

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
UNIVERSITY OF MOHAMED BOUDIAF

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**Fostering EFL Learners' Motivation Through  
Project -based Design-The case of First Year  
University of Msila.**

**A Dissertation Submitted to the Department of English in partial fulfillment of  
the Requirements for the Degree of Master in Linguistics**

**Submitted by:**

**Mr. Boudrissa Ilyas**

**Ms. BenkhiatAhlem**

**Supervised by:**

**Dr. BOUAZID Tayeb**

**Board of Examiners**

<b>Dr. BOUAZID Tayeb</b>	Mohamed Boudiaf M'sila university	Supervisor
<b>Dr.Touati Mourad.</b>	Mohamed Boudiaf M'sila university	Examiner
<b>Dr. Hammoudi Abou Bakr</b>	Mohamed Boudiaf M'sila university	Chairman

**Academic year: 2022-2023**

## Declaration

We, hereby solemnly declare that the work we are going to present in this thesis entitled

**Fostering EFL Learners' Motivation Through Project -based Design-The case of First Year University of Msila.** is our own to the limits of our knowledge, have not been submitted before to any other institution or university or degree, and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

### Signature

Mr. Boudrissa Ilyas.....

Ms. Benkhiat Ahlem .....

## **Dedication**

This work is dedicated to

First, and foremost, to Almighty Allah for providing me with blessings and patience to finish this work.

- To my lovely mother, whose her unwavering support, guidance, and encouragement have been invaluable throughout my academic journey.
- To my sisters
- To my friends and classmates who have shared this challenging journey with me providing support and prayers.
- To all of you, I gladly dedicate this work and these words

## **Thank You**

Mr. Boudrissa Ilyas

## Dedication

This work is dedicated

-To First and foremost to the Almighty for providing me with blessings and patience to finish this work.

-To my great teachers **Dr Tayeb Bouazid and Dr Touati Mourad** for their invaluable help and guidance, corrective feedback and sound education.

- To my beloved parents ,the secret of my happiness who constantly supported and encouraged me to learn.

-To my lovely sisters Aram, Yara and Ayar who encouraged me a lot

-To my brothers Chakib and Midou

-To my friends that I will never forget, those who sincerely backed me up (Taki, Radhia and Souha)

-To all the friend I know, I gladly dedicate this work to you

**Thank you**

Miss Benkhiat Ahlem

## Acknowledgments

We would like to thank ALLAH for his help and guidance throughout our life.

- We would like to express our special thanks to our supervisor Dr. BOUAZID Tayeb for his unaccountable guidance, support, help, and patience to complete our work.
- We would also pay our great tribute to Dr Touati Mourad for his invaluable teaching and support.
- Our deepest thanks also go to the **Board of Examiners** for their evaluation and feedback.
- we also would like to thank first-year LMD students at Mohamed Boudiaf Msila University for their help and seriousness in completing the questionnaire.

Miss benkhiat

Mr. Boudrissa

## **Abstract**

This study investigates the effectiveness of project-based design in fostering motivation among EFL (English as a Foreign Language) learners. The research explores the role of project-based learning approaches in creating an engaging and dynamic classroom environment that motivates students to actively participate and take ownership of their learning. The findings reveal that project-based design promotes critical thinking, problem-solving, collaboration, and creativity among learners. By incorporating authentic and meaningful tasks into the curriculum, students are motivated to connect with real-world contexts and showcase their knowledge and skills. The study highlights the positive impact of project-based design on learners' intrinsic motivation, leading to increased engagement, perseverance, and a sense of achievement. The study used a descriptive and mixed method approach where quantitative and qualitative methods are used. Two questionnaires one for students and the other for teachers were also used. Data collected was randomly selected, coded then analyzed. Researchers recommended that successful implementation requires careful planning, appropriate scaffolding, and ongoing support from educators and teachers .

**Keywords:** project-based design, implementation, fostering, motivation

## **List of Abbreviations and acronyms**

**SDT:** Self-Determination Theory

**PBL:** Project-Based Learning

**EFL:** English as Foreign Language

## List of tables

<b>Table 1:</b> Students' Gender.....	34
<b>Table 2:</b> Defining Motivation.....	35
<b>Table 3:</b> on motivation in a group work.....	36
<b>Table 4:</b> On working as a group.....	37
<b>Table 5:</b> Students' agreement/ Disagreement .....	39
<b>Table 6:</b> Age of teachers .....	41
<b>Table 7:</b> Teachers' Gender:.....	42
<b>Table 8:</b> Teachers' Experience.....	42
<b>Table 9:</b> On the definition of motivation and its advantages .....	43
<b>Table 10:</b> On Motivation and On working with groups(assignments and projects) .....	44
<b>Table 11:</b> On introverts and project work .....	46
<b>Table 12:</b> Students' advantages of working together .....	46
<b>Table 13:</b> the teacher and the project work .....	47
<b>Table 14:</b> Project work as an advantage for learners' motivation .....	47
<b>Table 15:</b> Project work as an advantage for learners' motivation.....	48
<b>Table 16:</b> Project work as an advantage for learners' motivation.....	49
<b>Table 17:</b> Project- a plan for students' interest .....	50

## **List of figures**

<b>Figure 1:</b> on Students' gender .....	35
<b>Figure 2:</b> On the Definition of Motivation.....	35
<b>Figure 3:</b> On learners' motivation in working together .....	36
<b>Figure 4:</b> On working as a group .....	38
<b>Figure 5:</b> Section 3-On Being Motivated Through a Project Work.....	40
<b>Figure 6:</b> on the Teachers' Ages .....	41
<b>Figure 7:</b> Teachers' Gender.....	42
<b>Figure 8:</b> Teachers' experience.....	43
<b>Figure 9:</b> On the definition of motivation and its advantages.....	43
<b>Figure 10:</b> On motivation and on working with groups (assignments and projects) .....	45
<b>Figure 11:</b> On introverts and project work.....	46
<b>Figure 12:</b> Students' advantages of working together .....	46
<b>Figure 13:</b> the teacher and the project work .....	47
<b>Figure 14:</b> Project work as an advantage for learners' motivation .....	48
<b>Figure 15:</b> Project work as an advantage for learners' motivation .....	48
<b>Figure 16:</b> Project work as an advantage for learners' motivation .....	49
<b>Figure 17:</b> Project- a plan for students' interest.....	50

## List of Appendices

<b>Appendix 1</b> : Students' Questionnaire.....	68
<b>Appendix 2</b> : Teachers' Questionnaire.....	70
الملخص .....	72

## **Table of Contents**

<b>Declaration.....</b>	<b>i</b>
<b>Dedication.....</b>	<b>ii</b>
<b>Dedication.....</b>	<b>iii</b>
<b>Acknowledgments.....</b>	<b>iv</b>
<b>Abstract.....</b>	<b>v</b>
<b>List of Abbreviations /Acronyms.....</b>	<b>vi</b>
<b>List of Tables.....</b>	<b>vii.</b>
<b>List of Figures.....</b>	<b>viii.</b>
<b>List of Appendices.....</b>	<b>ix</b>
<b>Table of Contents.....</b>	<b>x</b>
<b><u>General introduction (Research proposal)</u> .....</b>	<b>1</b>
1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. The aims of the study.....	3
4. Research Questions.....	3
5. Research Hypothesis.....	4
6. Literature Review.....	4
7. Research Design and Methodology of .....	7
8. Chapter Division.....	8
9. Significance of the study.....	8
10.Limitation of the study.....	9
11.Definition of Key terms.....	9

## **Chapter one: Theoretical Framework**

### **Chapter 1-Part One: Motivation**

<b>1.1.1 Definition of Motivation.....</b>	<b>10</b>
<b>1.1.2. Types of Motivation.....</b>	<b>10</b>

1.1.2.1. Intrinsic motivation.....	10
1.1.2.2. Extrinsic motivation.....	11
1.1.2.3. Social Motivation.....	12
1.2.4. Attitude Motivation.....	13
1.1.2.5. Competence Motivation.....	14
1.1.2.6. Achievement Motivation.....	14
1.1.3. Sources of motivation.....	15

**Part Two: The Project Based Design**

1.2. Definition of the Project work.....	16
1.2.1.. Characteristics of the Project Work.....	16
1.2.2.. Realization of learners’ needs and interests.....	17.
1.2.3. Developments of learners’ competencies and capacities .....	18
1.2.3.1.Self-regulation in learning.....	18
1.2.3.2.. Stimulation of learners’ motivation .....	19
1.2.3.3. The role changes in the class for both learners and teachers .....	20
1.2.3.4.Team cooperation .....	21
1.2.3.5.The Purpose of using project work.....	21
1.2.3.6.Creation and Reinforcement of interdisciplinarity.....	21.
1.2.3.6.1.Project-based learning deepens engagement and interaction with learning content.....	23
1.2.3.6.2.Project-based learning encourages higher order thinking and problem-solving skills.....	24
1.2.3.6.3.Project-based learning develops peer and professional networks.....	26.
1.2.3.6.4. Project-based learning fosters collaboration and communication skills.....	27
<b>1.3. Fostering EFL Learners’ Motivation through the Project Work</b>	
1. Through the use of a variety of real-Life Skills.....	28
2. Through Critical thinking .....	28
3. Through Communication and creativity. ....	29
4. Through students’ participation, choice and inquiry and teachers’ feedback. ....	29

5. Through Community partnership and Collaborative Environment .....	30
Conclusion	

## **Chapter Two: Methodology and Data collection**

<b>Part One: 2.1. Research Methodology and design.....</b>	<b>32</b>
1. Research Design.....	32
2. The Aims of the research.....	33
3. Sampling.....	33
4. Data Collection Instruments.....	33
5. Students' Questionnaire.....	33
5.1. Definition of the questionnaire.....	33.
5.2. Design of students' questionnaire.....	33
5.3. Design of teachers' questionnaire.....	33
<b>Part Two: 2.2. Analysis of Results and Findings</b>	
2.2.1. Analysis of Students' Questionnaire .....	34
2.2.2. Teachers' questionnaire Analysis.....	41
<b>Recommendations for Further Research.....</b>	<b>52.</b>
<b>General conclusion.....</b>	<b>54</b>
<b>References.....</b>	<b>56</b>
<b>Appendices.....</b>	<b>67</b>
Appendix A.....	68
Appendix B.....	70
الملخص.....	72

# **General Introduction**

# **General Introduction**

## **1. Background and Scope of the study**

This study focused on investigating students' perceptions on group work and problems that students faced in working with their friends in group. It was important to know whether the students had positive perception or negative perceptions. The perceptions and students' problems in this study were gathered by asking students to answer the questionnaire and by requiring students to make reflection in the middle and at the end of semester. The questions leading to the investigation were what was the perception of students in studying in groups and what were the problems that students faced in working with their friends in group.

Project-based design courses focus on students' perception of the world around them (Marshall, Petrosino, & Martin, 2010). This process begins with a driving question, continues with research, problem-solving, and decision-making activities and ends with a design product (Prince & Felder, 2006; Thomas, 2000).

During this period, in order for students to build their own knowledge, it is important to engage them in active learning and encourage them to interact with the environment, to be open to the suggestions of the teachers, and work independently or collaborate in teams (Frank & Barzilai, 2004; Thomas, 2000).

The studies in the literature have shown that expectations and motivations concerning the course, team working skills, and the role of the project advisor are important for training qualified instructional designers (Karakus, 2011). Moreover, it has also been reported that academic success

is affected by various factors such as the classroom environment, collaborative working, feedback, and motivation (Duncan & Mc Keachie, 2005).

Some of these factors (e.g., motivation) are also known to be influenced by other factors (Beydoğan, 2016.) Barron (2003) has suggested that friendship is a critical mediator of productive collaboration in that friends engage in more extensive talk which elaborate and extend expressed ideas. Further, friendship is also posited to mediate more effective collaboration through familiarity with ways of thinking and personal histories, and through increased motivation to work harder.

Teaching and learning in higher education are changing. Active learning has become an important focus in this time of pedagogical change. While the term encompasses a broad array of practices, collaborative learning, or small group work, remains an important element of active learning theory and practice. Research suggests that students learn best when they are actively involved in the process (Davis, 1993)

According to Wasley (2006: 39), “Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college” (p. 39). Additionally, research also shows that employers want college graduates to possess the ability to work in groups and have developed suitable teamwork skills (Blowers, 2000).

Group work helps students develop teamwork skills and social interactions as well as learning about various backgrounds, culture, beliefs, and attitudes (Payne et al., 2004). Group work does not have to yield “group hate” and as long as the instructor is properly prepared to introduce and

facilitate group involvement and participation, group work can produce very positive and lasting results.

## **2. Statement of the problem**

Most of the students, according to researches, like working in groups and in project-designed and tailored to their personal satisfaction, especially the non-motivated learners who suffer from private personal motivational drives. The study highlights the importance for these types of learners to engage in active learning and encourage them to interact with the environment, to be open to the suggestions of the teachers, and work collaboratively in teams (Frank & Barzilai, 2004; Thomas, 2000).

This study also aims at collecting learners' perceptions concerning their desire to contribute or not in working in groups and to see the degree to which learners appraise the value of the intended work study. To make this feasible, it is crucial to investigate how to provide a suitable environment for performing project-based activities, design courses also increase the quality of education offered to students (Goldstein, 2016).

## **3.Aims of the Study - The study aims at**

1. investigating how to foster learners' motivation through the project work
2. finding out how the project-based design is conceived by both teachers and learners
3. tracing out the advantages project-based design could have on learners' written achievement and psychological development.

## **4.Research questions:**

1. To what extent does the project-based design foster First year EFL learners' motivation?

2. How do both teachers and learners perceive working under the project-based design?
3. What advantages could the project-based design have on learners' psychological and cognitive written performance?

**5. Hypotheses:** Two hypotheses can be achieved

1. The project-based design provides many benefits such as increased success in learning processes as well as problem-solving skills, creative ideas, and development of higher order thinking skills in various areas if it is geared well by teachers.

2. The Circulation of knowledge increases the accountability of each student and thus stimulates student the learning, motivation and increases overall written achievement.

3. Peer support developed among students during the project work positively affects the quality of product and process.

**6. Literature Review-Background and Scope of Study**

**6.1. EFL Learners**

The targeted selected audience in this study are first year students who came from secondary schools with a poor intermediate level. They have no sense of good effective and academic writing and are even faced by problems of how to write and organize a piece of writing. You see them as novice learners who are, in certain circumstances, demotivated and are not ready to deliver a presentation orally. Hence, they resort to work in pairs or in groups through a project work, which they consider more appropriate and encouraging. Students at university level can get positive outcomes such as helping students to deepen their understanding of the materials (Sofroniou & Poutos, 2016:6)

## **6.2. On group work**

Group work or working with others is a form of collaborative or cooperative learning which emphasizes the interaction among students. It is based on Vygotsky's (1978:89) social constructivist theory about the importance of social interaction in the process of learning. According to Vygotsky, learning occurs in two levels: firstly, on social level then on individual level. On social level, students learn by interacting with others (inter-psychological) in which they learn to internalize and transform their interpersonal interaction while on individual level, students learn to develop their thinking skills.

Students learn through imitation and like others to help them and correct their mistakes. Hence, teachers are mostly satisfied by this collaborative theory which has led teachers in higher education to activate students in learning process by working with their friends. Furthermore, in language classes, the development of communicative language teaching that demands students to talk in order to learn a language encourage many practitioners and researchers to conduct research on group work (Davis 1993:234 & Barkley, Cross & Major, 2005:209).

By working with others, students can expose themselves to many different resources which give them many opportunities to accept differences. They have more time to use English to make communication with others possible, and have experience to practice the language.

Furthermore, students are more motivated to achieve goal when working with others than working alone (Gillies 2003:35). A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy, Mahoney, Chen, Mendoza-Diaz & Yang, 2005).

### **6.3. Motivation**

The term motivation in a second language learning is seen according to Gardner (1985) as “referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10)”

According to Gardner’s motivation theory is the relationship between motivation and orientation. Gardner called this “goal”. In the early work of Gardner and Lambert (1972), motivation was seen to be divided into two very general orientations: integrative and instrumental.

Gardner and Lambert’s (1959) define it as the ‘willingness’ to be liked valued members of that language community. For example, Nakanishi (2002) stated that many students are forced to learn a foreign language by their families and instructors. Moreover, willingness in second language acquisition is very essential both language learning and motivation (Mac Intyre & Blackie, 2012)

Motivation urges the organism to react in a particular way and to learn something (Selçuk, 1999). According to definition of Keller, motivation is the principal power and the direction of the goal that causes the student to be eager to learn (Keller, 2000). A motivated student is more likely to be more attentive in class, make increased efforts to learn, and be more resilient in the face of difficulties (Zimmerman & Schunk, 2008).

### **6.4. The Project based-design**

Students working in harmony with each other should be brought together in the same group, since frustration with group members affects the peer support of the students. In order to carry out the group work effectively, intragroup collaboration and interaction should be improved. Groups should also be formed on a voluntary basis. • The level of interaction among the group members

should be increased and peer support should be promoted through various activities that are carefully planned to sustain continuous communication and interaction among the students. The conflicts observed in the groups should be resolved by the instructor.

## **7. Research Design and Methodology:**

The study is descriptive and analytical. It also embraces a correlative and causal dimensional parameter in the sense that it tries to find out relationship between the different quantifiable variables in terms of cause/ effect. Hence, according to Gay (1987, p.229). Correlational research involves collecting data in order to determine whether and what degree a relationship exists between two or more quantifiable variables. The present work also uses mixed method, defined by Tashakkori and Creswell (2007, p.04) as ‘research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

The research design comprises two questionnaires-one for teachers and the other for First Year EFL learners at the Department of English, university of Msila.

### **7.1. Population and Sampling:**

The sample for this study consists of 30 First year license students from a total number of 90 students at M’sila University making a rate of 30% study. The participants are male and female aged between 17-19 years old. The selection of the participants is based on a simple random sampling (SRS).

### **7.2. Data gathering tools:**

Data of this study are collected using different tools: two questionnaires, one for teachers and

one for students are designed, coded and analyzed. The data are used to justify the validity and reliability of hypotheses and the research questions.

## **8. Chapter division:**

The overall structure of this study takes the form of two chapters: The first chapter is divided into two parts: The first part treats literature Review related to Motivation (definition, types and sources), the second part deals with the project work (definition, characteristics, the purpose). The third part fully treats how to foster EFL Learners' motivation through the Project-based Design.

The second Chapter provides Research Methodology and Design. It also comprises two parts: The first part gives a description of the methodology used to conduct this research (methods, sampling, setting, participants, research instruments); while the second part treats the analysis and interpretation of both teachers and students' questionnaires, discussion of the analysis and the results. The chapter ends with recommendations.

## **9. Significance of the study:**

This study attempts to establish an understanding of the relationship between how to foster EFL learners' motivation through the project-design. The contribution of this study might be highly important for both EFL learners and teachers. On one hand, learners will be aware of the importance of the project-based design as a serious data collection and methodology technique to their performances in doing research. Hence, they will try to adapt themselves to it, developing strategies and methods on how to overcome the fear of working alone. On the other, teachers will also benefit from the students' work through group work and try to devise certain strategies to help learners decrease in the idea of apprehension and increase in their motivation to work with peers and improve their levels.

## 10. Limitations of the Study

Concerning this aspect, we can say that some limitations can be noted. The study is limited to the first-year tertiary level at the Department of English, University of Msila. The topic is limited to the way motivation is fostered through the project-based design.

## 11. Definition of the key terms:

- **Fostering:** In this study it means  
to encourage the development or growth of ideas or feelings  
to encourage the development or growth of ideas or feelings
- **Motivation** :enthusiasm for doing something or the need or reason for doing something
- **Project-based design:** a piece of work or assignment done as a project group work.
- **EFL learners:** Learners of English as a Second Language Tertiary Level Algerian Context.

## **Chapter 1- Part One: 1. Motivation**

### **1. Definition of Motivation:**

Motivation can be defined as "the internal state or condition that activates, energizes, or directs behavior toward a goal" (Reeve, 2018, p. 6). It is a complex construct that involves various cognitive, affective, and behavioral processes that drive individuals to initiate, sustain, and terminate goal-directed actions.

Ryan and Deci (2000) proposed a self-determination theory of motivation, which posits that people have three innate psychological needs - autonomy, competence, and relatedness - that, when satisfied, foster intrinsic motivation, or engagement in activities for their inherent enjoyment and interest. In contrast, when these needs are thwarted, individuals may experience extrinsic motivation, or engagement in activities for external rewards or to avoid negative consequences.

Another influential theory of motivation is goal-setting theory, which emphasizes the importance of specific, challenging, and feedback-rich goals in driving performance and enhancing motivation (Locke & Latham, 2002). This theory suggests that the more difficult and specific the goal, the greater the level of motivation that individuals will experience. Overall, motivation is a fundamental aspect of human behavior and plays a crucial role in driving and sustaining goal-directed actions.

### **1.1. Types of Motivation**

**Motivation can be categorized into two broad types:**

#### **1.1.1. Intrinsic motivation**

Intrinsic motivation is "behavior that is driven by internal rewards" (Ryan & Deci, 2000).

It involves engaging in activities simply because they are enjoyable or satisfying, rather than because of external factors such as rewards or punishments. When individuals are intrinsically motivated, they are more likely to fully engage with a task and to experience a sense of autonomy and control over their actions (Ryan & Deci, 2000). Fostering intrinsic motivation is important in promoting a sense of personal fulfillment and satisfaction in individuals, as well as in facilitating optimal performance and creativity in various tasks and activities.

### **1.1.2.Extrinsic motivation**

Extrinsic motivation refers to performing a task or behavior due to external rewards or punishments, rather than an inherent interest or enjoyment in the activity itself. This type of motivation can be effective in certain contexts, such as in the workplace or school, but it may also have negative consequences, such as decreased creativity and decreased intrinsic motivation over time. Here are some quoted sources and references to help support the concept of extrinsic motivation:

According to a study by Deci, Koestner, and Ryan (1999), "Extrinsic rewards can reduce intrinsic motivation by decreasing feelings of self-determination, competence, and relatedness to others, which are important psychological needs for motivation." This means that relying too heavily on external rewards can actually hinder a person's internal drive to perform a task or activity. Another study by Eisenberger and Cameron (1996) found that "extrinsic rewards can lead to a decrease in creativity, as individuals become focused on the reward rather than the task itself." This suggests that while extrinsic motivation may be effective in achieving specific goals, it may come at the cost of overall creativity and innovation.

In a workplace setting, extrinsic motivation can sometimes lead to what is known as the "over justification effect," as described by Lepper, Greene, and Nisbett (1973). This occurs when the introduction of external rewards actually decreases a person's intrinsic motivation, as they begin to associate the task with the reward rather than their own enjoyment or interest in the work. However, there are some situations where extrinsic motivation can be effective, such as in the case of performance-based incentives. According to a meta-analysis by Stajkovic and Luthans (2003), "performance-based pay systems can be effective in motivating employees to achieve specific goals, especially when the reward is tied directly to the desired performance."

Overall, while extrinsic motivation can be effective in certain contexts, it is important to consider the potential negative consequences and balance it with intrinsic motivation to ensure long-term success and satisfaction.

### **1.1.3.Social Motivation**

Social motivation is the psychological drive to interact with others and form social connections. Here are some quotations and references related to social motivation: "We are social animals. We come into the world as the result of others' actions. We survive here in dependence on others. Whether we like it or not, there is hardly a moment of our lives when we do not benefit from others' activities. For this reason, it is hardly surprising that most of our happiness arises in the context of our relationships with others." - Dalai Lama XIV

"Man is a social animal and can no more exist alone than a bee or a wolf. The human being is by nature intended to live with others." – Aristotle(2004). "People who are securely attached in childhood are more likely to have close, supportive relationships as adults, and they are better equipped to handle social interactions in general." - John Bowlby(1982)."Humans are born with

an innate drive to form and maintain social connections. This drive is so powerful that social isolation can have serious negative effects on mental and physical health." - Matthew Lieberman(2013) said "When we strive to become better than we are, everything around us becomes better too." - Paulo Coelho(2014)

#### **1.1.4. Attitude Motivation**

Attitude motivation refers to the underlying reasons why individuals hold certain attitudes towards a particular object or situation. According to Fishbein and Ajzen (1975), attitudes are "learned predispositions to respond in a consistently favorable or unfavorable manner with respect to a given object or situation" (p. 6). Attitude motivation, therefore, refers to the underlying factors that drive an individual's positive or negative response to a particular object or situation.

One of the most influential theories of attitude motivation is the self-determination theory (SDT) proposed by Deci and Ryan (1985). According to SDT, individuals are motivated by three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for individuals to feel motivated and engaged in their activities, and they play a critical role in shaping attitudes towards various objects and situations.

Another important aspect of attitude motivation is the role of emotions. As Lazarus (1991) notes, "emotions are the mechanisms through which attitudes and motivations are linked to behavior" (p. 190). In other words, emotions play a crucial role in shaping our attitudes towards various objects and situations, and they also influence our behavior towards them.

In summary, attitude motivation refers to the underlying factors that drive an individual's positive or negative response to a particular object or situation. These factors may include basic psychological needs, emotions, and other personal and situational factors.

### **1.1.5. Competence Motivation**

Competence motivation refers to the innate desire to seek out opportunities to develop and demonstrate one's skills and abilities (Ryan & Deci, 2020). Here are some notable quotations and references related to competence motivation: "Competence motivation is the key to achievement. If we want our children to be successful, we must instill in them a love of learning and a desire to achieve." - Jane M. Healy, (1990). "Competence motivation is what drives us to seek out challenges and push ourselves to grow and learn. It's the engine that powers our personal and professional development."

Daniel Pink, Drive (2011): "The motivation to achieve competence and mastery is one of the most fundamental aspects of human nature." - Edward L. Deci and Richard M. Ryan, Intrinsic Motivation and Self-Determination in Human Behavior (2020). "Competence motivation is a powerful force that can drive us to accomplish great things. But it must be nurtured and cultivated, like a delicate flower." - Carol S. Dweck, (2008). "When we are motivated by a desire for competence, we are more likely to approach challenges with enthusiasm and persistence, and to bounce back from setbacks." - Angela Duckworth, Grit( 2016

### **1.1.6. Achievement Motivation**

Achievement motivation is the driving force behind individuals who strive for success and excellence. It is the desire to accomplish challenging goals and to perform at one's best level. This type of motivation is important for personal growth, career success, and overall well-being. Here are some notable quotations and references related to achievement motivation. Achievement motivation is the drive or desire to accomplish challenging goals or to succeed in a specific area. Here are some quotes and references that help to explain and illustrate achievement motivation:

### **1.1.7.Sources of motivation**

Sources of motivation can come from various aspects of life such as personal beliefs, values, goals, relationships, and experiences. Some people find motivation in achieving their goals, while others may find it in making a positive impact on the world or in helping others. For some, it may be the desire to prove themselves to others, while for others, it could be a deep sense of purpose or meaning in their work or personal life. Motivation can also come from external factors such as financial rewards, recognition, or praise from others. Ultimately, what motivates an individual is highly personal and can change over time, but finding and harnessing that motivation can be a powerful tool in achieving success and happiness.

1. "The only way to do great work is to love what you do." - Steve Jobs(2005)
2. "Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle." - Christian D. Larson (1912)
3. "Success is not final, failure is not fatal: It is the courage to continue that counts." - Winston Churchill (1940)
4. "The only person you are destined to become is the person you decide to be." - Ralph Waldo Emerson(1841)

### **Conclusion**

In conclusion, motivation is a driving force that inspires individuals to achieve their goals and fulfill their desires. It can be intrinsic or extrinsic, depending on the source of the motivation. Intrinsic motivation comes from within oneself and is based on personal interests and values, while extrinsic motivation is driven by external rewards and punishments. Understanding the different types of motivation can help individuals and organizations create strategies to motivate themselves or their employees effectively. By cultivating a healthy balance of intrinsic and extrinsic motivation, individuals can achieve their goals and find success in their personal and professional lives.

## **Chapter One: Part Two: The Project based design**

### **1.2. Definition of the Project based design**

Project-based learning (PBL) is a teaching method that places the learners at the center of learning. It refers to the organization of the learning process based on the pedagogical principle of "learning by doing," which means that learners acquire knowledge after having experienced or done something new (Kotti, 2008, p. 32). Project-based learning (PBL) is "an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop" (Moss & Van Duzer, 1998, p. 2).

Tricia Hedge (1993) defined PBL as follows: "A project is an extended task that usually integrates language skills through many activities. These activities combine in working towards an agreed goal and may include planning, gathering information through reading, listening, interviewing, etc., discussion of the information, problem-solving, oral or written reporting, and display" (Hedge, 1993, p. 276).

Thomas (2010, p.2) described PBL as an effective method of teaching that can be used in various "contexts, including racial groups and low achievers." Bell (2010) concludes that PBL motivates students to be fully engaged in the process of learning and gives them a feeling of satisfaction.

#### **1.2.1.Characteristics of the Project-based design:**

Project work encourages students to gather more in-depth knowledge and sharpen their skills in research. Essien (2018) concluded the importance of PBL in her study by showing how PBL

connects academic situations to the real world by offering a stimulation of certain problems in the classroom. PBL gives the opportunity to create an active student-centered form of instruction which is characterized by student autonomy, constructive investigation, goal setting, collaboration, communication, and reflection within real-world practices by presenting learners with problems or a certain situation and motivating learners to identify and carry out the solutions. It provides opportunities for students to carry out learning activities by working on collaborative projects (Basilotta Gomez-Pablos et al., 2017; Choi, Lee & Kim, 2019; Kokotsaki et al., 2016).

It also motivates and satisfies teachers while teaching. (Astawa et al.,2017). Kalvu (2017) stated in her study that PBL helps students improve their skills in English in a real-world context and make the EFL classroom more colorful and attractive. Since technology is involved, learners are creative and up to date (Gonzalez et al.,2017).

### **1.2.2.Realization of students' needs and interests**

It endows learners with leadership qualities. Project work progresses according to the specific context and students' interests (Kriwas, 1999, p.149). Students' autonomy is enhanced (Skehan, 1998), especially when actively engaged in project planning (e.g., choice of topic). Project-based design can be an effective way to engage students and address their needs and interests. When designing a project, it is important to consider the following:

**Student's interests:** Start with what the students are interested in. This can be a great way to get them excited about the project and increase engagement by asking students what they are interested in or what topics they would like to explore.

- **Student's needs:** Consider the needs of the students, such as their academic level, learning style, and any special accommodations they may require. Design the project in a way that will meet these needs and provide opportunities for all students to succeed.
- **Real-world relevance:** Make sure the project has real-world relevance and is meaningful to the students. Consider how the project can connect to their lives and experiences outside of the classroom.
- **Assessment:** Design assessments that are aligned with the learning objectives of the project and provide opportunities for students to demonstrate their understanding in a variety of ways. Overall, project-based design can be a powerful tool for engaging students and promoting learning that is relevant and meaningful to their lives. By considering student interests and needs, real-world relevance, collaboration and communication, and effective assessment, teachers can design projects that are both engaging and effective.

### **1.2.3. Development of learners' competencies and capacities**

It makes them more responsible. PBL improves language skills (Levine, 2004). Helle et al. (2006) suggested that autonomy strengthens students' ability to construct new knowledge because autonomy allows students to use their prior knowledge and experience, which, in turn, facilitates the construction of new knowledge.

#### **1.2.3.1. Self-regulation in learning:**

Students tend to be more practically involved in the learning process. Creativity and Innovation: PBL often requires learners to think creatively and innovatively to solve complex problems. This can be highly stimulating and motivating, as learners are challenged to think outside the box and

come up with unique solutions. Project-based learning (PBL) and self-regulated learning are two educational approaches that can work together to promote deep learning and student autonomy.

PBL is an instructional method that involves students working on a project that is complex, challenging, and meaningful. In PBL, students learn by doing, collaborating with peers, and solving authentic problems. This approach emphasizes student-centered learning, promotes critical thinking, and fosters creativity and innovation.

Self-regulated learning, on the other hand, refers to the ability of students to take charge of their learning process. It involves setting goals, monitoring progress, identifying and using effective learning strategies, and evaluating one's own performance. Self-regulated learners are more likely to be motivated, engaged, and successful in their academic pursuits.

When PBL and self-regulated learning are combined, students are empowered to take ownership of their learning and engage in meaningful, inquiry-based activities that promote deep understanding and transferable skills. In PBL, students are provided with opportunities to practice self-regulation skills such as setting goals, managing time, monitoring progress, and evaluating outcomes. As students engage in PBL activities, they develop a sense of autonomy and responsibility for their own learning, which can translate into better performance in other academic areas. Overall, combining PBL with self-regulated learning can help students develop the skills and knowledge needed to become lifelong learners who can think critically, work collaboratively, and adapt to changing circumstances.

#### **1.2.3.2. Stimulates learners' motivation**

The process leading to the end product of project work provides opportunities for students to develop their confidence and independence (Fried-Booth, 2002). Students demonstrate increased

self-esteem and positive attitudes toward learning (Stoller, 2006, p. 27). Project-Based Learning (PBL) can be an effective method to increase learners' motivation and stimulation. Here are a few ways PBL can achieve this:

- **Authentic and Engaging Learning:** PBL allows learners to engage in real-world problems and challenges. This creates a sense of relevance and authenticity, which can be highly motivating. When learners see the practical application of what they are learning, they are more likely to be engaged and motivated.
- **Ownership and Autonomy:** PBL gives learners a greater degree of ownership and autonomy over their learning. This can lead to increased motivation, as learners are able to pursue their interests and passions. When learners have control over their learning, they are more likely to be invested in the process.

Overall, PBL can be a highly effective method for increasing learners' motivation and stimulation. By providing authentic and engaging learning experiences, fostering ownership and autonomy, promoting collaboration and communication, and encouraging creativity and innovation, learners are more likely to be invested in their learning and achieve deeper understanding and retention of the material.

### **1.2.3.3. The Role changes in the class for both teachers and students**

The role changes in the classroom have been a topic of interest in educational research. According to Beijaard et al. (2000), "teachers' role change is a complex and dynamic process in which teachers continually construct and reconstruct their professional identity and enact different roles in response to contextual demands" (p. 259). This highlights the idea that the teacher's role in the classroom is not fixed, but rather constantly evolving.

Moreover, the role of the student has also changed over time. As stated by Kuh (2001), "students are increasingly viewed as active participants in the learning process rather than passive recipients of information" (p. 6). This implies that students are no longer just expected to absorb information, but are also expected to engage in critical thinking and collaborative learning.

Overall, the changing roles of both teachers and students in the classroom reflect a shift towards a more learner-centered approach to education. As stated by Prince (2004), "the ultimate goal of education is to enable learners to become self-directed, lifelong learners" (p. 223). Therefore, it is important for educators to be aware of these role changes and adapt their teaching practices accordingly, in order to promote student-centered learning and facilitate the development of lifelong learners.

#### **1.2.3.4. Team Cooperation**

PBL enhances collaborative learning. Social, cooperative skills, and group cohesiveness among students is increased (Coleman, 1992; Papa Giannopoulos et al., 2000, pp. 36-37). PBL encourages collaboration and communication: Encourage collaboration and communication among students during the project. This can help build teamwork skills and promote a positive classroom environment. Collaboration and Communication: PBL often involves collaboration and communication with peers and experts. This can create a sense of community and belonging, which can be highly motivating. Learners are more likely to feel invested in their learning when they are part of a team working towards a common goal.

#### **1.2.3.5. Creation and reinforcement of interdisciplinarity**

Project-Based Learning (PBL) can be a powerful tool for promoting and reinforcing interdisciplinary learning. PBL is a teaching method that involves students working on a project

or task that is designed to be complex, challenging, and authentic. Students work in teams, often across disciplines, to solve real-world problems and develop a deeper understanding of the subject matter.

Interdisciplinary learning is the process of combining knowledge and methods from different disciplines to create a more comprehensive understanding of a topic. It involves connecting different fields of study to create new insights, solutions, and perspectives. Interdisciplinary learning helps students see the connections between different subjects and understand how they can work together to solve complex problems. PBL can promote interdisciplinary learning in several ways:

- 1. Collaboration:** PBL requires students to work in teams, often with members from different disciplines. This collaboration allows students to learn from each other's perspectives and build a deeper understanding of the subject matter.
- 2. Authentic tasks:** PBL tasks are designed to be authentic, meaning they are similar to tasks that students might encounter in real life. These tasks often require students to draw on knowledge from multiple disciplines to solve the problem at hand.
- 3. Inquiry-based learning:** PBL is an inquiry-based learning approach that encourages students to ask questions and seek answers. This approach allows students to explore different disciplines and apply their knowledge in new and creative ways.
- 4. Reflection:** PBL requires students to reflect on their learning throughout the process. This reflection allows students to make connections between different disciplines and develop a deeper understanding of how they can work together.

Project-based learning is a teaching method that emphasizes learning through real-world projects and experiences. It is an effective way to develop critical thinking, problem-solving, and

collaboration skills. Team cooperation is also a crucial aspect of project-based learning, as it encourages students to work together and learn from each other. Here are some quotes and references on project-based learning and team cooperation:

- "Project-based learning is a powerful tool for preparing students for the real world by engaging them in authentic, meaningful projects that require collaboration, critical thinking, and problem-solving." - Suzie Boss(2011). "Project-based learning emphasizes the importance of teamwork, communication, and collaboration in achieving shared goals." - John Larmer (2015)
- "Through project-based learning, students can learn not only content knowledge but also valuable skills such as teamwork, time management, and communication." - David Ross(2016)
- "Collaboration allows teachers to capture each other's fund of collective intelligence." - Mike Schmoker (2011)

#### **1.2.3.6.The Purpose of Using Project -based design**

Project-based design is a problem-solving approach that involves designing and creating a solution to a specific problem or challenge. This approach emphasizes learning through doing and encourages students to apply their knowledge and skills to real-world problems. Here are some quotes and references that illustrate the purpose of using project-based design:

- "Project-based learning emphasizes learning activities that are long-term, interdisciplinary, and student-centered. Projects provide students with the opportunity to solve real-world problems, apply academic concepts, and engage in meaningful tasks." - Buck Institute for Education

- "The purpose of project-based learning is to provide students with a rich, authentic learning experience that engages them in solving real-world problems and challenges." - Edutopia
- "Project-based learning enables students to develop key skills such as critical thinking, problem-solving, communication, and collaboration, which are essential for success in college, career, and life." - National Education Association
- "Project-based learning is an effective way to promote deeper learning and help students develop a deeper understanding of the subject matter." - John Larmer, Editor-in-Chief of the Buck Institute for Education's PBL Works
- "The purpose of project-based learning is to create a learning environment that allows students to explore their interests, develop their skills, and take ownership of their learning." - Suzie Boss, author and educational consultant

In summary, the purpose of using project-based design is to provide students with an authentic, engaging, and interdisciplinary learning experience that enables them to solve real-world problems, develop key skills, and take ownership of their learning.

#### **1.2.3.6.1. Project Based Learning deepens engagement and interaction with learning content.**

Problem-based learning (PBL) has been shown to be an effective instructional approach that deepens engagement and interaction with learning content. According to a study by Savery and Duffy (1995), PBL "immerses students in real-life problems that are relevant and engaging, and provides opportunities for them to work collaboratively to solve those problems" (p. 2). This type of approach requires students to actively engage with the material and apply critical thinking skills to solve complex problems.

Another study by Hmelo-Silver, Duncan, and Chinn (2007) found that PBL "promotes the development of deep understanding and long-term retention of information" (p. 126). This is because PBL allows students to connect new information with prior knowledge and experience, which facilitates the integration of new concepts into long-term memory. Additionally, PBL fosters engagement by allowing students to take ownership of their learning. According to Blumberg and Michael (2010), "PBL promotes self-directed learning and student-centeredness by placing students in the driver's seat, allowing them to determine what they need to know and how they will go about learning it" (p. 187).

Project -based Learning is a powerful instructional approach that deepens engagement and interaction with learning content by immersing students in real-life problems, promoting deep understanding and long-term retention of information, and fostering self-directed learning and student-centered

#### **1.2.3.6.2. Project Based Learning encourages higher order thinking and problem-solving skills**

Problem-Based Learning (PBL) is widely recognized as a teaching approach that promotes higher-order thinking and problem-solving skills. Here are some quotes and references to support this claim: "PBL encourages higher-order thinking and problem-solving skills by engaging students in the process of constructing knowledge and meaning from their experiences." (Savery, 2006)."

PBL provides a natural setting for students to develop higher-order thinking skills, such as analysis, synthesis, evaluation, and critical thinking, as they work through real-world problems." (Walker & Leary, 2009). "The PBL approach has been found to foster higher-order thinking skills

such as critical thinking, problem-solving, and decision-making among students." (Hmelo-Silver, 2004)."PBL promotes the development of complex thinking skills and strategies, such as metacognition, creativity, and problem-solving, which are essential for success in the 21st century workforce." (Hmelo-Silver, 2004)

#### **1.2.3.6.3. Project- Based Learning develops peer and professional networks.**

Problem-Based Learning (PBL) is a student-centered instructional approach that emphasizes the development of problem-solving skills and the application of knowledge in real-world contexts. One of the key benefits of PBL is that it facilitates the development of peer and professional networks among students. Research has shown that PBL can enhance students' ability to work collaboratively and build relationships with their peers. According to Barrows and Tamblyn, "PBL fosters collaborative learning environments that promote the development of peer relationships and support structures" (Barrows & Tamblyn, 1980). In a PBL setting, students work in small groups to solve complex problems, which requires them to communicate effectively, share ideas, and rely on each other's strengths.

Furthermore, PBL can also facilitate the development of professional networks among students. As students work on real-world problems, they often interact with professionals in their field, such as industry experts, community leaders, or academic researchers. These interactions can lead to valuable networking opportunities that can help students establish connections and gain insights into their chosen profession.

A study by Hmelo-Silver et al. found that PBL can lead to the development of professional networks and collaborations that extend beyond the classroom (Hmelo-Silver et al., 2007). The study showed that students who participated in PBL had a greater likelihood of collaborating with

peers and professionals outside of their classroom and engaging in activities that advanced their careers.

In conclusion, PBL can facilitate the development of peer and professional networks among students. By working collaboratively on real-world problems, students can build relationships with their peers and interact with professionals in their field, leading to valuable networking opportunities and the development of important support structures for their future careers.

#### **1.2.3.6.4.. Project Based Learning fosters collaboration and communication skills.**

Problem-based learning (PBL) has been found to foster collaboration and communication skills among learners. As noted by Savery and Duffy (1996), "PBL can facilitate the development of communication and collaborative skills, as students must work together to identify and solve problems" (p. 10). Similarly, Hmelo-Silver, Duncan, and Chinn (2007) found that PBL "encourages students to develop communication and collaboration skills" (p. 162).

Moreover, according to Van den Bossche, Gijsselaers, Segers, and Kirschner (2006), "PBL is particularly effective in fostering collaboration and communication skills because it involves small groups of students who work together on a problem" (p. 94). Similarly, Dolmans, Wolfhagen, and Van der Vleuten (2001) observed that "PBL encourages teamwork and communication skills because students must work together to identify and solve problems" (p. 389).

In summary, research suggests that PBL can be an effective way to foster collaboration and communication skills among learners.

**3.6.5. Fostering EFL Learners' Motivation Through project work:** Project work can be an effective teaching method to foster EFL learners' motivation. By providing learners with autonomy, relevance, collaboration, feedback, recognition, and technology, teachers can create a

dynamic learning environment that promotes engagement, interest, and success. Baillie and Fitzgerald (2000) believe that project-based learning improves cooperation and responsibility, problem solving ability, communication ability, creative thinking, critical thinking, and self-directed learning ability

### **1. Through the use of a variety of real-Life Skills**

- **Using technology:** Integrating technology in project work can enhance learners' motivation by increasing their engagement and interest. Teachers can incorporate multimedia tools such as videos, podcasts, or interactive software to create an immersive and engaging learning experience. Projects that are relevant and meaningful to learners' lives and interests are more likely to motivate them. Teachers can achieve this by selecting topics that align with students' interests, using real-life scenarios or problems, and allowing students to select their own topics.
- **Using real-life scenarios:** Using real-life scenarios in EFL lessons can help learners to apply their critical thinking skills to real-world situations. This approach can motivate learners by demonstrating the relevance of their learning and the practical benefits of critical thinking.

### **2. Through Critical thinking**

Critical thinking is a valuable skill for EFL learners to develop, as it helps them to analyze, evaluate, and apply information in various contexts. Here are some ways to foster EFL learners' motivation through critical thinking:

- **Encouraging inquiry-based learning:** Inquiry-based learning involves posing open-ended questions that require critical thinking to answer. This approach can motivate learners to explore topics in greater depth and develop their critical thinking skills.
- **Providing opportunities for debate and discussion:** Encouraging learners to engage in debates and discussions can promote critical thinking, as they are required to evaluate and defend their opinions using evidence and reasoning. Teachers can provide opportunities for this through classroom discussions, group projects, or online forums.

In summary, fostering EFL learners' motivation through critical thinking involves encouraging inquiry-based learning, providing opportunities for debate and discussion, using real-life scenarios, providing feedback on critical thinking skills, and integrating technology. By promoting critical thinking, teachers can help learners to develop valuable skills that can enhance their academic and professional success.

### **3. Through Communication and creativity.**

According to Amabile (2012) being creative is to produce a new and appropriate response, production, or solution to a distinct and clear problem. The response must fit a specific purpose. “At the simplest level ‘creative’ means bringing into being something that was not there before and has been brought into being” (Awang & Ramly, 2008, p. 334). Students are required to use their creative imagination to create practically new solutions to problems evoked.

One of the most significant advantages of project work is that it allows students to take responsibility for their own learning. By giving learners autonomy over their projects, they become more invested in the learning process and motivated to achieve their goals.

#### **4. Through students' participation choice and inquiry, and teachers' feedback**

Feedback is crucial for students to understand their progress and identify areas for improvement. Teachers can provide feedback throughout the project, highlighting what the students have done well and providing constructive feedback on areas for improvement. Additionally, recognizing students' achievements can motivate them to continue working hard. Howard (2002) claims that tasks should take the form of meaningful projects. English learning has occurred when students participate in motivational and challenging realistic and practical projects.

#### **5. Through Community partnership and Collaborative Environment**

Collaborative learning can promote motivation and engagement among EFL learners. By working in groups, students can share ideas, solve problems together, and provide each other with feedback and support. Chang and Lee (2010) support this belief: "Students acquire core concepts of learning that require the application of contextual knowledge through collaborative projects". Projects that involve multi-media and technology lend themselves easily to group work, which fosters collaboration and cooperation. Project-based learning not only has students apply their knowledge to their experience, but it also lets students work in teams to solve problems (Solomon, 2003)

#### **Conclusion**

This chapter displays a brief review related to Motivation's definition, its types, its sources and its significance in language learning, particularly in the context of EFL education. Moreover, we have attempted to shed light on the project work's definition, its characteristics and its purpose.

Therefore, throughout this chapter, the study attempts to establish an understanding of the relationship between how to foster EFL learners' motivation through the project-design.

**CHAPTER TWO:**  
**RESEARCH METHODOLOGY DESIGN AND  
FINDINGS**

## **CHAPTER TWO: RESEARCH METHODOLOGY DESIGN AND FINDINGS**

### **Part one: Research Design and methodology**

#### **2.1. Introduction:**

The current study intends to investigate how to foster EFL Learners' Motivation Through Project -based Design- The sample for this study consists of 30 First year license students from a total number of 90 students at M'sila University making a rate of 30% study. The first chapter of this study presented a literature review about motivation and project -based design. The second chapter reports the research design, sampling techniques, procedures the data analysis, and discussion. It is divided into two sections. The first part supplies the description of the research methodology; it includes the research paradigm, research design, methodology ,data collection, and the limitation of the study. The second part describes the analysis of the obtained data , from both questionnaires-the teachers' and the students', and the discussion of the results in the light of the related literature.

#### **2. Research Design**

To conduct this study, the researchers chose a case study involving English first-year students from the University of Mohamed Boudiaf Msila English Department. The case study appears to be an analysis of the target environment in which research is being conducted. A case study is an empirical investigation into a current event in its real-life environment, particularly when the boundaries between phenomena and context are blurred (Yin. (1994:13).

In other words, it allows the researchers to connect the obtained data with the findings, which is advantageous to the work's coherence. Case studies, in general, analyze and investigate contemporary topics by focusing on a small number of people as research subjects.

## **1. Research Setting**

The present study took place in the English Department at Mohamed Boudiaf Msila University, during the academic year 2022–2023 in a period of two months.

## **2. The aim of the Research**

The aim of the research is to motivate learners through the use of project-based learning .

## **3. Sampling**

The present study was conducted with English first-year LMD students of English at University of during the academic year 2022/2023. The population of this study is 90 students . 30 First year students are randomly sampled.

## **4. Data Collection instruments**

In order to gather data for our research, we have relied on two questionnaires. The questionnaire was addressed to first-year students and one to teachers.

## **5. Students' questionnaire**

### **5.1. Definition of Questionnaire**

A questionnaire is a research tool that consists of a series of questions designed to gather information from respondents in a short period of time. It is generally a series of written questions for which the respondents have to provide the answers. Questionnaires are popular research methods since they provide a quick, efficient, and low-cost means to collect large amounts of information from large sample volumes. These instruments are especially useful for assessing subject behavior, preferences, intentions, attitudes, and opinions. Researchers can obtain both qualitative and quantitative data by using open and closed research questions, resulting in more comprehensive results.

**5.2. Description of the student's questionnaire:** The students' questionnaire is conducted to collect data regarding the student's perspectives towards motivation through the use of Project-based learning. The questionnaire consists of 18 questions divided into three sections. The types

of questions are mainly closed-ended (yes/no questions ,Wh- and How questions, auxiliary questions and agree/ disagree options. The three sections contain:

**1. Section one:** Students’ profile

**2. Section two:** On Motivation

**3. Section three:** Motivation and the project based learning

### **5.3. Description of Teachers’ Questionnaire**

The teachers’ questionnaire is conducted to collect data regarding the teachers’ perspectives towards motivation through the use of Project-based learning. The questionnaire consists of two sections that embrace 18 questions divided into two sections. The types of questions are mainly closed-ended (yes/no questions , auxiliary questions ,true/False and agree/ disagree options. The sections contain:

**1. Section one:** Teachers’ profile

**2. Section two:** On the role of the teacher in Project-based learning.

### **Part two: Analysis of Results and Findings**

#### **2.2.1. Analysis of the results**

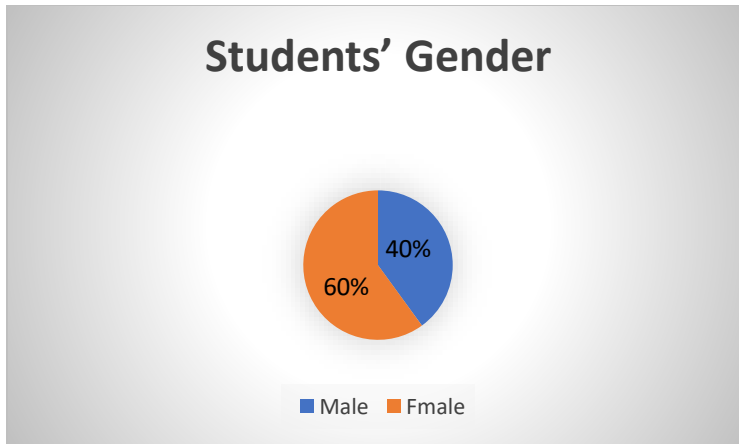
##### **2.2.1.1. Analysis of Students’ Questionnaire**

#### **Section One: Background Information**

**Table 1: Students’ Gender**

<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>	<b>Age</b>	<b>Experience learning English</b>
12	40%	18	60%	18-20	8

**Total: 30 students**



**Figure 1: on Students' gender**

**Comment:**

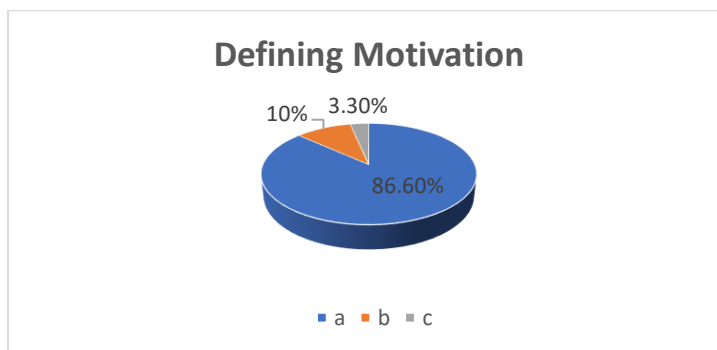
The class is composed of 18 females against 12 male ,an indication that Females enjoy studying English. Hence, making a rate of 60% against 40%.The average age ranges between 18-20 with a general experience learning English of eight years.

**Section Two: On Motivation- Answer by Yes or No**

**Q1.What is motivation for you?**

**Table 2: Defining Motivation**

Definition of Motivation	selections	%
a. To do something with a strong desire	26	86,6%
b. You do not like something and you do it	3	10%
c. You have the feeling not to do something but you like doing it	01	3,3%



**Figure 2: On the Definition of Motivation**

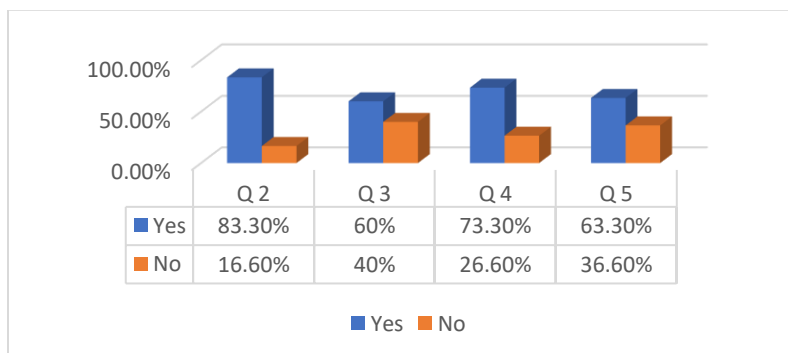
**Comment:**

As to defining motivation, respondents fall into three groups. The first group with a majority number of 26 with a rate of 86,6% opted for to do something with a strong desire against the second and the third group respectively ,You do not like something and you do it with a number of three and a rate of 10% and You have the feeling not to do something but you like doing it with 01number and a rate of 3,3%.

**Table 3: on motivation in a group work**

Questions on Motivation	Yes	%	No	%
<b>Q2.</b> Is motivation important in any Project based design you undertake (collective presentation)?	<b>25</b>	<b>83,3%</b>	<b>05</b>	<b>16,6%</b>
<b>Q3.:</b> Are you motivated to undertake projects? If yes, what motivates you?	<b>18</b>	<b>60%</b>	<b>12</b>	<b>40%</b>
<b>Justifications</b>				
1. I like working in a project because I feel a little bit independent	<b>07</b>	<b>37,88%</b>		
2. Working on a Project encourages me to make a deep research	<b>06</b>	<b>33,33%</b>	-----	
3. It is good to work on a project from beginning to end and evaluate one’s own work and see the outcome after hard work.	<b>05</b>	<b>27,8%</b>	-----	
<b>Q4.</b> Is Learning by doing a good idea for a group to work together in a Project?	<b>22</b>	<b>73,3%</b>	<b>08</b>	<b>26,6%</b>
<b>Q5.</b> Is Guidance from a coach or a lecturer needed to help you know how to work successfully with a group?	<b>19</b>	<b>63,3%</b>	<b>11</b>	<b>36,6%</b>

**Figure 3: On learners’ motivation in working together**



## Comment

**Q. Two:** As to whether motivation is important in any Project based design students undertake (collective presentation), 25 students with a rate of 83,3% responded with yes against 05 with a rate of 16.6% with No.

**Q. Three** Concerning students' motivation towards undertaking projects and what motivates them to do so, 18 students with a rate of 60% responded with yes against 12 with a No response with a rate of 40%. Within the 18 Yes responses, 07 like working in a project because they feel a little bit independent with a rate of 37.88%, while 06 with a rate of 33.33% responded Working on a Project encourages them to make a deep research and the third group of 05 respondents said It is good to work on a project from beginning to end and evaluate one's own work and see the outcome after hard work with a rate of 27.8%

**Q. Four:** Concerning the question - Is Learning by doing a good idea for a group to work together in a Project? 22 students with a rate of 73.3% opted for yes ; whereas only 08 respondents said No with a rate of 26.6%.

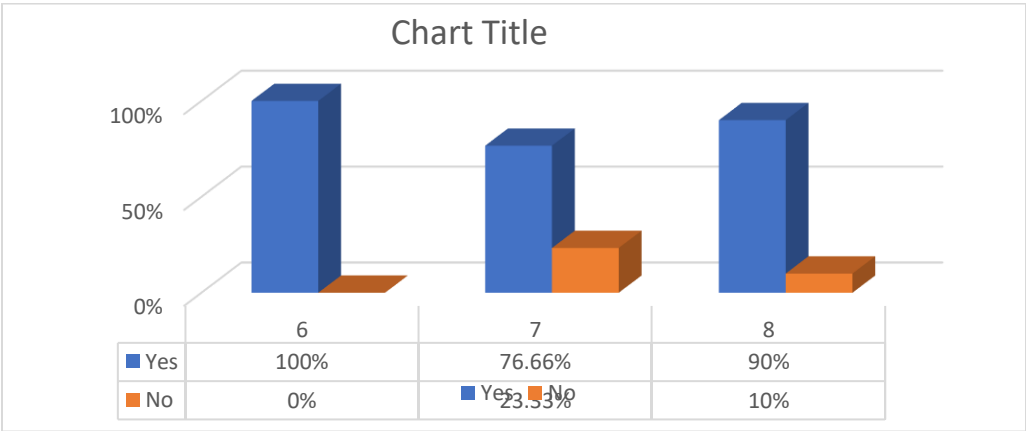
**Q. Five:** Whether Guidance from a coach or a lecturer is needed to help learners know how to work successfully with a group, 19 students answered with yes with a rate of 63.3% against 11 who said No. with a rate of 36,6%.

**Table 4: On working as a group**

	yes	%	No	%
<b>6. Do you like presenting an assignment? How? Justify your answers.</b>	30	100%	00	00%
<b>Justifications</b>				

1.I prepare a power point with some slides and try to explain them to my classmates	16	53,3%		
2. I try first to read many documents and make a research paper then present it in the form of outline on the board	08	26,6%		
3. I try to cooperate with my partner and work it together half half in preparation and in presentation	06	20%		
7: Do you believe that using group work increases your academic performance and improves the quality of the work you produce?	23	76,66%	07	23,33%
8. Is the choice of the members of a group work important? If “Yes” Justify your answer  <b>Justifications</b>	27	90%	03	<b>10%</b>
1.because working with good students who can help is a great advantage.	11	40,74%	----	
2. By experience, working with silly pairs impedes the work and makes it slow	11	40,74%	----	
3.it is better to work with students you know and you can meet at any moment.	05	18,51%	----- -	

**Figure 4: On working as a group**



**Comment**

**Q.6.**On whether students like presenting an assignment and how, 30 students responded with Yes with a rate of 100% against 0% No. For their justifications,16 students with a rate of 53.3% said they prepare a power point with some slides and try to explain them to their classmates, 08 with a

rate of 26,6% said they try first to read many documents and make a research paper then present it in the form of outline on the board, the third group with 06 students with a rate of 20% said they try to cooperate with their partners and work the project together half half in preparation and in presentation.

**Q.7:** To believe whether using group work increases learners' academic performance and improves the quality of the work they produce,23 students with a rate of 76.66% believe yes against 07 with a rate of 23.33% believe No.

**Q.8.** Whether the choice of the members of a group work is important or not-27 of recipients with a rate of 90% answered with Yes against only 03 with a rate of 10% answered with No.The 27 students who answered with yes ,their justifications fall as the following-

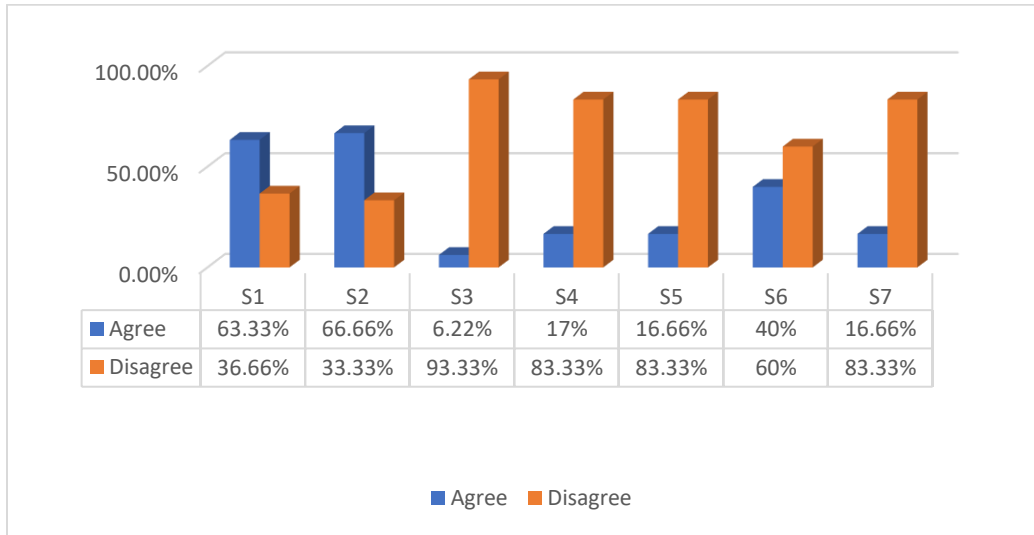
1. 11 students with a rate of 40.74% said because working with good students who can help is a great advantage.
2. 11 students with the same rate 40.74% said that by experience, working with silly pairs impedes the work and makes it slow
3. 05 students with a rate of 18.51% said it is better to work with students you know and you can meet at any moment.

### Section Three: On Being Motivated Through a Project Work

**Table 5: Students' agreement/ Disagreement**

Statements	Agree	Rate	Disagree	rate %
<b>S1:</b> There is a significant positive relationship between the importance of grades and involvement in cooperative learning	19	63.33%	11	36.66%
<b>S2:</b> I like working with others to be motivated	20	66.66%	10	33.33%
<b>S.3:</b> Working in groups in a project is a waste of time	02	6.22	28	93.33%
<b>S.4.:</b> Project work does not encourage learners to profit from each other	05	16.66	25	83.33%
<b>S.5.:</b> Working alone is better than working in groups	05	16.66%	25	83.33%
<b>S6:</b> I am greatly motivated when I work with others because they help me know what I want.	12	40%	18	60%
<b>S7:</b> I used to be an isolated student but once I integrated with others I was more motivated to learn more and better	05	16.66%	25	83.33%

**Figure 5: Section 3-On Being Motivated Through a Project Work**



**Comment**

**On the idea of working together, students opted for agree or disagree statements-**

**S1:** There is a significant positive relationship between the importance of grades and involvement in cooperative learning-19 students with a rate of 63.33% agree against 11 with a rate of 36.66% disagree.

**S2:** I like working with others to be motivated-19 students with a rate of 63.33% agree against 10 with a rate of 33.33% who disagree.

**S.3:** Working in groups in a project is a waste of time.05 students with a rate of 6.22% answered with agree against 28 with a rate of 93.33% said disagree.

**S.4.:** Project work does not encourage learners to profit from each other.05 students with a rate of 16.66 who agreed against 25 with a rate of 83.33% who disagreed.

**S.5.:** Working alone is better than working in groups.05 students with a rate of 16.66 who agreed against 25 with a rate of 83.33% who disagreed.

**S6:** I am greatly motivated when I work with others because they help me know what I want. 12 students with a rate of 40% agreed against 18 with a rate of 60% who disagreed.

**S7:** I used to be an isolated student but once I integrated with others I was more motivated to learn more and better. 05 students with a rate of 16.66 who agreed against 25 with a rate of 83.33% who disagreed.

## Teachers' questionnaire Analysis

### 1- Aim of the questionnaire

This questionnaire presents an analysis of the research findings with teachers of English. It aims at collecting data about the importance and advantages of conducting a project based on students' learning. It helps also gather teachers' perceptions on the use of the project,

### 2- Description of the questionnaire

The teachers' questionnaire is designed to cover three sections-

**Section one** includes questions to teachers from (1) to (3) to gather background information for respondents for purposes of sample description.

**Section two:** presents the merits of motivation and its effects, from (1) to (7).

**Section three:** discusses and analyzes the role of the teacher in project based-learning from (1) to (8).

### Section one: Respondents' Demographic Information

#### 1- Age of Teachers

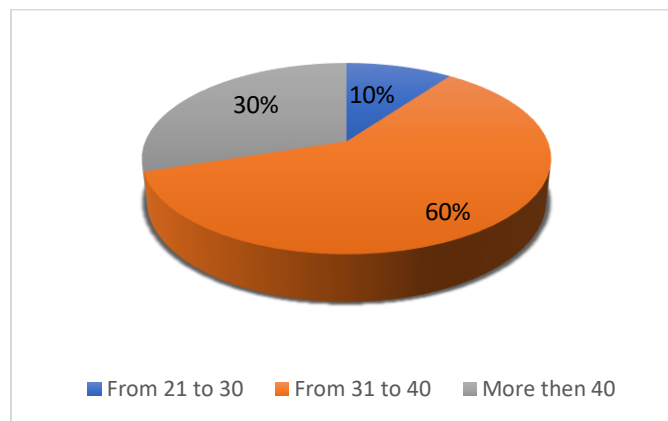
**Table 6: Teachers' Age**

The respondents' age was important to the study and the results were as indicated in the table

Age	From 21 to 30	From 31 to 40	More than 40
Participants	01	06	03
Percentage	10 %	60 %	30 %

**Table 6: Age of teachers**

**Figure 6: on the Teachers' Ages**



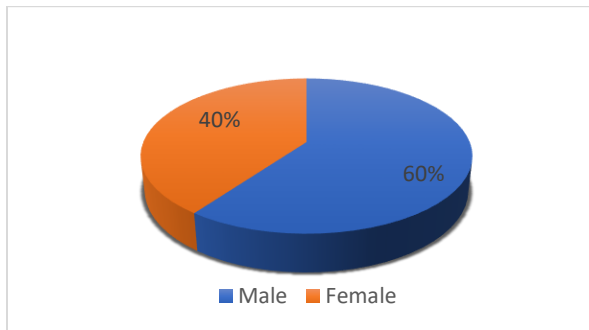
### Comment

Three categories of ages are displayed-from 21 to 30 there is 01 with a rate of 10%, from 31 to 40 06 teachers making rate of 60% and more than 30 type there are 03 teachers making a rate of 30%.

**Table 7: Teachers' Gender:**

1- Teachers' Gender	number	Percentage
Male	06	60%
Female	04	40%
Total	10	100%

**Figure 7: Teachers' Gender**



### Comment:

The teachers' gender varies between females and males-The male number is 06 with a rate of 60% in comparison to 04 females with a rate of 40%.

**Table 8: Teachers' Experience**

2- Teachers' Experience:	Participants	Percentage
15 years	02	20%
10 years	03	30%
07 years	03	30%
03 years	02	20%
<b>Total</b>	<b>10</b>	



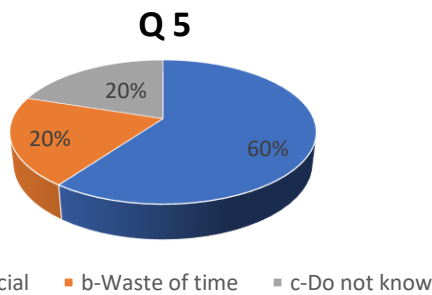
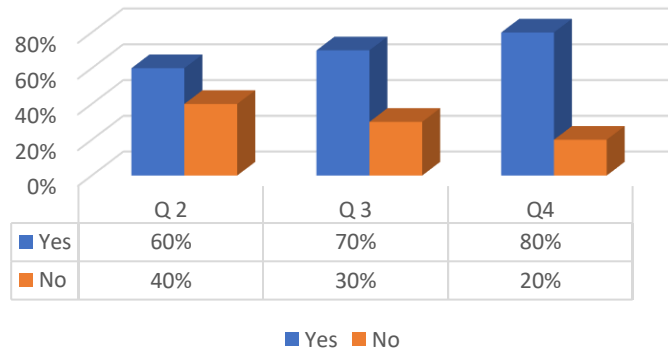
## Comment

**Q1.** In what concerns learners' knowledge about motivation, four types of answers are recorded. 02 teachers with a rate of 20% said motivation is an important element that stimulates the achievement of a good work . 04 teachers with a rate of 40% said motivation is the key to all positive deeds .03 other teachers with a rate of 30% said motivation helps the researcher or the hard worker to fulfill his dreams and finally 01 teacher with a rate of 10% said motivation is an encouraging factor for a pre-achieved work

**Table 10: On Motivation and On working with groups(assignments and projects)**

Questions on motivation	yes	Percent	No	Percent
<b>Q.2.Are your students motivated to work with groups in the class?</b>	<b>06</b>	<b>60%</b>	<b>04</b>	<b>40%</b>
<b>Q3 Do your student prefer working in groups?</b>	<b>07</b>	<b>70%</b>	<b>03</b>	<b>30%</b>
<b>Justifications:</b>		<b>42.85%</b>	-----	
<b>1. yes, they do but not always</b>	<b>03</b>	<b>30%</b>	-	
<b>2. they like working in groups especially with students they know</b>	<b>02</b>	<b>28.57%</b>	-----	
<b>3. students like working in groups under the teacher's help</b>	<b>02</b>	<b>28.57%</b>	-----	
<b>Q.4.Do you often assign your students some projects to do? if yes, justify?</b>	<b>08</b>	<b>80%</b>	<b>02</b>	<b>20%</b>
<b>Justifications</b>				
<b>1.of course, I do because I want the students to make some research at home and get accustomed to it.</b>	<b>03</b>	<b>37.5%</b>		
<b>2. I believe it is through assignments that learners learn more and read at their own comfort.</b>	<b>04</b>	<b>50%</b>		
<b>3.assignments help learners depend on themselves through reading intensively.</b>	<b>01</b>	<b>12.5%</b>		
<b>Q. 5.How do you find working in collective projects?</b>	<b>a. beneficial</b>	<b>b. waste of time</b>	<b>c.do not know</b>	
<b>number</b>	<b>06</b>	<b>02</b>	<b>02</b>	
<b>Percentage</b>	<b>60%</b>	<b>20%</b>	<b>20%</b>	

**Figure 10: On motivation and on working with groups (assignments and projects)**



**Comment**

**Q.2.**In relation to students’ motivation and working in groups in the class,06 teachers with a rate of 60%answered with YES; whereas only 04 with a rate of 40% answered with No.

**Q3.**Whether students prefer working in groups in class,07 teachers with a rate of 70% answered with Yes against 03 teachers with a rate of 30% answered with No. Those who answered positively, their justifications fall under three: 1. yes, they do but not always(03 teachers making 30%),2. They like working in groups especially with students they know(02 teachers with a rate of 28.57%) and 3. Students like working in groups under the teacher’s help(02 teachers with a rate of 28.57%).

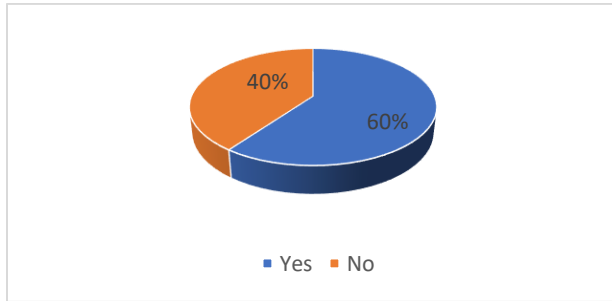
**Q.4.**Whether teachers assign students some projects to do,08 teachers with a rate of 80% answered with Yes against only 02 teachers with a rate of 20% who answered with No. Those who answered with yes, justified as follow:1.(03 teachers) with a rate of 37.5% answered with yes, of course they do because they want the students to make some research at home and get accustomed to it.2.(04 teachers)with a rate of 50% believe it is through assignments that learners learn more and read at their own comfort. and finally (01teacher with a rate of 12.5% think that assignments help learners depend on themselves through reading intensively.

**Q.5.** As to How do teachers find working in collective projects,(06 teachers with a rate of 60% said it is beneficial,(02 teachers) with a rate of 20% said it is a waste of time and similarly (02 other teachers with the same rate 20% answered with they do not know.

**Table 11: On introverts and project work**

Questions on Introverts	Yes	Percent	No	Percent
<b>Q. 6. Do you believe that introvert students tend to likely work in group project to learn and be motivated?</b>	06	60%	04	40%

**Figure 11: On introverts and project work**



**Comment**

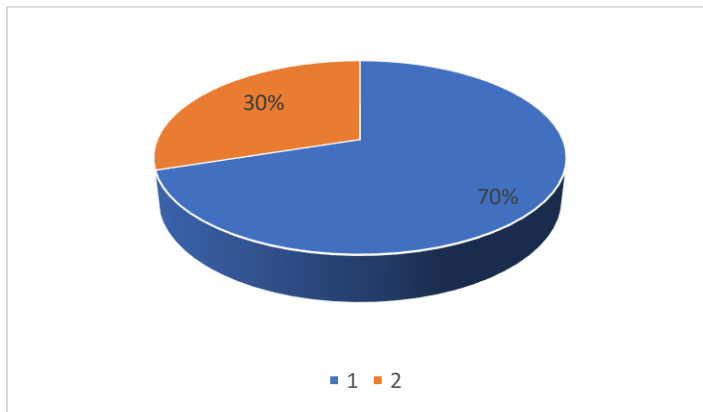
**Q. 6.** In what concerns teachers' beliefs that introvert students tend to likely work in group project to learn and be motivated, (06 teachers with a rate of 60%) answered with yes,; whereas only (04 teachers with a rate of 40%) answered with No.

**Table 12: Students' advantages of working together**

<b>Q. 7. What advantages do students benefit from when working together? -List two</b>		
Advantages	number	Percent
<b>1. they share experiences and support each other with ideas</b>	<b>07</b>	<b>70%</b>
<b>2. they profit from each other in terms of contact, sociability and interrelationship</b>	<b>03</b>	<b>30%</b>

**Total 10**

**Figure 12: Students' advantages of working together**



**Comment**

**Q. 7.** As to what advantages do students benefit from each other when working together

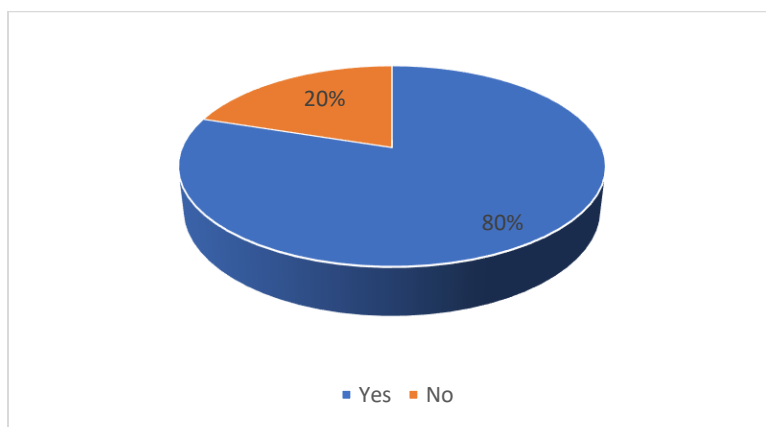
(07 with a rate of 70% teachers answered that they share experiences and support each other with ideas; whereas (03 teachers with a rate of 30% said they profit from each other in terms of contact, sociability and interrelationship

**Section Three: On the role of the teacher in project-based learning**

**Table 13: the teacher and the project work**

	<b><u>yes</u></b>	<b><u>Percent</u></b>	<b><u>No</u></b>	<b><u>Percent</u></b>
<b><u>Q. 1.</u></b> Do you believe that the role of teacher or lecturer in project-based learning shifts from an authoritative power distributing knowledge to a guide, a manager and a supporter?	<b>08</b>	<b>80%</b>	<b>02</b>	<b>20%</b>

**Figure 13: the teacher and the project work**



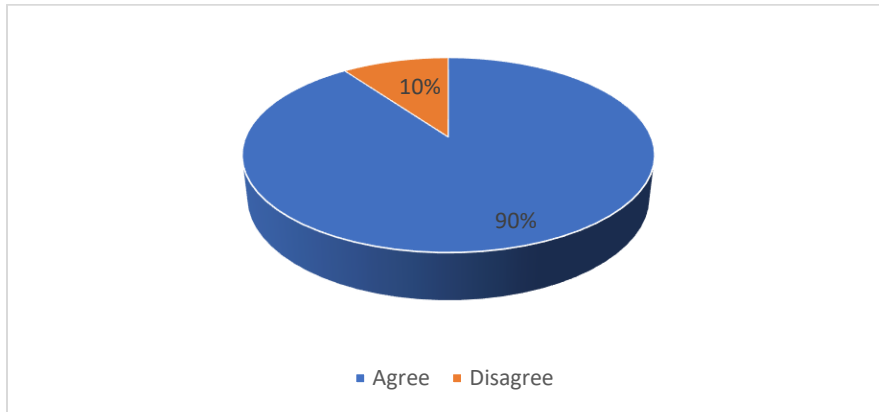
**Comment**

**Q. 1.** Whether teacher’s belief that his role of a teacher or lecturer in project-based learning shifts from an authoritative power distributing knowledge to a guide, a manager and a supporter,(08 teachers with a rate of 80% said yes against (02 teachers with a rate of 20%) answered with No.

**Table 14: Project work as an advantage for learners’ motivation**

<b>Q. 2.</b> Do you agree that the use of the project work (presentation, portfolio etc.) is an advantage for learners’ motivation?	<b>agree</b>	<b>Percent</b>	<b>disagree</b>	<b>Percent</b>
	<b>09</b>	<b>90%</b>	<b>01</b>	<b>10%</b>

**Figure 14: Project work as an advantage for learners' motivation**



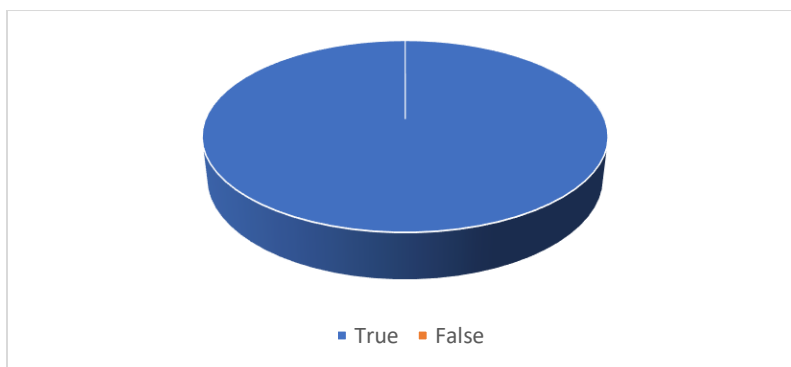
**Comment**

**Q. 2.** Whether the teacher's agree or disagree that the use of the project work (presentation, portfolio etc.) is an advantage for learners' motivation,(09 teachers with a rate of 90% agreed ;whereas only (01 teacher with a rate of 10%) disagreed.

**Table 15: Project work as an advantage for learners' motivation**

	True	Percent	False	Percent
<b>Q. 3.</b> The Project-Based Learning (PBL) is a teaching method which sets students to complete a long-term project and learn the target content while performing the tasks.	10	100%	00	<u>00%</u>

**Figure 15: Project work as an advantage for learners' motivation**



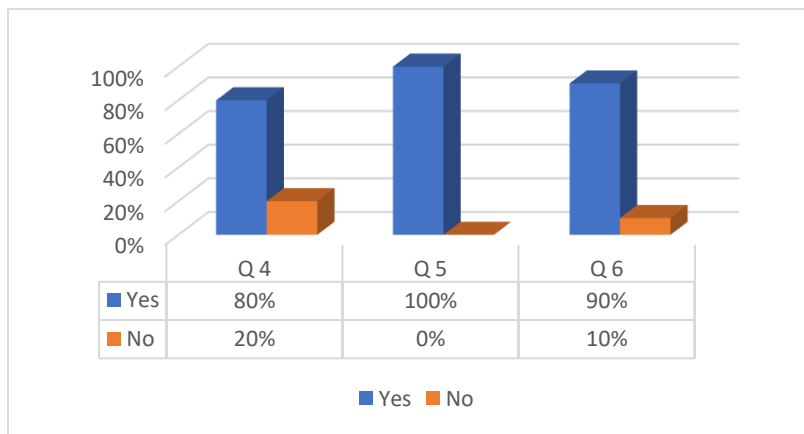
**Comment**

**Q. 3.**To know about whether The Project-Based Learning (PBL) is a teaching method which sets students to complete a long-term project and learn the target content while performing the tasks,(10 teachers with a one hundred percent (100%) answered with true against nil answers with false.

**Table 16: Project work as an advantage for learners’ motivation**

	Yes	Percent	No	Percent
<b>Q. 4.</b> When working together, Projects involve students in a constructive investigation.	08	80%	02	<u>20%</u>
<b>Q. 5.</b> Project based learning fosters students’ motivation and encourages them to get involved in the discipline.	10	100%	00	<u>00%</u>
<b>Q.6.</b> Do you agree that in terms of dissertation research, project-based learning is devoted to collecting information, interviewing experts about the topic, doing some experiments, analyzing data, and reporting the findings?	09	90%	01	<u>10%</u>

**Figure 16: Project work as an advantage for learners’ motivation**



**Comment:**

**Q. 4.**When working together, Projects involve students in a constructive investigation.(08 teachers with a rate of 80% answered with Yes against (02) teachers with a rate of 20% answered with No.

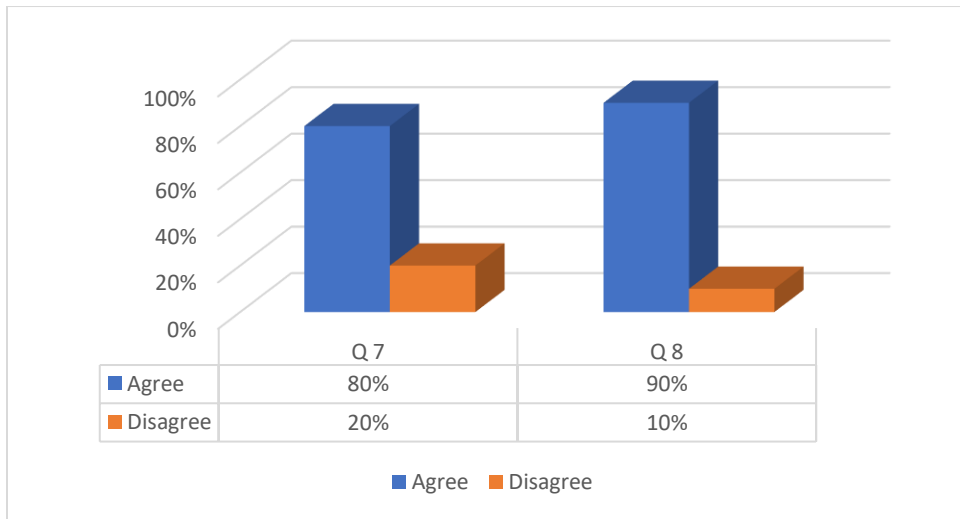
**Q. 5.** Project based learning fosters students’ motivation and encourages them to get involved in the discipline-(10 teachers with a rate of 100% answered with yes against (00 teachers with a nil rate).

**Q.6.** Whether they answer with yes or No in terms of dissertation research, project-based learning as devoted to collecting information, interviewing experts about the topic, doing some experiments, analyzing data, and reporting the findings. To this question,(09 teachers with a rate of 90% answered with yes against only (01 teacher who answered No with a rate of 10%.

**Table 17: Project- a plan for students' interest**

	agree	Percent	disagree	Percent
<b>Q7.</b> To better motivate learners, the teacher needs to guide the students to reflect on their interests or activities and problems related to their topic	<b>8</b>	<b>80%</b>	<b>02</b>	<b>20%</b>
<b>8.</b> In the Project- based approach, significant emphasis is placed on both-the process and the end-product of the project.	<b>09</b>	<b>90%</b>	<b>01</b>	<b>10%</b>

**Figure 17: Project- a plan for students' interest**



**Comment**

**Q7.** To better motivate learners, the teacher needs to guide the students to reflect on their interests or activities and problems related to their topic.(08 teachers with rate of 80% agreed against (02 teachers with a rate of 20% who disagreed.

**Q.8.** To whether agree or disagree concerning the question -In the Project- based approach, significant emphasis is placed on both-the process and the end-product of the project,(09) teachers with a rate of 90% against only (01) teacher with a rate of 10% disagreed.

## **Recommendations for Further Research**

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

- 1.** Design projects that have real-world relevance and provide students with opportunities to apply English language skills in practical contexts. Choose topics that align with students' interests and experiences to make the projects personally meaningful.
- 2.** Clearly define the project objectives and provide students with clear guidelines and expectations. This will help them understand the purpose of the project and what they need to accomplish, which can increase their motivation to work towards a tangible outcome.
- 3.** Encourage collaborative learning by assigning group projects or promoting peer collaboration within individual projects. Working in teams allows students to support and motivate each other, share ideas, and learn from one another. It also enhances their communication and teamwork skills.
- 4.** Provide appropriate support and scaffolding throughout the project to help students overcome challenges and build confidence. Offer guidance, resources, and regular check-ins to ensure they stay on track and have the necessary tools to complete the project successfully.
- 5.** Incorporate regular opportunities for students to reflect on their project progress and outcomes. Encourage self-assessment and peer feedback to promote metacognition and continuous improvement. Recognize and celebrate students' achievements and provide constructive feedback to help them grow.

6. Encourage students to reflect on their overall project experience and revise their work based on feedback and self-assessment. This iterative process helps students develop critical thinking skills, resilience, and a growth mindset.

## **General conclusion**

The present study is designed to investigate how learner's motivation foster through project-based design and the conception of the project-based design by both teachers and learners. Furthermore, it tends to shed light on the advantages project-based design could have on learners' written achievement and psychological development.

The study is consisted of two chapters. The first chapter is a literature review which consists of two parts, part one entitled with « motivation » and part two entitled with « The project-based design ». Whereas The second chapter is a practical framework where the research design and procedure are described with the analysis of the collected data.

The case study was opted for using a questionnaire that was administrated to first year License students and another one to their teachers. The collected data were analyzed both qualitatively and quantitatively.

The study seeks to answer to the following questions:

- To what extent does the project-based design foster First year EFL learners' motivation?
- How do both teachers and learners perceive working under the project-based design?
- What advantages could the project-based design have on learners' psychological and cognitive written performance?

The results of the students and teachers' questionnaires revealed that the project-based design has advantages. It helps in increasing success in learning and problem-solving skills. We have also concluded that the dissemination of knowledge fosters individual student accountability, thereby stimulating their learning, enhancing motivation, and ultimately resulting in overall improvements

in written accomplishments. Moreover, Peer support developed among students during the project work positively affects the quality of product and process.

Finally, based on our field work results about fostering EFL learners' motivation through Project-based design, we can affirm that project-based learning is viewed both by the teachers and the students as an effective way to be used in EFL classroom to foster motivation.

# References

## References

- Amabile, T. M. (2012). Componential theory of creativity. Harvard Business School, 12(96), 1-10. Retrieved from <https://pdfs.semanticscholar.org/6188/5f52d813d518b4ed5b833b4022990211f063.pdf>
- Aristotle. (2004). Politics. Penguin Classics.
- Awang, H., & Ramly, I. (2008). Creative thinking skill approach through problem based learning: Pedagogy and practice in the engineering classroom. International journal of human and social sciences, 3(1), 18-23. Retrieved from <https://bit.ly/2KLCFIU>
- Baillie, C. & Fitzgerald, G. (2000). Motivation and attribution in engineering students. European Journal of Engineering Education, 25(2), 45-155.
- Barkeley, E.F., Cross, K.P., & Major, C.H. (2005) Collaborative Learning Techniques: A handbook for college faculty. San Francisci; Jossey-Bass Publishers
- Barron, B. (2003). When smart groups fail. The Journal of the Learning Sciences, 12, 307-359. [https://www.researchgate.net/publication/255617596\\_Motivation\\_learning\\_and\\_group\\_work\\_the\\_effect\\_of\\_friendship\\_on\\_collaboration](https://www.researchgate.net/publication/255617596_Motivation_learning_and_group_work_the_effect_of_friendship_on_collaboration) [accessed Jan 26 2023].
- Barrows, H. S., & Tamblyn, R. M. (1980). Problem-based learning: An approach to medical education. Springer Publishing Company.
- Basilotta Gomez-Pablos, V., Martin del Pozo, M., & Garcia-Valcarcel, A. (2017). Project-Based Learning (PBL) through the Incorporation of Digital Technologies: An Evaluation Based on the Experience of Serving Teachers. Computer in Human Behavior, 68, 501-512. <https://doi.org/10.1016/j.chb.2016.11056>

- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107-128. doi:
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 83(2), 39–43.
- Beydoğan, H. Ö. (2016). Öğretmen adaylarının yönelik dönüt–düzeltme algı ölçeği [Feedback correction perception scale for teacher candidates]. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 17(2), 297–314.
- Blowers, D.F. (2000). Canada: The Story of Prior Learning Assessment and Recognition. In N. Evan's (Ed) *Experiential Learning Around the World: Employability and the Global Economy* (pp 83- 102). London, England: Jessica Kingsley Publications.
- Blumberg, P., & Michael, J. (2010). The flipped classroom: Promise and pitfalls. *The Delta Kappa Gamma Bulletin*, 76(4), 184-190.
- Boss, S. (2011). Project-based learning: What, why, and how. *Edutopia*. Retrieved from <https://www.edutopia.org/project-based-learning-guide-importance>
- Boss, S. (2018). *Project-Based Learning: What Works and Why*. ASCD.
- Bowlby, J. (1982). *Attachment and loss: Vol. 1. Attachment*. Basic Books.
- Brown, H.D. (2007). *Principles of Language Learning and Teaching*. (5th ed). New York: Pearson Education.
- Buck Institute for Education. (n.d.). What is Project Based Learning (PBL)? Retrieved from [https://www.bie.org/about/what\\_pbl](https://www.bie.org/about/what_pbl)

- Chang, L. C., & Lee, G. C. (2010). A team teaching model for practical project-based learning in high school: Collaboration computer and subject teachers. *Computer & Education*, 55, 961-969.
- Choi, J., Lee, J. H., & Kim, B. (2019). How does Learner-Centered Education Affect Teacher Self-Efficacy? The Case of Project-Based Learning in Korea. *Teaching and Teacher Education*, 85, 45-57.
- Christian D. Larson, "The Optimist's Creed," *Your Forces and How to Use Them*, 1912.
- Coelho, P. (2014). *The Alchemist*. HarperCollins.
- Coleman, J. A. (1992). Project-based learning, transferable skills, information technology and video. *Language Learning Journal*, 5, 35-37.  
<https://doi.org/10.1080/09571739285200121>
- Creswell, J.W., & Tashakkori, A. (2007). Developing publishable mixed methods manuscripts. *Journal of Mixed Methods Research*, 1, 107-111
- Dalai Lama XIV. (1999). *The art of happiness: A handbook for living*. Penguin.
- Daskalovska, N., Gudeva, L.K., & Ivanovska, B. (2012). Learner motivation and interest. *Social and Behavioral Sciences*, 46, 1187-1191
- Davis, B. G. (1993). *Tools for Teaching*. Jossey-Bass Inc., San Francisco: California.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.

- Deci, E. L., & Ryan, R. M. (2020). Self-determination theory. In P. A. M. Van Lange, E. T. Higgins, & A. W. Kruglanski (Eds.), *Handbook of theories of social psychology* (Vol. 2, pp. 130-157). Sage Publications.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.
- Dolmans, D. H. J. M., Wolfhagen, I. H. A. P., & Van der Vleuten, C. P. M. (2001). Solving problems with group work in problem-based learning: Hold on to the philosophy. *Medical Education*, 35(5), 388-389.
- Duckworth, A. (2016). *Grit: The Power of Passion and Perseverance*. Scribner.
- Duncan, T. G., & Mc Keachie, W. J. (2005). The making of the motivated strategies for learning questionnaire. *Educational Psychologist*, 40(2), 117–128.
- Dweck, C. S. (2008). *Mindset: The New Psychology of Success*. Ballantine Books.
- Edutopia. (n.d.). Project-Based Learning. Retrieved from <https://www.edutopia.org/project-based-learning>
- Eisenberger, R., & Cameron, J. (1996). Detrimental effects of reward: Reality or myth? *American Psychologist*, 51(11), 1153-1166.
- Essien, A. M. (2018). The Effect of Project-Based Learning on Students' English Language Ability. The 2018 International Academic Research Conference in Vienna. 438-443.
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.

- Frank, M., & Barzilai, A. (2004). Integrating alternative assessment in a project-based learning course for pre-service science and technology teachers. *Assessment & Evaluation in Higher Education*, 29(1), 41–61.
- Fried-Booth, D., L. (2002). *Project work* (2nd ed.). New York: Oxford University Press.
- Gardner, R.C., & Lambert, W. E (1959). Motivational variables in second language acquisition. *Canadian journal of Psychology*.
- Gay, L. R. (1987). *Educational research: Competencies for analysis and application* (3rd ed.). New York: Merrill.
- Gillies, R.M. (2003). Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39, 35-49
- Goldstein, O. (2016). A project-based learning approach to teaching physics for pre-service elementary school teacher education students. *Cogent Education*, 3(1), Article No. 1200833.
- Gonzalez, D. K., Molina, J. C., & Cardona, B. S. R. (2017). Project-Based Learning to Develop Oral Production in English as a Foreign Language. *International Journal of Education and Information and Technologies*, 11, 87-96.
- Healy, J. M. (1990). *Your Child's Growing Mind: A Guide to Learning and Brain Development from Birth to Adolescence*. Doubleday.
- Hedge, T. (1993). Key Concepts in ELT: Fluency and Project. *ELT Journal*, 3, 275-277.  
<http://dx.doi.org/10.1093/elt/47.3.275>

- Helle, L., Tynjälä, P., Olkinuora, E. (2006) Project-Based Learning in Post-Secondary Education—Theory, Practice and Rubber Sling Shots. *High. Educ.*, 51, 287–314.  
[CrossRef]
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235-266.
- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42(2), 99-107.
- Howard, J. (2002). Technology-enhanced project-based learning in teacher education. *Technology and Teacher Education*, 10(3), 343-364.
- Kalvu, A. (2017). Implementation of Project-Based Learning in EFL Classroom in Fezalar Educational Institution. *International Journal of Social Sciences & Educational Studies*, 4(2), 67-79.
- Karakus, T. (2011). Exploration of instructional design process and experience of novice instructional designers through the framework of activity theory: A case study in an instructional design course (Unpublished doctoral dissertation). Middle East Technical University, Ankara, Turkey
- Keller, J. M. (February, 2000). How to integrate learner motivation planning into lesson planning: The ARCS model approach. Paper presented at VII Semanario, Santiago, Cuba.

- Kokotasaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: a review of the literature. *Improving schools*, 19(3), 267-277. <https://doi.org/10.1177/1365480216659733>.
- Kotti, D. (2008). Experiential learning from theory to practice. *Adult Education*, 13, 35-41.
- Kriwas, S. (1999). *Environmental education, a handbook for educators*. Athens: Ministry of Education.
- Kuh, G. D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change: The Magazine of Higher Learning*, 33(3), 10-17. doi: 10.1080/00091380109601795
- Larmer, J. (2015). Project-based learning: Why and how? Edutopia. Retrieved from <https://www.edutopia.org/blog/pbl-why-and-how-john-larmer>
- Larmer, J. (2018). *The Power of Project Based Learning*. ASCD.
- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "over justification" hypothesis. *Journal of Personality and Social Psychology*, 28(1), 129-137.
- Levine, G., S. (2004). Global simulation: a student-centered, task-based format for intermediate foreign language courses. *Foreign Language Annals*, 37, 26-36.
- M. D. (2013). *Social: Why our brains are wired to connect*. Oxford University Press.
- MacIntyre, P.D., & Blackie, R.A. (2012). Action control, motivated strategies, and integrative motivation as predictors of language learning affect and the intention to continue learning French. *Elsevier Science*, 40,533-543.

- Marshall, J. A., Petrosino, A. J. & Martin, T. (2010). Preservice teachers' conceptions and enactments of project-based instruction. *Journal of Science Education Technology*, 19, 370–386.
- Moss, D. & Van Duzer, C. (1998). Project-based learning for adult English language learners. Washington DC: National Clearinghouse for ESL Literacy Education.
- Murphy, K. L., Mahoney, S. E., Chen, C. Y., Mendoza-Diaz, N. V. & Yang, X. (2005). A constructivist model of mentoring, coaching, and facilitating online discussion. *Distance Education*, 26(3) 341–366.
- Nakanishi, T. (2002). Critical Literature Review on Motivation. *Journal of Language and Linguistics*, 1(3), 1475-8989.
- National Education Association. (2018). Project-Based Learning. Retrieved from <https://www.nea.org/resource-library/project-based-learning>
- Ozuturk, G. (2012). “To what extent are postgraduate international students at Sunderland University intrinsically motivated in learning English?” and “Is there a difference between male and female students in terms of their intrinsic motivation?”. University of Sunderland, Department of Lifelong Learning TESOL, (Published MA dissertation). *Procedia - Social and Behavioral Sciences*, 46, 424-430
- Papa Giannopoulos, K. Simoni, E, and Fraggoulis, I. (2000). Local history in the framework of teaching. Athens: OEDB.
- Payne, B. K., Monl-Turner, E., Smith, D., & Sumter, D. (2004). Improving group work: voices of students *The Journal of Effective Teaching*, Vol. 11, No. 2, 2011, 87-95 ©2011 All rights reserved. *Education*, 126 (3), p. 441-448

Pink, D. H. (2011). *Drive: The Surprising Truth About What Motivates Us*. Riverhead Books.

Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223-231. doi: 10.1002/j.2168-9830

Prince, M. J., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of Engineering Education*, 95(2), 123–138.

Ralph Waldo Emerson, *Self-Reliance*, 1841.

Rifai, N.A. (2010). Attitude, Motivation, and Difficulties Involved in Learning the English Language and Factors that Affect Motivation in Learning It. *Procedia - Social and Behavioral Sciences*, 2(2), 5216-5227

Ross, D. (2016). Project-based learning: A valuable tool for 21st-century learning. *Education Week*. Retrieved from <https://www.edweek.org/leadership/opinion-project-based-learning-a-valuable-tool-for-21st-century-learning/2016/11>

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.

Savery, J. R. (2006). Overview of problem-based learning: Definitions and distinctions. *Interdisciplinary Journal of Problem-based Learning*, 1(1), 9-20.

Savery, J. R., & Duffy, T. M. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational Technology*, 35(5), 31-38.

Savery, J. R., & Duffy, T. M. (1996). Problem based learning: An instructional model and its constructivist framework. *Educational Technology*, 36(1), 5-23.

Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning.  
ASCD

Selçuk, Z. (1999). Gelişimveöğrenme [Development and learning] (6th ed.). Ankara, Turkey:  
Nobel Yayınları.

Skehan, P. (1998). A cognitive approach to language learning. Oxford: Oxford University Press.

Sofroniou, A., & Poutos, Konstantinos. (2016). Investigating the Effectiveness of Group Work in  
Mathematics. Educ.Sci.2016,6,30. <http://www.mdpi.com>>pdf

Solomon, G. (2003). Project-based learning: A primer. *Technology and Learning*, 23, 20-30.

Stajkovic, A. D., & Luthans, F. (2003). Behavioral management and task performance in  
organizations: Conceptual background, meta-analysis, and test of alternative models.  
*Personnel Psychology*, 56(1), 155-194.

Steve Jobs, Stanford Commencement Speech, June 12, 2005.

Stoller, F. (2006). Establishing a Theoretical Foundation for Project-based Learning in Second  
and Foreign Language Contexts. In Essien, A.M. (Eds). The effect of project-based  
learning on students' English language ability. The 2018 International Academic  
Research Conference in Vienna. 438-443.

Thomas, J.W. (2000). A Review of Research on Project-Based Learning. San Rafael, CA:  
Autodesk Foundation.

Unknown author, "Stop Asking for Permission," The Positivity Blog, February 15, 2012.

- Van den Bossche, P., Gijssels, W. H., Segers, M., & Kirschner, P. A. (2006). Social and cognitive factors driving teamwork in collaborative learning environments: Team learning beliefs and behaviors. *Small Group Research*, 37(5), 490-521.
- Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: MIT Press.
- Walker, A., & Leary, H. (2009). A problem-based learning meta-analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *Interdisciplinary Journal of Problem-based Learning*, 3(1), 6-28.
- Wasley, P. (2006). Underrepresented students benefit most from engagement. *The Chronicle of Higher Education*, 53 (13), p. A39
- Winston Churchill, Speech to the House of Commons, June 4, 1940.
- Yin, R. K., (1994). *Case Study Research Design and Methods: Applied Social Research and Methods Series*. Second edn. Thousand Oaks, CA: Sage Publications Inc.
- Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1–30). Mahwah, NJ: Lawrence Erlbaum Associates.

# Appendices

## Appendix A: Teacher's Questionnaire

**Dear Teachers:**

You are invited to participate in **Fostering EFL Learners' Motivation through Project-based design survey**. Would you please devote some of your time to answer this questionnaire which is meant for a Master 2 Dissertation? Your answers will remain confidential and they will be only used for research purposes.

**Section One: Background Information** -Please tick (✓) in the appropriate box in each case:

1. a. Male  Female
2. Age: .....years old      3. Teaching Experience:

**Section Two: On the merits of Motivation and its effects-**

**1.What do you know about Motivation?**

.....  
.....  
.....

**1. Are your students motivated to work with in the class?**

Yes  No

**3. Do your student prefer working in groups?**

Yes  No

**Why, according to you?.....**  
.....

**4.Do you often assign your students some projects to do?**

Yes  No

**Why?.....**  
.....

**5.How do you find working in collective projects**

a. beneficial       b waste of time       c. do not know

**6.Do you believe that introvert students tend to likely work in group project to learn and be motivated?**

Yes  No



**Appendix B: Students' Questionnaire**

**Dear Students:**

You are invited to participate in **Fostering EFL Learners' Motivation Through Project based-design-** survey. The purpose of this questionnaire is to listen to you and read your feedback about the problem of your use of the project-based learning and what you have experienced. Please, take some moments to reflect on each question addressed and try to be as sincere as possible. Your answers will remain confidential and they will be only used in finding ways to remedy this problem through your own contribution.

**Section One: Background Information** – Tick (✓) the appropriate box

1. What is your gender?     a. Male:  Female:

2. Age: .....years old

3. How long have you been studying English? ..... years.

**Section Two: On Motivation- Answer by Yes or No**

2. What is motivation for you? tick the right answer

- a. To do something with a strong desire
- b. You do not like something and you do it
- c. You have the feeling not to do something but you like doing it.

2. Is motivation important in any Project based design you undertake (collective presentation)?

- a. Yes
- b. No

3. Are you motivated to undertake projects?

- a. Yes
- b. No

If yes, what motivates you?

- 1.....
- 2.....

4. Is Learning by doing a good idea for a group to work together in a Project?

- a. Yes
- b. No

5. Is Guidance from a coach or a lecturer needed to help you know how to work successfully with a group?

- a. Yes
- b. No

6. How do you like to present an assignment?

a.in groups  b. individually

Justify your answers

.....  
.....

7: Do you believe that using group work increases your academic performance and improves the quality of the work you produce?

a. Yes  b. No

8.Is the choice of the members of a group work important?

a. Yes  b. No

If “Yes” Justify your answer

.....  
.....

**Section Three: On being motivated through a project group work -Tick an answer**

1. There is a significant positive relationship between the importance of grades and involvement in cooperative learning Agree  Disagree

2. I like working with others to be motivated Agree  Disagree

3. Working in groups in a project is a waste of time Agree  Disagree

4. Project work does not encourage learners to profit from each other  
Agree  Disagree

5. Working alone is better than working in groups  
Agree  Disagree

6. I am greatly motivated when I work with others because they help me know what I want.  
Agree  Disagree

7. I used to be an isolated student but once I integrated with others I was more motivated to learn more and better Agree  Disagree

**Thanks for your Cooperation**

## المُلخَص

تبحث هذه الدراسة في أهمية استعمال المشروع كادات للتعلم و كوسيلة في تعزيز الحافز بين متعلمي اللغة الإنجليزية كلغة أجنبية). و يستكشف البحث دور مناهج التعلم المعتمدة على المشاريع في خلق بيئة مشجعة وديناميكية تحفز الطلاب على المشاركة بنشاط . تكشف النتائج أن التصميم القائم على المشروع يعزز التفكير النقدي وحل المشكلات والتعاون والإبداع بين المتعلمين. و من خلال دمج مهام حقيقية في المناهج الدراسية ، يتم تحفيز الطلاب للتواصل مع العالم الحقيقي وعرض معارفهم ومهاراتهم. تسلط الدراسة الضوء على التأثير الإيجابي باستعمال المشروع على الدوافع الذاتية للمتعلمين ، مما يؤدي إلى زيادة المشاركة والمثابرة والشعور بالإنجاز. استخدمت الدراسة المنهج الوصفي والمختلط حيث تم استخدام مناهج البحث الكمي والنوعي أيضا . كما تم استخدام استبيانين أحدهما للطلاب والآخر للأساتذة. تم اختيار البيانات التي تم جمعها بشكل عشوائي ، ثم تم ترميزها ثم تحليلها. توصي الدراسة بأن تنفيذ المشروع الناجح يتطلب تخطيطاً دقيقاً وارضية مناسبة ودعمًا مستمرًا من طرف المعلمين والمتعلمين.

الكلمات المفتاحية: تفعيل مشروع البحث ، ديناميكية ، التحفيز-التعلم