic, timely, relevant text in the target language. Students learned to exercise their critical judgments for the source, validity, reliability and accuracy of the information so as to extract the precise data they needed. Just as one student Shaima Salam in section (A) Group (2) remarked that: *"the Internet is the largest data storehouse in the world, containing so much information available to us. In order not to be drowned in the information sea, I had to improve my skimming and scanning skills to find the most relevant supporting materials"*.

The success of the students' final projects results from their creative thinking from the statistical result of Q5 (Mean=3.93), we learn that 80% of the subjects were able to decide how to complete their share of the task in their own ways. And their individual reports and my observation notes also showed that learners could choose their preferred learning methods and styles in agreement with their interests and cognitive abilities. For instance, in group 7, tasks were divided based on each group member's strengths and weaknesses. "The one who was good at programming would be responsible for designing the data slides and selecting the presentation movies...etc; the one who was skillful in writing was in charge of revising group articles The research also shows that more than 93% subjects agreed or strongly agreed that they had the chance to modify their way of doing the group project when necessary (Q7, Mean=4.1). Their research turned out to be a great success winning the credit for the "Overall Best Group" and "Best Cooperation Group" in their final group-work assessment. Their findings, in my opinion, do shed some lights on the students' ability of

learning management. For instance, they gave some specific examples of how language teachers motivate their learners in different occasions through external and internal rewards, which enable the learner to have a better understanding the ways by which he could be a better language teacher in the future. It is no doubt that their successful achievements in the project can be attributed to their control over the learning method, see appendix -1-.

Furthermore, from the researcher's observation of the learners' individual reports, learners were able to choose their own time and place of learning in the whole project. The teacher did help to check the action plans and ensure that tasks in each stage got finished before the deadline, but it was each group which was responsible for planning the distribution in time, deciding when a particular aspect of the work should be started, continued or interrupted. Some groups reported that access to the Internet enabled them to hold group discussions, ask for other groups' advice or make theoretical topics available at anytime they wanted. It was evident that the learning time and space extended beyond the traditional class hours and rooms. Of course, different learners require varying degrees of self control, but just as Mc Garry (1995) concluded, if learners are encouraged to take responsibility for their own work by being given some control over what, how and when they learn, they are more likely to set realistic goals, develop strategies for coping with new and unforeseen situations and gradually learn how to be more efficient learners.

To answer the second question of the research that is: *What learning difficulties students face when sharing new knowledge across project-work?* Students faced problems in the following phases:

#### **A. Students' Anxiety**

Learners showed anxiety about how they would gather materials to organize for a projected chapter. At the beginning each one of them was worried about the group of concepts that must be included in their project outline. They were unable to make up their minds about which materials must be included and which one must be excluded concerning the chapter under project .the researcher tried from time to time to guide them in deciding then outline of the project to limit their strategies of searching for the appropriate information and movies. Initially the assignment seemed too difficult to achieve because it was contrary to the traditional methods of teaching which students are more acquainted with. Their anxiety and nervousness might be due to the fact that, the students had never worked autonomously.

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**B. Time Limitation**

Although most of the learners enjoyed the PBL activities, yet a few complained of lack of time. Because they think that it is so stressful sometimes when they get many assignments of other subjects which affect their quality of performance on their project works. Some of the students claimed that because of time limitation they feel embarrassed before the teacher because time allotted to presentation was limited while their project consists of different presentation activities. Others claimed that if they had spare time they might have done better in their projects. However, the majority of the students also agreed that PBL improved their English language skills.

**C. Teachers' Role as the Students View.**

For autonomous learners of EFL, the teacher is still a very important figure in the Project -Based autonomous learning because the teacher's coordination made it easier for the students to plan their projects. At first students couldn't understand what the teacher researcher said, but when she explained cooperatively, they were satisfied; she grouped, helped, guided and gave them ideas. Although it was the students' first experience but under the guidance and learning facilitation of the researcher teacher they could manage their projects successfully especially with the 3<sup>rd</sup> stage students of group (A). The teacher researcher pushed the students into better performance and tried to motivate them through competition. as the researcher mentioned at the beginning of this section that she will select the first three good projects to be prized after students complete their projects. Students felt so happy every time the teacher appreciates their work which means that they are highly motivated by the use of PBL to promote autonomous learning. We conclude that teacher's role in PBL is to introduce the program to learners and give them ideas about the options available for learning through PBL. Learning atmosphere cooperative and supportive (Q9, Mean=3.93) and 87% of them agreed or strongly agreed that they could get immediate feedback from the teacher or the tutor on their thoughts, ideas and performance. Another impediment was the group members' different language levels or standards, see appendix-1.

In (section (B) group 4, for example, most of the group members did not have a solid language background and they were slow in learning. Fortunately, the teacher offered them very individualized suggestions and patient assistance, such as lowering the requirements, asking them to review the research methods and advising them to conduct peer-editing and learn from others groups. Instead of being a traditional sender of information, the teacher became the counselor and manager of learning resources. Her

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guidance provided a source for learners to solve their own problems. Most importantly, she helped to build up their confidence in independent learning.

When trying to answer the third question of the research, that is *do EFL learners believe that using project work promotes their autonomous learning in comparison with the classical methods of learning?* The following can be concluded:

Learners showed positive views when working through PBL and 90% of the participants recommend that PBL should be introduced as a regular technique of learning English Because it facilitates good opportunities of developing self-confidence, independence and self-reliant. The primary reason for joining PBL was to improve their English language skills and the ability to write meaningful articles about each concept presented in the chapter under project. An interesting and perhaps unexpected outcome of PBL research was a change in the attitude of some students towards learner autonomy. Searching and selecting suitable materials developed the students' sense of judgment, improved their understanding and developed their comprehension. To sum up, the outcomes of the research indicate learners' positive ideas on PBL, their use of strategies, confidence building and improvement in language skills. Teachers of the two classes where PBL was introduced became conscious of the building up learner autonomy as a potential for learning. These indications are similar to what other researchers pointed out in their research findings.

This project is regarded as a "quality-oriented education", during which students can put

what they have learned into practice and acquire knowledge they cannot learn from books only .All the subjects concluded that the project built up a bridge between books and real life. In the university, they did not have to worry about anything. They learned to be patient, persistent and diligent; how to speak appropriately indifferent situations, how to contact people of all types and how to gain other people's understanding and support. In fact, this research project enabled them to gain a deep insight into the sections of the book before they reach the final written exam. Students were engaged in meaningful tasks and solve meaningful problems in the CALL project. They bridged the gap between hands-on work and abstract learning, but also succeeded in tackling tasks which they would face in the near future, just as one group writes in their project research report, "During the research, we met a lot of difficulties. We have been refused and laughed at for many times. But we believe what we have done in this

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academic year will benefit our major study and finally will be helpful to our future career" (section A-Group 5).

### 3.3. Conclusion

Learner autonomy is considered as a highly desirable outcome of learning. However, autonomy is a process, not a product one does not become autonomous; one only works towards autonomy. Therefore, a training process needs to be carried out between the traditional spoon-feeding method and learner control. The research project just serves as a training process, taking students from their states of varying degrees of dependence to the state of the greatest degree of independence. It starts from larger groups towards smaller groups, pairs and finally individuals and from giving the students fewer choices concerning their learning and work towards many choices, and finally freer choices such as open-ended tasks, thus allowing students to make their choices entirely on their own. Besides, it provides the perfect opportunity for learners to go out and use their language. In becoming actively involved in the process of learning, students may set their own objectives. By working independently of the teacher both inside and outside the classroom and selecting and using the strategies best suited to the occasion, they may realize a sense of autonomy. This learner training process can broaden the horizons of the learner and may empower him or her to become autonomous in their present or future language learning. The whole project not only involves the students' active participation and cooperation, but also sets a high demand on teachers. Many people assume that the teachers in the autonomous settings will transfer all responsibilities to learners, thus becoming a redundant part of the learning process. As a matter of fact, the success of LA enhancement depends to great extent on an active role for teachers. In other words, the teacher still plays an indispensable role in working towards autonomous learning, but instead of being the traditional knowledge giver, he or she will be a facilitator counselor and a helper. His or her guidance and encouragement will prove beneficial towards learners' autonomous learning, as all learners need to be prepared and supported on the path to greater autonomy (Jones, 2001).

### 3.4. Recommendations

Although big number of recommendations can be presented here but it can be limited to the following:

## Investigating EFL learners' attitudes towards using project-based learning as a means of promoting their autonomous learning.....

Dr. Nada Jabbar Abbas

1- PBL is a powerful strategy that can be used in different courses of EFL teaching.

2-autonomous learning can be best achieved through engaging students in self-reliant activities.

3-learning through project needs a very well arranged processes of brainstorming by both the facilitator (teacher) and the members of the project(students) for a better processing and sharing of new ideas.

4-focuswd techniques of brainstorming can be acquired through teacher – students' collaboration at early stages of the project design.

5-using educational technology (IT) is something fundamental in designing, planning and fulfilling any learning project.

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**Appendix-1**  
**Students' Questionnaire form**

Dear Student:

Please indicate to which extent your project learning has enhanced the following Project Competencies: (Please say whether you agree, neutral or disagree with statements given below, using the following scale: 5=strongly agree 4 = agree, 3=Neutral, 2=strongly disagree. 1=disagree). Please put an „X“ in the appropriate box selected

No.	Competencies	Competencies				
		Strongly Agree(5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
<b>A-</b>	<b><i>Project Planning &amp; fulfillment Stages</i></b>					
1-	During planning stage, the review of past project plans is done.					
2-	During planning stage, the review of past, lessons learned is done.					
3-	When starting a new project, the team members are able to have a better understanding of the right work methods to follow to ensure project success					
4-	In every new project, students are quickly Transferring the new knowledge to other projects.					
5-	A project is usually seen as a learning opportunity to complete their share of the task in their Own ways but not a chance of wasting time.					
6-	Project teams readily share new "lessons learned" from project success again especially when using computers lab and informational technology(IT)					
7-	Project teams readily admit and share new „lessons learned“ from project failure.					
8-	Sometimes, project teams encounter the same problem over and over					
9-	During the planning stage, the group members had time to do pre-project/ reviews into the project plan through getting immediate feedback from the teacher or the on their thoughts, ideas and performance.					
<b>B-</b>	<b><i>Difficulties of sharing new knowledge across project-work</i></b>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10-	Students cannot understand things well enough when they are studying individually, so they always try a different approach.					

## Investigating EFL learners' attitudes towards using project-based learning as a means of promoting their autonomous learning.....

Dr. Nada Jabbar Abbas

11-	Students find it difficult to relate ideas that they come across to other topics or other courses whenever possible.					
12-	Students often have trouble in making sense of the things they must remember.					
13-	Generally they keep working hard even when things are not going well because they are unable to classify techniques of designing project work.					
14-	The most difficult thing is to prepare the project, as searching, outlining, the power point and the rest.					
C-	<i>What do you expect to get from the experience of project-work for a better autonomous learning</i>	Strongly Agree	Agree	Neutral	Strongly Disagree	Strongly Disagree
15-	I hope this new experience will change me into more independent and self-confident learner.					
16-	I expect to find the new technique of learning more interesting one.					
17-	It helped me to reach better understand of the subject.					
18-	It's an area I will need to know about for my speaking fluency and accuracy.					
19-	It's not what I would have chosen but it's compulsory.					
20-	Project-based work forces me to keep focused in a group					
21-	I tend to just learn things without thinking about the best way to work.					
22-	I expect to develop my self-confidence when interacting in the class.					
23-	Discussions were very useful, the project goal was clear, our teacher worked very hard with us and give us enough instruction.					
24	The project wasn't difficult also not that easy one					
25-	The project improved my speaking and reading skills.					

**Note: you can add any suggestions for a better project-based learning.**

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**Appendix-1**

**Weighted mean and percentages of students' responses of the questionnaire form**

<i>Factors</i>	<i>Sub-factors</i>	<i>Weighted Mean</i>	<i>Percent</i>
<b>Project planning &amp; fulfillment stages</b>	1- During planning stage, the review of past project plans is done.	3.39	80%
	2- During planning stage, the review of past, lessons learned is done.	2.23	77%
	3- When starting a new project, the team members are able to have a better understanding of the right work methods to follow to ensure project success	4.44	85%
	4- In every new project, students are quickly Transferring the new knowledge to other projects.	3.39	80%
	5- A project is usually seen as a learning opportunity not a chance of wasting time.	3.93	87%
	6- Project teams readily share new "lessons learned" from project success.	4.1	85%
	7- Project teams readily admit and share new „lessons learned" from project failure.	4.43	85%
	8- Sometimes, project teams encounter the same problem over and over again	3.93	87%
	9- During the planning stage, the group members had time to do pre-project/ reviews into the project plan through getting immediate feedback from the teacher or the on their thoughts, ideas and performance.	3.93	87%
<b>Difficulties of sharing new</b>	10- Students find it difficult to relate ideas that they come across to other topics or other courses whenever possible.	4.2	83%

**Investigating EFL learners' attitudes towards using project-based learning as a means of promoting their autonomous learning.....**

Dr. Nada Jabbar Abbas

<i>knowledge across project-work</i>	11-	Students often have trouble in making sense of the things they must remember.	4.2	87%
	12-	Generally they keep working hard even when things are not going well because they are unable to classify techniques of designing project work.	4.43	85%
	13-	The most difficult thing is to prepare the project, as searching, outlining, the power point and the rest.	3.93	87%
<i>What do you expect to get from the experience of project-work for a better autonomous learning</i>	14-	I hope this new experience will change me into more independent and self-confident learner.	4.1	85%
	15-	I hope this new experience will change me into more independent and self-confident learner.	3.93	87%
	16-	I expect to find the new technique of learning more interesting one.	4.43	85%
	17-	It helped me to reach better understand of the subject.	4.44	85%
	18-	It's an area I will need to know about for my speaking fluency and accuracy.	4.07	88%
	19-	It's not what I would have chosen but it's compulsory.	4.04	84%
	20-	Project-based work forces me to keep focused in a group	4.1	85%
	21-	I tend to just learn things without thinking about the best way to work.	3.93	87%
	22-	I expect to develop my self-confidence when interacting in the class.	4.1	85%
	23-	Discussions were very useful, the project goal was clear; our teacher worked very hard with us and give us enough instruction.	4.44	85%
	24-	The project wasn't difficult also not that easy one	4.1	85%

**ملخص:**

أحد الأهداف الأساسية لجميع مدرسو اللغة الانكليزية هو مساعدة المتعلمين ليصبحوا متعلمين مستقلين بحيث تصبح لهم القدرة على التعامل مع التعلم ومناهج اللغة الانكليزية بشكل انفرادي اي بمعنى اخر عدم الاعتماد بشكل تام وكامل على المدرس اثناء التعلم . وليام وبيردن (1997) قامو بتعريف المتعلم المستقل عل أنه "الشخص الذي تم تجهيزه بالمهارات والاستراتيجيات الملانمة لتعلم اللغة بطريقة ذاتية موجهة. ويذكر بان التعليم القائم على المشاريع هو نوع من التعلم يستحق الدراسة والعناء لانه يحفز الطالب علة التقييم الذاتي يحاول البحث الاتي اختبار عينة من الطلبة في المرحلة الثالثة من التعليم الجامعي ويبلغ عددهم 83 طالب من الذكور والاثاث ومقسمين على مجموعتين في كلية التربية /جامعة صلاح الدين - كردستان العراق للعام الدراسي-2012 2013- حيث تقوم الباحثة بتدريس المادة باستخدام التعلم القائم على المشروع. كما ستقوم الباحثة في نهاية العام الدراسي بتوزيع استمارات استبيان على الطلبة كي تستطيع من خلالها الحصول على التغذية الراجعة اللازمة لموضوع البحث ولاستبيان رأي الطلبة حول جدوى التجربة في تعلم المهارات العلمية واللغوية . حيث تحاول الدراسة الحالية الاستقصاء المواضيع المتعلقة بتعلم الطلبة المستقل وذلك بمراجعة الادبيات السابقة في مجال البحث والبحث عن الوسائل الفعالة التي من شأنها تطوير هذا النوع من التعلم لدى طلبة الصفوف الثالثة في المرحلة الاكاديمية وذلك محاولة من الباحثة في تطوير ستراتيجيات تعلم الطلبة المستقل بالمشروع . كما تحاول الباحثة مساعدة مدرسو اللغة الانكليزية في كلية التربية على تطوير وتعزيز مهاراتهم التدريسية بالاعتماد على هذا النوع من التعلم الذي يحول الصفوف التدريسية من صفوف تقليدية يكون فيها المدرس حجر الاساس الى صفوف اكثر فعالية وديناميكية يكون الاعتماد فيها على مهارات الطلبة التعليمي ومشاركاتهم في