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Yüksek lisans tezi olarak sunduğum "The Effects Of Project-Based Learning On Student Achıevement In Vocabulary Learning On 6th Grade Students (Proje-Tabanlı Öğretim Yönteminin 6.Sınıf Öğrencilerinin Kelime Öğrenme Başarıları Üzerindeki Etkisi) adlı çalışmanın tarafaımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin bibliyografyada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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Fatma YILDIZ

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ÖZET

PROJE-TABANLI ÖĞRETİM YÖNTEMİNİN 6.SINIF ÖĞRENCİLERİNİN KELİME ÖĞRENME BAŞARILARI ÜZERİNDEKİ ETKİSİ

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2009

Bu çalışmada Bağyurdu Kazım Dirik İlköğretim okulu altıncı sınıf öğrencilerinin Proje- Tabanlı öğretim yöntemi ve Geleneksel Yöntem sonrası kelime öğrenimlerindeki başarıları karşılaştırılmıştır. Araştıma Bağyurdu Kazım Dirik İlköğretim Okulunda gerçekleştirilmiştir. Çalışmaya 24 öğrenciden oluşan 6-A ve 24 öğrenciden oluşan 6-B sınıfları katılmıştır.

Ön-test, son-test, kontrol grup modeli kullanılan bu araştırma, nicel ve yarı-deneyseldir. Her iki grupta aynı hedef kelimeleri çalışmıştır. Her iki gruba da çalışma öncesinde ve sonrasında test uygulanmıştır. Çalışma öncesindeki test ön-test, sonrasındaki test ise son-test olarak değerlendirilmiştir.4 haftalık uygulama sürecinden sonra, her iki grubunda son test sonuçları karşılaştırıldığında anlamlı bir fark olduğu görülmüştür.Ve bu bulgular Proje-tabanlı Öğretim Yöntemiminin öğrencilerin kelime öğrenmeleri üzerinde önemli bir etkisinin olduğu ortaya çıkmıştır.

Anahtar kelimeler: Kelime öğretimi, projeler

ABSTRACT

THE EFFECTS OF PROJECT-BASED LEARNING ON STUDENT ACHIEVEMENT IN VOCABULARY LEARNING OF 6TH GRADE STUDENTS

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The purpose of this study was to investigate to what extent do the Traditional Method and Project-Based Learning differ in the vocabulary achievement of 6th grade students.The study was conducted at Bağyurdu Kazım Dirik Primary School in İzmir/ Kemalpaşa. The participants were 48 students including two classes which have 24 students in each.

The study was a quantitative quasi-experimental study, in which a pre-test, post-test control group design was used. Both experimental and control groups studied the same target words. The experimental group learnt the words through projects. Both groups had a test before and after the instruction. The tests before the instruction were graded as pre-tests and those after the instruction as post-tests.After 4 weeks treatment period,each group was given post-test in order to measure their improvement in vocabulary learning. The comparison of the post-test scores of the groups demonstrated that there is a significant difference.This means Project-Based Learning is more effective on 6th grade students' vocabulary achievement.

Keywords: Teaching vocabulary, projects used in teaching foreign language

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CHAPTER I

INTRODUCTION

This section will discuss the problem situation, purpose and the significance of the study,and presents the research questions,limitations and also assumptions.

1.1 Problem Situation

Vocabulary teaching is one of the indispensable components of language teaching. In order to communicate with other people we should use appropriate vocabulary, otherwise our communication will stop.Wilkins (1974:111) states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Thus, vocabulary teaching has a special part in language teaching. As Marianne Celce-Murcia(1991:296) points out that "words are perceived as the building blocks upon which a knowledge of the second language can be built."

As it is known,the role of vocabulary in language acquisition is no more a controversial issue among   scholars. However, which method to adopt is still a matter of debate.

Learning a vocabulary item is not a simple process . It means much more than memorizing the word. It means recognizing its meaning when it occurs in context. Vocabulary items do not only have dictionary meanings but they have also stylistics collocative, connotative, figurative meanings and different forms in sentences. We can see these usages in context. The students can not have an active vocabulary by memorizing the equivalents of the words in their mother tongue. Many teachers use

this traditional way of teaching which is not meaningful. They do not teach the words through meaningful communication activities. Traditional method like Grammar Translation Method is insufficient in providing an active vocabulary storage for the learner. By this way, students can not recognize the words in a context, can not keep them in his/her long term memory and can not use the words for communication. Also it is a boring and tiresome way for the learners.The following are some of the problems which stem from traditional teaching methods :

1-Students can not recognize the words in a context since vocabulary is generally taught in isolation .

2-They are able to remember the words on the top of the vocabulary list and forget the other words in the list easily.

3-They can not use the words for communication.

4-They are generally unaware of the different usages of the words like collocative, connotative ,figurative meanings of the words. That is why, they can not use them for communication, and this causes serious problems such as not being able to fit the word into the language situation. Thus, the dictionary meanings of the words and their equivalents in mother tongue are not enough for using them in communication.

5- Vocabulary is generally taught by giving the new words as assignment to be done outside the classroom and a vast of time is consumed by explanation, definitions and long words lists instead of communicative activities.

As a result, students can not learn new words permanently ;they can forget them easily. They can not recognize them in context and use them in real communication because of the traditional teaching method.

Vocabulary teaching can not be thought nowadays without mentioning Michael Lewis. His most important contribution was to highlight the importance of

vocabulary as being basic to communication. Lewis(1997:7) points out that "Language consists not of traditional grammar and vocabulary but often of multiword prefabricated chunks." According to Lewis, chunks include collocations, fixed and semi fixed expressions and idioms occupy a crucial role in facilitating language production, being the key to fluency. Thus words should not be taught in isolation.

Nation and Coady developed their own approach to strategies for guessing lexical items in context to emphasize teaching words in context. Nations's survey of research into vocabulary learning concerned the usefulness of word-list learning from context.

As it is understood ,vocabulary learning has aimed to move away from rote learning and memorization toward learning for communication. Vocabulary learning should be real and based on communicative purposes.In our educational system ,vocabulary is taught through traditionally designed syllabuses.

In our study , these problems are tried to solve through Project-based learning. Project-based Learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Moursund, 1999; Thomas, Michealson, & Mergendoller, 2002). The benefits of learning by practice have long been touted; the roots of the idea go back to John Dewey (Krajcik, Blumenfeld, Marx, & Soloway, 1994). Most teachers happen to know the value of challenging projects that student can engage in and of interdisciplinary activities that enrich and extend the curriculum. Thomas, Michaelson, and Mergendoller (2002) stated that the need for educational approach to adapt to a changing world is the primary reason that project-based learning has become increasingly popular. It is basically an attempt to create new instructional practices that reflect the environment in which children live and learn.

Project-based learning is still in the developmental stage.There is not sufficient research or empirical data to be able to state with certainty that project-based learning is a proven alternative to other forms of learning. Based on evidence gathered over the past years, project-based learning appears to be effective model for producing gains in academic achievement (Meyer, 1997) and attitudes(Korkmaz, 2002;Meyer, 1997) although results vary with the quality of the project and the level of student engagement (Thomas, Michaelson, Mergendoller, 2002).

1.2 The Purpose of the study

As we mentioned before , vocabulary learning should not be memorizing the equivalents of the words in students' mother tongue.In our educational system vocabulary is taught through traditional ways, so this can not be effective for meaningful learning and learners can not use these words in real communication.

This study aims at whether there is a significance effect of Project based learning on students' vocabulary learning compared to Traditional method .We will test how Project works can be effective on vocabulary learning on 6th grade students.In order to support my view I try to teach words through Project-Based Learning.

In order to use words efficiently in communication and for real-life situations, projects can be an effective way of learning these words. Since , there are research studies that explain the advantages of using project-based learning in educational settings.One of the benefits is that students' increased language skills. Because project work gives repeated opportunities for interaction and negotiated meaning, students improve reading, writing, speaking, listening, and grammar and vocabulary abilities. The reason for the development of these skills is the fact that the authentic tasks students are engaged in makes it necessary for them to use these skills in an integrated way, which leads to meaningful language use and the recycling of vocabulary and grammar forms.

1.3 Significance of the study

Project-Based Learning gained prominence recently in education in Turkey after its benefits were recognized.There are research studies that explain the advantages of using project-based learning in educational settings (Balkı-Girgin, 2003; Demirel, 2000; Gültekin, 2005; Korkmaz, 2002; Meyer, 1997; Yurtluk, 2003). However, only a few of them have focused on project-based learning in language learning, and also there is not a study for effectiveness of Project-Based learning on vocabulary learning.

The importance of this study emerged from the fact that there was not any effective research teaching vocabulary through Project-based Learning.In addition, the emphasis of Ministry of Education about projects and performance works in all courses revealed that there was a great importance of using them as a means of evaluation. Also,in the field of language teaching in Turkey , projects can be used like other courses.

This study endeavors to contribute to researches trying to examine the effectiveness of Project-based Learning on vocabulary learning achievement of the learners.

I.4 Resarch Questions

The research questions being answered in this study as follows:

Is there a significant difference in the vocabulary achievement of students who are taught by the Traditional Method and Project-Based Learning?

This study aims to seek answers to the following sub-research questions:

Sub-research Question 1: Is there any difference between the post test results of the control group and those of the experimental group?

Sub-research Question 2: Is there any difference between the pre-test results and post-test results of the control group ?

Sub-research Question 3: Is there any difference between the the pre test results and post-test results of the experimental group ?

1.5 Methodology

The research is a quantitative quasi-experimental study, in which a pre-test, post-test control group design was used , there are two groups in the research: experimental group and control group. They are given a pre-test and a post-test.There is a treatment for the experimental group .

I.6 Limitations

1. This study is limited to 48 6th grade students of Bağyurdu Kazım Dirik Primary School.There are two classes ,one of them is control group ,the other is experimental group. The students in both group are not chosen randomly.

2. Another limitation is that subjects of projects are chosen according to traditional syllabus.

3. The topics had to be taught in a limited time.The given time may not be enough for the projects since the learners need more time to understand and finish the projects.

I.7 Delimitations

1. The study is designed to measure the effectiveness of project-based learning on vocabulary learning of 6th grades only.

2.The study is designed to measure the effectiveness of project-based learning on vocabulary learning of 6th grades in a rural area only.

I.8 Definitions

Traditional method: is used to indicate the usual way of teaching vocabulary in ELT classes. In a procedure based on the traditional method, firstly, some words are taught with pictures ,real object and using of dictionary meanings of the words or the mother tongue equivalents of the words , then students repeats these words for pronouncation.The teacher uses these words in sentences, then students are wanted to use them in sentences.

PBL: Project-Based Learning is a comprehensive approach designed to engage students in the investigation of real life problems

1.9 Conclusion

In this chapter, background information about vocabulary learning is provided. The purpose of the study, research questions, and the significance of the study were also discussed. In the second chapter of the study, the theoretical background of project work in language teaching will be presented. The third chapter will describe the methodology of this study. The presentation of the data collected will be the concern of the fourth chapter. In the last and fifth chapter conclusions will be drawn from the findings of the research by considering the relevant literature and implications for further research will be presented as well.

CHAPTER II

LITERATURE REVIEW

2.0 Presentation

In this section the history of vocabulary learning is presented ,then Historical Background of Project Work, the features of Project-based Learning will be given.All these will be followed by the benefits , implementation of Project-based Learning.

2.1 The History of Vocabulary Learning

Although much has changed in language teaching ,that language is the combination of vocabulary and essential structures lies at the base of nearly every foreign lnguage syllabus.(Amley and Duff,1982:7) Prevalent as this formula seems to be, it is inadequate as it takes into account only the first mentioned aspect of communication-the linguistic competence.

It is believed by many that learning a foreign language is learning the vocabulary of that language.Wilkins (1974:19), for example, says "Knowledge of a language demands mastery of its vocabulary as much as of its grammar."Despite this widespread belief, not enough has been written on teaching and learning the vocabulary of a foreign language .Taylor (1990:1) points out that in foreign language teaching, vocabulary has been neglected for a long time ,while 'structures' and later, 'functions' have received priority.Accordingly, whereas older course books used to provide learners only with word lists ,presents ones usually include specific study

sections on vocabulary.Along with this improvement , teachers also need to be knowledgeable about the methodologies available for introducing and consolidating new lexical items.

Agreeing with Taylor's view that vocabulary has been neglected in programs for teachers during much of the twentieth century and that grammar and pronunciation have been emphasized ,Alien (1983:1-2) puts forward several reasons for the general neglect of vocabulary. One reason is that teacher trainers believed there should be more emphasis on grammar than vocabulary since vocabulary was already being given too much time in language classrooms.Another reason is that, according to specialists in methodology, the learning of too many words before the mastery of the basic grammar would interfere with learners' success in sentence construction. The third reason is that some specialists in methodology seemed to believe that word meaning can be learned only through experience , and that the meanings of words can not be adequately taught in a classroom .As a result, little attention was paid to vocabulary teaching.

However, it must be stressed that as far as communication is concerned, vocabulary is just one of the components in the whole system.That is , grammar or the structures also play a vital role in communication.Yet, Wallace (1982:9) claims that no matter how good a language learner is at grammar, he might still have difficulty in communication; however, he will be able to communicate to a certain extent provided that he knows necessary vocabulary.In other words, communication could be achieved with a relative degree of success by means of adequate knowledge of vocabulary alone.Thus , vocabulary learning should be viewed as integral part of learning a foreign language since it leads the way in communication.Celce-Mursia and Rosensweig (1989:242) agree that vocabulary should be recognized as a central element in language instruction from the beginning stages, and they further state that according to their own experience, having an adequate stock of vocabulary – with minimum number of structures often helps the learner more not only in reading comprehension, but also in achieving more efficient survival communication than having a near –perfect command of structures with

inadequate amount of vocabulary.Needless to say , neither minimal knowledge of structures nor a restricted amount of vocabulary is desirable ; therefore, both should be taught effectively even at the initial level as the exclusion or near exclusion of either one will lead to negative consequences.

Today ,fortunately , it is accepted that learning word meanings can not be achieved only through the use of a dictionary and that vocabulary acquisition is a complex process.This understanding has led to considerable emphasis on vocabulary.The principal reasons for the present focus on vocabulary according to Allen(1983:5) are these: first, many ESL classes revealed disappointing results although much time was devoted to vocabulary teaching by teachers ; second, recent research into word meanings ,which dealt with lexical problems, indicates that these lexical problems frequently interfere with communication ,and that not using the right words results in communication breakdown.

This complex process of vocabulary teaching has received fresh consideration along with the admission of individual differences in learners. In contemporary approaches to language teaching , the language learner is viewed as an individual.As Rogers (1978:251) puts it, such approaches as The Silent Way, Community Language Teaching and a variety of other proposals to teach communicative competence concentrate on the individual. Individuals are different from each other. McDcnoughh (1986:130) stresses that all individuals ' do not behave or think identically ' and that , as all teachers know, some students will cope easily with the learning material and activities while others will not. To illustrate, Rivers (1982:3) states that " it began to be recognized, once again, that some students learn efficiently through oral materials , whereas others need the support of a visual representation ". According to Littlewood (1984:51) individual differences cause learners to progress along different paths of development at different speeds while acquiring the language.Apart from the temporary conditions such as sickness, administrative problems ,changing schools ,and so on, individual differences account for inherent characteristics of the learner and they are considered regular features which are classified into categories such as intelligence, aptitude, learning style

,personality and motivation. (McDcnoughh) .All these lead to the conclusion that individual differences result in different learning styles, which is only human. In discussing the implications of individual differences ,Rogers(1978:251) proposes the following premises on which individualized language instruction should be based :

1.Individual language learners have different learning needs, styles and interests.

2. Individual language learners have different skills.

3.Individualized learning –teaching strategies and activities are those designes to anticipate and be responsive to these differences.

4.Observed individual differences are of many kinds: strategies and activities can be designed to accommodate these observed individual differences in many different ways.

In individualized instruction, the organisation of the presentation of new language structures and vocabulary is realiazed in such a way as to enhance learners capacity in th language learning process.Thus , it follows that having a different way of learning will naturally reflect itself on vocabulary learning -teaching as well.

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

One of these applications has been Content-Based Language Leraning (CBLL) ,the proponents of which see language as an active means of acquiring

information rather than static entity composed of structures.According to this approach ,'content' ,the subject matter we learn or communicate through language ,is the guiding force of the English courseThus,successful language learning can be best achieved by acquiring information from target language material which has a specific content and which is presented within a meaningful context.

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

Both CBLL and TBLL have put phonomena other than language itself in the core of language learning ,i.e content and tasks. The synthesis of their principles has paved the way for learner-centered ,process and product based ,experiential approach to language learning called "project work".According to this approach ,learners can learn a language by acquiring knowledge about a specific content through interactive and investigative tasks that should extend beyond the classroom.

Project-Based Learning is a comprehensive approach designed to engage students in the investigation of real life problems (Barron,1998;Blumfield et al.,1991).Its definig characteristics include the use of authentic materials and a focus student-centered learning .Students' questions and interests influence the direction of the projects and the learning process in emphasized through the use of formative rather than summative assesment (Angelo &Cross,1993).Similarly,students metacognitive awareness is cultivated through various reflection assigments.In this PBL environment ,the instructor serves not as an authoritative figure who corrects and commands students ,but as a facilitator who encourages and guides them.The facilitator supports the inquiry process with a variety of resources and scaffolding ,which enables learners to extend their skills and knowledge higher levels.

In addition ,students produce authentic artifacts such as a travel itinerary or publication.These artifacts allow learners to communicate their understanding of the

lesson material while demonstrating their ability to apply theoretical knowledge to real life situations.

The characteristics of PBL mentioned above are all based on principles derived from constructivist learning theory.Constructivist theory maintains that learners play an active role in the construction of their own knowledge.Therefore,affective factors such as motivation and strategy use have a large impact on the learning process.Learning thus needs to be student-centered ,and learners should be encouraged to make their own meaningful connections .Another central concept of constructivism is the notion of "Disequilibrium",initially introduced by Piaget .Piaget wrote that when learners encounter new knowledge that does not fit within their preexisting framework ,it causes disequilibrium .This condition leads to a deeper learning ,where the learner's preexisting schema must be expanded or reorganized. A general principle derived from Piaget's theory is that errors and uncertainties,which occur when learners are confronting new knowledge are a natural and important part of the learning process. Errors are ,therefore , not be minimized or avoided in PBL. Students are encouraged to test new ideas.

At the same time,it is essential that PBL lessons be contextualized within real world situations .Constructivist theory states that learners build from their prior knowledge .Thus,learning can be facilitated when lessons contain familiar elements Students can then make meaningful connections by linking the new information to their background knowledge .Furthermore ,the knowledge students gain is more likely to transfer to new areas if they are able to see a relationship between the instructional context and that of its authentic applications. When concepts are taught in settings that are similiar to real-world contexts learners are better able to apply those particular concepts in future settings and situations (Svinicki,1998).The issues of transfer are especially relevant to the learning of strategic knowledge(Larkin,1989),which is a critical part of foreign language learning.

This part will review the literature on project work. In this part, the reader will be informed about the historical background of project work, and project-based

learning in general education, and in language learning. This will be followed by the definitions of project work. Then, types of project work will be introduced. In the next part, implementation procedures of project work will be discussed followed by the problems in implementation. The following part reviews the benefits of project work in terms of language, learning, and affective benefits. As the main focus of this study is on teachers' and students' perceptions, previous studies concerning teachers' and students' perceptions will be reviewed.

Project work is defined as "an extended task, which usually integrates language skills work through a number of activities" (Hedge, 1993, p. 276). This gives students the chance to learn and practice language skills while processing and producing the project work. A project is a way of integrating students into language learning by providing them with meaningful tasks through which they can actively take part in shaping the nature and the outcome of learning and act independently in its accomplishment (Legutke & Thomas, 1991; Malcolm & Rindfleisch, 2003; Sheppard & Stoller, 1995).

When project work is the main focus of the classroom activities, teachers may be said to be using project-based instruction. According to Stoller (2006), project-based learning is an instructional approach aimed at contextualizing learning by supplying learners with problems to solve. This type of learning functions as a bridge between English in class and English in real life situations outside of the class (Fried-Booth, 2002). This function is achieved by putting learners in situations requiring authentic use of language for communication.

2.2. Historical Background of Project Work

The use of project work as an educational means to promote language learning started in the mid-1970s but became popular in the late 1980s and early 1990s (Eyring, 1997). The first outstanding educationalist to discuss the use of project work in education was Kilpatrick in 1918 (cited in Wrigley, 1998). Attracted by more than collaborative work in projects, he was interested in the cognitive development of students in project work. Unlike other advocates of project work,

who believe that project work could also be applied to all levels of language learning for non-native speakers, Kilpatrick put forward the idea that this implementation was only appropriate for young native speakers of a language (Beyer, 1997, cited in Gökçen, 2005). Stating that there would be no division between a teacher and a student, Kilpatrick regarded the classroom as a democratic place where students and teachers share decision-making. The democratic notion (also stated as negotiated syllabus in Eyring, 1997) that students should participate in decision-making about curriculum is a benchmark of project work (Eyring, 1997; Fried-Booth, 2002; Haines, 1989; Stoller, 1997). It is this democratic notion that made project work possible to be used in language learning classrooms. Advocates of project work came to the realization that by means of this democratic notion, students - in their projects-develop responsibility and independence as well as social and cooperative behavior. Examples of this sort of project work are provided below.

In a project work assignment for all levels of students, Haines (1989) tells students to use all four skills of language for the topic of 'British or American companies in your country'. For the writing skill in the project students use descriptions, reports, and questionnaires; for speaking and listening students have discussions and conduct interviews; the reading skill is applied for newspapers, reports or advertisements. Another example of project work run by Lee (2002), in which students work to build a green home, is aimed at enhancing students' awareness of environmental issues. In the 'green home project' students work collaboratively to prepare a booklet on designing a lifestyle that is least harmful to the environment. To accomplish this project, students work collaboratively to produce an end product by using information-seeking strategies, such as reports, interviews with experts, reading from an encyclopedia, and processing the data acquired through decision making about the end product. As students are producing the end product in the project described above, they go through several socializing and decision making processes. These processes promote democracy in the classroom in the completion of a certain goal in language learning.

2.3 Project-Based Learning

Project-based learning is consistent with many approaches to language learning that are seen in the language learning literature today. After a revolution in learning theory based on cognitive and behavioral models, educators put emphasis on the value of project-based learning for students. According to cognitive and behavioral learning models, thinking, doing, knowledge, and the context are interconnected, and students should be required to explore, negotiate, interpret and use creativity (Dewey, 1938).

In the non-constructivists' point of view, learning means that on the condition that learners are given knowledge, they are able to use it. This means that education consists of knowledge transfer from teacher to student, and little importance is given to the learning activity (Hayati, 1998). In contrast to nonconstructivists,constructivists assert that when knowledge is in the process of being formulated in the society, learning occurs; learning does not mean only procurement of knowledge (Brooks & Brooks, 1993).

Many researchers (Confrey, 1990; Etchberger & Shaw, 1992; Noddings, 1990; Reagon, 1999; von Glasersfeld, 1991, 1996, cited in Allen, 2004) stress the importance of a constructivist pedagogy; in the constructivist paradigm, individuals are responsible for their own learning, learning is a personal process, and learners' interests, concerns, current knowledge, developmental level, and involvement determine what is learned. Thus, everyone's construction of knowledge differs, even though the learning experience may look similar.

Constructivist teaching typically involves more student-centered, active learning experiences, more student-student and student-teacher interactions, and more work with concrete materials and in solving realistic problems (Winitzky & Kauchak, 1997, cited in Allen 2004, p. 417). Constructivist pedagogy forces teachers to encourage the students to think and explore in a progressive atmosphere (Gould, 1996). Project-based learning is based on the principles of constructivist theory, with

its characteristics of learner centeredness. Knowledge in constructivism is not regarded as something to be transferred from teacher to learner; rather, it is a construct that can be achieved through an active process of involvement and interaction with the environment. In an ongoing process of construction, evaluation and modification of constructs, students use building blocks of knowledge for meaningful language (von Glasersfeld, 1983, cited in Abarbanel, Kol & Schcolnik, 2006). In project-based learning activities students work in a group to solve challenging problems which are authentic; students create an end product through intellectual inquiry and involving meaningful tasks. Moreover, because project work activities address the different learning styles of students, project-based learning takes individual differences into consideration by giving students a chance to select their own topics (Wrigley, 1998).

The constructivist view of learning can also be applied to language learning. Changing the conception of learning - from learning the lists of rules to the use of language activities connected with real life - makes a success of language learning (Brooks & Brooks, 1993).

Krashen (1985) states that in order to acquire a second language, the brain needs to be exposed to meaningful input and language content, and that learning from incomprehensible material or input is out of the question. As project-based learning is based on purpose and meaning, project work feeds into Krashen's theory; when the students are doing project work they are exposed to vocabulary and grammar structures that are beyond their proficiency level. This meets the requirements of Krashen's theory (i +1). Grammatical structures do not need explicit analysis or attention by the learner, because the main purpose of the learner is getting and conveying the message in project work. In accordance with Krashen's theory, learners will have the opportunity to understand the language in meaningful contexts through project work implementation (Krashen, 1985, cited in Richards & Rodgers, 2001).

From Nunan's (1992) point of view in learner-centered language classrooms, learners' language skills improve by means of interacting with other learners. Larsen-Freeman (2000) indicates that learner-centeredness is one of the bases of the Humanistic Approach in language teaching. The most important principal of the Humanistic Approach is teaching language in accordance with learners' individual interests, followed by an emphasis on the learners' active and effective role in their own learning process. On the basis of the Humanistic Approach, practitioners state that learning lists of rules of the language is worthless in communication outside the classroom. Hence, there is a need to create a language environment which provides communicative methods of teaching and learning so as to communicate in the target language. This need is attempted to be met by the Communicative Approach.

In communicative language learning students are able to learn appropriate rules and practices in a new language; they are able to develop critical thinking skills which are central to the basic language skills of reading, writing, listening, and speaking (Kagan, 1992, cited in Richards & Rodgers, 2001). Through communicative language learning students have a chance to acquire the target language in a naturalistic way, which reduces the stress of learners and supports motivation (Richards & Rodgers, 2001). Project-based learning as an approach to language learning is very well suited to the communicative classroom.

Another approach to language learning that is entirely consistent with project-based learning is cooperative learning. Inspired from the works of developmental psychologists Piaget and Vygotsky (1965 and 1962 respectively, cited in Richards & Rodgers, 2001), the central emphasis is on social interaction in learning; that is, learners can develop communicative competence in a language by conversing in socially or pedagogically structured situations. In these cooperative situations learners work out outputs that are beneficial to group members. Through the use of small groups, students work together to maximize their learning. Rather than competitive learning in which students work against each other, they cooperate to find solutions for the achievement of a goal. As cooperative learning offers opportunities for students to act as resources for each other, they will assume a more

active role in their own learning.

Problem-based learning is one of the components of constructivist theory as a means used in project-based learning. Savoie and Hughes (1994) list the steps of problem-based learning as follows: the first step is that students are given a problem to concentrate on; in the second step, the stated problem should be connected with the students' real world, where the problem is connected with a larger social context in which students live, so that the problem in the first step addresses a social issue of interest. In the third step, the subject matter is organized around the problem, where students are provided with a range of learning sources to motivate them to find ways to examine the issue. This initial brain storming will evoke enthusiasm and speculation. As the fourth step, students are empowered as learners; the purpose of this process is to give the responsibility to the students for directing their own learning so that students will set a learning agenda and decide how to pursue it. The fifth step is using small teams to contribute to ways of problem solving by sharing responsibility among group members. As the final step, students should be given the opportunity to demonstrate their learning, where students reveal knowledge of the relevant social issues and skills acquired to overcome the problem posed.

Moss andVan Duzer (1998) take project-based learning as an instructional approach,contextualizing learning by supplying learners with problems to solve. Some example problems to be contextualized by students are searching adult education resources and creating a handbook to share with other language learners, or interviewing employers to find out what qualifications they look for in their employees.

2.4 Definitions of Project Work

Projects are multi-skill activities focusing on topics or themes rather than on specific language targets. Specific language goals aren't prescribed and students concentrate their efforts and attention on reaching an agreed goal, so project work provides students with opportunities to recycle known language and skills in a

relatively natural context. (Haines, 1989, p. 1)This complex definition means that in project work there is more than one skill involved, and rather than focusing on specific language, the primary concern is topics and themes. To reach a previously set goal, students use whatever language is necessary.

In accordance with this definition, Stoller (1997, p. 4) defines six characteristics of project work as follows: first, project work is not centered around specific language targets, but real world subject matter and topics of interest for students. Second, the teacher offers support and guidance, but project work is student centered. Third, students can work individually, in a small group or as a class for the completion of a project, but this working together is cooperative rather than competitive, which means that students share resources and ideas throughout the project. Fourth, starting from the use of varied resources and real life tasks, students will gain an authentic combination of skills and ways of processing information. Fifth, the completion of project work finishes with an end-product, such as an oral presentation, a report, a poster session, a bulletin board display, and so forth, to be shared with others. Apart from the final product, the process of working towards the end product is also important. Thus, project work has a process and product orientation which enables students to focus on fluency and accuracy. Sixth, motivation, stimulation and challenge are potential characteristics of project work which help students gain confidence, self-esteem, autonomy and improvement in language skills and content learning, as well as cognitive abilities.

2.5 Project Work Types

Projects have been categorized in several ways according to their properties and functions. Haines (1989) puts them under four divisions, considering the nature of the project task, the way of reporting information, and the procedures of data collection. The four divisions are information and research projects, survey projects, production projects, and performance and organizational projects. In information and research projects, through the use of various information sources such as the Internet, TV programs and the library, students do research on a specific topic.

Maps, diagrams, and charts are possible end products and these products are given in a written format. Students' interests and needs are potential topics for these kinds of projects. In survey projects students use questionnaires and interviews for collecting data from businesses, associations and the community about the attitudes and perceptions of the chosen participants. The end products in surveys are either written or verbal. Taping and transcribing data is the most outstanding feature of this project. Haines (1989) points out that qualitative findings in written or audio-video recordings, together with statistics from questionnaires, interviews and surveys should be reported. In production projects, students organize groups for developing a media presentation, recording a radio program, laying out a magazine program or video-taping a TV program. In this kind of project, beginner ESL students could narrate their daily activities by means of short films. If students want to plan and organize public meetings, then performance and organizational projects will be their focus. An example of this type of project might be students giving conferences about their daily activities to other learners.

Projects can also be classified according to resource base. Legutke and Thomas (1991) and North (1990) classified projects with a view to resource base, such as encounter projects, text projects, and class correspondence projects. In encounter projects, students have contact with only native speakers of that language. In an example of such a project, students conducted interviews with English speaking travelers; after recording these interviews, they reported them in class. Legutke (1984, 1985) states that for text projects students should use written texts in English. Ortmeier (2000) describes such a project in which students collected data and created posters about their homelands. When students of a second language encounter either native speakers of the target culture or second language learners from different cultures, there could be class correspondence projects. To establish negotiation between individuals and groups in these encounters, different texts are produced. As an example of this type of project, audio or video letters may be sent by one party in order for the other party to create a picture of the culture sending these items. Another example of this type of project is an email correspondence project between students of EFL and ESL in Singapore and Canada (Bee-Lay &Yee-Ping, 1991).

Another classification of project types was made by North (1990), who divided project types into four categories: community projects, case studies, practical projects, and library projects. In community projects, students conduct interviews, send letters and prepare questionnaires to gather information from the local community. When students are expected to find a solution to a certain problem they may carry out case studies. Case studies are based on the research students do to solve a problem. In an example case study by Johnson (1998), ESL students in the USA interviewed people about current problems such as drug use, homelessness and so on. For practical projects, students carry out practical work for the purpose of achieving their objective, such as building a model, doing an experiment, and so on. Library projects are similar to the text projects described by Legutke and Thomas (1991); in these projects the main source of information is the library. Students do research on a specific topic, read, and report in a written presentation about the topic. In order to illustrate how these various types of projects compare with one another, they have been arranged in a chart (Table1).

Table 1 - The classification of project types from different researchers.

Researchers	Project Work Types				
Haines	Information and research projects	Survey projects	Production projects	Performance and organizational projects	
Legutke and Thomas	Text projects	Encounter projects & class correspondence			
North	Library projects & case study	Community projects			Practical projects

The project types in the first column are based on research from written

information acquired from books, encyclopedias, magazines, the internet and libraries. Those in the second column are based on investigating people's beliefs and attitudes through interviews and questionnaires. Production projects, in the third column, are designed by students for the production of things like news stories, newspapers, publications of interest, and the like. Performance and organizational projects are long term projects which can only be used by students having already done independent projects. Practical projects in the last column are different from the others in that students do not produce written materials or concepts, but rather do practical things like building models, or doing experiments.

2.6 The Implementation Procedure

According to Wilhelm (1997) several basic principles should be applied in project-based classes: using a task and theme-based syllabus, encouragement of cooperative learning in the classroom atmosphere, personalized educational organization and feedback, the involvement of students while grading, the teacher serving as a facilitator and critic, authentic contexts for collaborative projects, and learner and teacher reflection for progressive change.

From Wrigley's point of view (1998), ideas for project work may spring up depending on the case in certain circumstances; for example, after a flood in Honduras, his learners decided to raise money for the victims. When a project concerns real people, it may be more effective. The teacher can occasionally give the idea for a project or learners can decide the interesting topics of their own free will. Wrigley sums up the procedure as follows: 1) labeling the problem or issue; 2) preparatory investigation; 3) planning and assigning tasks; 4) researching the topic, 5) implementing the project; 6) designing and creating a final product; and 7) extending and evaluating what worked (p. 2).

Schuler (2000) and Fried-Booth (2002) divide the process into three phases: planning, implementation, and conclusion of the project. Students and teachers come together to decide the topic, the final product and the required tasks in the planning

phase. After choosing the topic, students gather and process data, and then, in order to produce the outcome, conduct the task in the implementation phase. The final phase is the presentation of an end-product such as report, poster, wall display, magazine, newssheet, three dimensional model, website, video film, audio recording, drama, role play, debate, and so on. The end product's aim is to make the students use language productively by means of presentation to a large audience such as the teacher and classmates, school, and community members. Included in the final phase, there should be evaluation and feedback on their production from both teachers and learners. In addition to these phases, Fried-Booth (2002) indicates that a follow-up program to meet the language needs of students observed during the implementation stage may be fruitful for students' linguistic competence.

Another implementation process model is highlighted by Stoller (2001),applied to English for Academic Purposes in a content-based classroom. Unlike Malcolm and Rindfleisch (2003), Fried-Booth (2002), Eyring (1997), and Wrigley(1999), Stoller gives ten concrete steps to be strictly followed by teachers and students. This ten-step process focuses on teachers' and students' roles at each level of the process as well as students' needs, such as strategies, language and skills, to fulfill the projects in a satisfying way. The steps of the process are follows:

In step 1, after the subject of the project is talked over by students and teachers, teachers have students choose the topic considering their interest, level, schemata, and practicability of the project and availability of resources.

In step 2, the final outcome is determined according to the project's nature and objectives; the most appropriate forms of the project outcome, from various alternatives such as bulletin board display, written reports, poster, letter, handbook, debate, brochure, oral presentation, drama, video, and multimedia presentation, are chosen. In addition, if the students desire, they can invite parents, the program director, the city mayor, and their friends to the display.

In step 3, students and teachers design the project together. Students' roles and responsibilities, collaborative work groups, deadlines, how information will be shared, gathered and compiled and how the final outcome will be presented are

identified at this stage.

In step 4, students are prepared for the demands of the task in accordance with the project type, and students are guided as to practice. For example, if the students are going to do a theatrical performance, the teacher may give the roles, or help them learn how to use their voice and intonation. If the students conduct a library or text project, the teacher guides them how to access this information and teaches skimming and scanning techniques.

In step 5, after the students are instructed how to gather information from the library, the internet, or personal sources, they start collecting information using methods such as library searches, interviewing, website searches, and so forth.

In step 6, teachers arrange training sessions to prepare students for categorizing, organizing, analyzing, and interpreting the sample materials. At this stage the teacher's aim is to educate students in how to put the information together.

In step 7, the most challenging step for the students is compiling and analyzing the information in groups, as students have to decide by themselves the crucial information for the completion of their project.

In step 8, the teacher provides students with the necessary language input for the final presentation. This input may be oral presentation techniques, or editing and revising written outcome and design.

In step 9, students are expected to present the final product of their projects, as was decided in step 2.

Step 10 is the last stage. In this stage students have a chance to criticize the conducting of the project work by looking at advantages and disadvantages. They also advise how it can be improved for future classes. In addition, it is time to give feedback on their language use, subject matter and design of the task.

The models of Schuler (2000) and Fried-Booth's (2002) are a bit different from Stoller's (2001). Schuler and Fried-Booth define three phases in implementing project work such as planning, implementation, and conclusion of the project, but Stoller defines ten concrete steps in which the teacher gives more concrete guidance to ease the projects for the students. In Stoller's model, the teachers are responsible for preparing the students for the language demands of information gathering,

compiling and analyzing the data, and presentation of the end product. Another difference is that in Stoller's model the evaluation phase includes self-evaluation. However, in the evaluation process of Schuler's (2000) and Fried-Booth's (2002) models, both teachers and the learners assess the projects. Furthermore, in Fried-Booth's model, there is a follow-up stage. In this stage, both the teachers and the students have more chance to do further work on areas of language weaknesses and deficiency in content knowledge.

In Stoller's model during the planning and procedure stages, the teacher acts as a guide to help students build up a connection between activities and materials that contribute to the students with certain information on language. Carrying out a project successfully depends on how the teacher guides students according to the chosen topic. If the teacher does not support students on how and what to do, students may be unsuccessful in conducting the project. Students need the teacher's guidance through the process of project work. Hence, the teacher is no longer in the center of teaching as a knowledge distributor; rather, the teacher is an organizer, a facilitator and a resource person (Stoller, 2001). However, this change in responsibility may be confusing for students, especially for those who are inexperienced in working outside the classroom (Malcolm & Rindfleisch, 2003). In the stages of planning and procedure, the students' role is sharing ideas about the process and, in the light of their peers' and the teacher's views, improving the task. Thus, it is the teacher's responsibility to help students provide feedback in class on their projects and the development of the project by preparing checklists for students to describe difficulties and benefits of the project while they are doing it. Checklists should also be prepared for students to determine whether they have achieved the pre-decided plans (Malcolm & Rindfleisch, 2003). During project work activities, students are required to select a theme, negotiate on how to process it, and determine their own end-products in groups. However, the teacher does not play as active a role as the students. The only role of the teacher is facilitating and supporting the students for this end-product activity (Eyring, 1997).

Eyring (1997), Fried-Booth (2002), Malcolm and Rindfleisch (2003), Schuler

(2000), Stoller (2001), and Wrigley (1998) have more or less the same idea about the teachers' role in the process of project work implementation. The roles of the teachers are helping the learners to move in the direction they want to go, and organizing and facilitating the students' projects. Unlike Schuler (2000), Fried-Booth (2002), and Stoller (2001), Malcolm and Rindfleisch (2003) recommend that the teachers prepare checklists in order to assess the students' projects during the implementation phases. Stoller (2001), in addition, suggests that the teachers prepare students for the language that the students need to carry out their projects.

2.7 Problems in implementation

During the implementation procedure, practitioners may encounter some unexpected problems; researchers advise to be aware of these problems. Gaer (1998) warns that if the topics are not chosen in accordance with students' backgrounds such as age, level, and interest, conducting a successful project work will be impossible. It is the students' interest and needs that determine the project.

Furthermore, Lee (2002) advises that the topics should be manageable with respect to the time and resources available to students. Otherwise, students do not make use of project work as expected.

Eyring (1997, p. 18-23) warns teachers that if the main curriculum is based on project work, to be cautious about late registration, excessive absence and tardiness, excessive quietness in some students, the gap between the needs and demands of the extremely high and extremely low level students, lack of cooperation among students, and lack of initiative. Some students may be lazy and do not want to do anything in a group and this may demotivate the enthusiastic students. The problems mentioned above affect the success of a project-based classroom because students may depend too much on the teacher or themselves, rather than on each other, in the case of such pitfalls.

Lee (2002) states that learners who are accustomed to the traditional

classroom which is based on teacher-centeredness, learning grammar rules, and a closely controlled classroom atmosphere may resist the changes in their roles, due to the workload and the difficulties of taking control of their own work. On the other hand, some teachers prefer their traditional role of close monitoring; in project work classes, some teachers complain about losing the control of the class. Fried-Booth (2002) recommends that teachers should be convinced of the necessities of this role. This role entails helping students in every stage of the procedure, warning them about the problems they may encounter, making suggestions, and helping the students to negotiate clashes and having the self-confidence not to quit when they encounter problems.

Katz (1998) warns against the danger that problems with a project cannot be anticipated, because each project has various unique conditions depending on the topic, place and investigator. From this point of view, problems and difficulties in a project often spring from implementation. Other variables such as the time available, the amount of authentic material, learner training and receptiveness, and flexibility of the administration in institutional timetabling may also influence successful project work implementation (Hedge, 1993).

2.8 Benefits of Project Work

Numerous benefits of project work have been cited in the relevant literature. Researchers of this domain assert the great contributions of project work to language learning, motivation, stimulation, self-esteem and autonomy. These benefits accrue in language, learning, and affective or social aspects.

2.8.1 Language benefits of project work

One of the benefits of project work worth mentioning is students' increased language skills. Because project work gives repeated opportunities for interaction and negotiated meaning, students improve reading, writing, speaking, listening, and grammar and vocabulary abilities. The reason for the development of these skills is

the fact that the authentic tasks students are engaged in makes it necessary for them to use these skills in an integrated way, which leads to meaningful language use and the recycling of vocabulary and grammar forms. By means of project work students are prepared to use these skills for lifelong learning (Stoller, 2006).

Another benefit of project work is that students are exposed to authentic experiences, which leads to authentic language use and exposure, in that while they are engaged in project work, students have authentic tasks with authentic purposes, which are absent in many classical language classrooms. For example, while students are doing their project work, they may refer to books, newspapers, articles, and websites to take notes for meaningful purposes (Alan & Stoller, 2005; Sheppard & Stoller, 1995; Stoller, 1997, 2006).

Clennell (1999) had her ESL students prepare an inquiry project in which they were required to interview with native speaking friends and teachers in an academic environment. After recording these interviews, they presented them to the class orally. By means of this project, she ascertained that students became aware of different levels of meaning and language usage in accordance with the sociocultural medium. She also indicated that such interview-based projects enabled students to become communicatively competent in the second or foreign language. Projects carry instruction outside the traditional classroom; projects take students into the community, give them a chance to access new information sources, and help them create authentic language usage to communicate (Stoller, 2006).

A project which is carried out beyond the classroom is defined as a component of Communicative Language Teaching by Savignon (2001). In accordance with Savignon's view, the main aim of communicative activities is to prepare students to use the language outside the classroom. These activities lay the groundwork for the development of communicative competence after finishing the course. Therefore, if students' needs are to be taken into consideration, encounters with real aspects of the world alongside in-class learning via concerns for students' needs and interest is of great value.

Knolls (1997) states that when project work is combined with constructivist concepts such as cooperative learning, inquiry-based learning, problem-based learning and industrial education, project work is the most applicable teaching method which enhances learning a foreign language. The reasons for the wide use of projects in language teaching are that it is an efficient way to promote communicative language teaching and that project work has been improved to meet learners' community language demands beyond the classroom (Eyring, 1997; Richards & Rodgers, 2001).

2.8.2 Learning and affective benefits of project work

Legutke and Thomas (1991) characterize the traditional language classroom as follows: 1) dead bodies and talking heads; 2) deferred gratification and loss of adventure, 3) lack of creativity; 4) lack of opportunities; 5) lack of autonomy and 6) lack of cultural awareness (p. 7-10), and they claim that project work breathes new life into classical language classrooms, largely due to its positive effects on students' motivation, self-confidence, autonomy, decision making abilities, and cooperative learning ability.

From the researchers' point of view, it is stated that project work leads to increased motivation. Dörnyei (2001) stated that human beings need conditions such as feeling competent, being provided autonomy, having a chance to accomplish goals, getting feedback, and being positively affirmed by others in order to be motivated. Another motivating factor of project work is that project work arouses curiosity about the subject matter. Therefore, project work is an efficient tool to increase students' motivation.

Stoller (2006) indicates that another benefit of project-based learning is the high degree of students' involvement and engagement, which is associated with motivation and enjoyment. However, she is not clear whether motivation or involvement comes first. She speculates that either students' motivation may pave the way for engagement, or possibly, student engagement enhances student

motivation. No matter which one comes first, she is sure about the reported positive end result of the motivation and engagement relationship. Stoller also maintains that project-based learning also inspires creativity, because the effort put into project work moves students away from mechanistic learning to creativity.

Project work enhances learner autonomy, with the characteristics of allowing students to select the topics they are interested in, providing opportunities to take on leadership roles, and giving them responsibility for their own learning. In addition, project work gives students a chance to discuss features of the project such as the theme, end product, procedures to accomplish the end product, and individuals' roles and responsibilities in the group. Project-based learning contrasts with traditional teacher-centered classroom education; with its democratic learning characteristics, students are free to make educational decisions in the classroom. By choosing, organizing, and carrying out a project of their own choice, students take responsibility for their own learning. These characteristics of project work make students more autonomous and independent in the face of traditional ways of teaching (Fried-Booth, 2002). According to Fried-Booth (2002), project-based learning is a shift from teacher-centeredness to learner-centeredness. As project work is an end product centering on process, achieving this end product makes project work quite constructive. The procedure of this end product gives the chance to students to enhance their confidence, autonomy and team work in a real-world environment by collaborating on a task. Through this cooperative learning, students are engaged in a process of negotiating meaning and experience, doing research, inquiry and problem solving (Stoller, 2006).

Another researcher who supports this idea is Skehan (1999). He reports that project-based learning increases students' autonomy, independence and readiness to take responsibility, as students are expected to engage actively in planning and doing their projects. As a result of this responsibility, students develop a sense of ownership and pride in the project work.

Wilhelm (1999) asserts that with the help of functional practice and

extracurricular use of language in project-based classes, students can express the language fluently, and increase confidence and motivation within the class. It is reported by practitioners that sound projects with easily identifiable stages and tangible final products enable students to develop a sense of self-confidence, positive attitudes towards learning, and satisfaction with the accomplishment of the language use as a chance to see the results of their hard work (Skehan, 1998, cited in Stoller, 2006).

Wrigley (1998), in her interviews with teachers about students' attitudes towards successful project-based learning, concluded that both at the beginning and the end of projects learners were enthusiastic to learn and this enthusiasm revitalized classes, and that the more students got involved in the inquiry process, the more curious they became to get the answers.

Dörnyei (2001) states that when individuals accomplish tasks satisfactorily, create something, and achieve their goals, their self-confidence rises. Project work allows students to consider whether they have accomplished the tasks satisfactorily and achieved their goals.

It is also reported that project work enables students to improve the abilities of decision making, the skills of analytical and critical thinking, and therefore, problem solving, which are stated as conditions for optimal learning (Csikszentmihalyi, 1993; Egbert, 2003). According to Hedge (2000) project work fosters students' imagination and creativity, self-discipline, responsibility, collaboration, research study skills and cross-curricular work through utilizing information learned in other subjects.

Project work assists students in developing problem solving skills, collaborative working skills, and organization skills during the implementation procedure (Katz & Chards, 1998). In conducting project work, students gain information from authentic sources, and project work gives students the chance to take an active part in theme or subject decision and search for required information

by means of a group negotiation (Alan & Stoller, 2005; Eyring, 1997; Stoller, 1997).

2.8.3 Social benefits of project work

Fried-Booth (2002) notes that how much a student benefits from project work depends on how much the student is involved in the exercise. For project-based instruction to help students promote communication and collaboration with community members, they need to carry out outside classroom activities. Therefore, project work is a means to develop students' social skills.

Since students work with classmates to collect, synthesize and report information about their project, they improve cooperative, collaborative and social skills, which are transferable to other settings. As a result of the development of these skills, students begin to pay attention to each others' opinions, exchange information and negotiate meaning for the completion of a successful project output (Alan & Stoller, 2005).

Allen (2004) draws attention to the social constructivist side of project work, in that project work implementation will make it possible for students to engage in creating knowledge through interaction with others, contrary to engaging in structured models of teaching.

The other social benefits of project work on the basis of collaborative learning and democracy in the classroom are described by Eyring (1997). She conducted a study to determine the benefits of a negotiated syllabus and collaborative evaluation. Taking an active part while selecting the topic, deciding on the procedure and end product of project work, and being closely involved in assessing their peers facilitate the development of a participatory and democratic society. This view is supported by Katz and Chard (1998); through the implementation procedure of project work, students are involved in overcoming contradictions, sharing responsibility and making suggestions. These characteristics of project work provide a democratic atmosphere for the learners.

2.9 Teachers' and Students' Perception of Project Work

For the successful completion of project work in language learning, teachers' and students' perceptions are of great importance because they are the two parties involved in the activity of teaching and learning. Therefore, they should be well informed of the theory and basics of this implementation, which will enable them to use the implementation in language learning and teaching. As it is always true for everything, one's inclination depends on how much knowledge one has about the new issue, project work implementation, in this case.

Provided that teachers and students are well informed about the significance of this implementation, they will develop positive attitudes to it. These positive attitudes will serve as a vehicle to initiate project work implementation as a helpful means in language teaching and learning. As a result, the rate of success in language learning via the implementation of project work will doubtlessly increase. Beckett (1999) points out the scarcity of studies on both project-based learning and teacher and student perceptions of project work. Eyring (1997), in her study, aimed to understand teachers' and students' attitudes and perceptions while employing the activities for the first time. In her study of two classes one was project-based, and the other was non-project based. The classroom applying project work implementation was compared to the one applying non-project based implementation in terms of teacher and student satisfaction. The project-based class was assigned to prepare a tourist guide book as a whole class over the summer term course. Students agreed on a theme and then decided how they would organize the procedure and end product, as well as an evaluation of this end product, with the help of the teacher's guidelines. From the results of this study, Eyring indicates that some students were extremely dissatisfied, due to unfamiliarity with a theme-based approach. They thought that the lessons should contain linguistic aspects, and another complaint was about a lack of teacher's feedback. However, some of them were highly satisfied because they benefited from essay writing, talking with and listening to peers, and working in groups. In addition, selecting their own project and evaluation procedure made it possible for the students to be pleased with the project work approach. A conclusion

to be drawn from this study is that project work, together with some classical activities, should be used as supplementary materials in order for teachers and students to initiate the communicative approach less stressfully.

Two other studies done by Moulton and Holmes (2000) and Wilhem (1999) reveal the dissimilarities among attitudes towards project work conducted in an ESL context, in the USA. In Moulton and Holmes' study, the students who managed to complete the project-based classroom claimed the benefits of integrating research; they also claimed that writing and presentation benefits were felt in the following courses two years later. However, because of the project work's heavy workload characteristics, the complement rate was low in these classes. This may also have been because of some students' misconceptions about language learning. From these students' point of view, language learning should involve linguistic items such as learning grammar, vocabulary, reading, writing, and listening in a traditional way of learning. In order to find a solution to this misconception, Moulton and Holmes suggested learner training sessions which involve the potential benefits and content of project-based learning.

In Wilhelm's (1999) study, most of the students felt great satisfaction in the opportunity to negotiate meaning with native speakers and to take the responsibility for their own learning. They indicated that the only pitfall of project work is its stressful character due to the heavy workload. In this study, projects classes were categorized in accordance with the students' TOEFL scores. In addition, all the students in project classes were given instruction in areas such as trust development and interpersonal relationships, demonstration of the student and teacher roles, a model for the collaborative learning approach, giving peer feedback and negotiation, and a well-balanced grading system (Wilhelm, 1999).

Another study conducted by Beckett (2005) revealed almost the same findings as Moulton and Holmes (2000), that some students have favorable attitudes to project-based instruction but some of them have mixed feelings. However, the majority of the students who participated in the study indicated their dissatisfaction

with project-based instruction. Their dissatisfaction stemmed from its difficulty and the heavy workload. Dissatisfied students stated that making oral presentations, searching for and reading suitable references, and integrating the appropriate information into the projects caused them to have difficulties. Moreover, those students thought that learning basic knowledge such as grammar and vocabulary from teachers and textbooks was much more important than learning from authentic materials and native speakers. The only thing they thought they needed was grammar and vocabulary to improve their English proficiency level. From Beckett's point of view, these desires stem from the educational habits and cultural origin of the ESL students in the study. Beckett indicated that these ESL students came from classical teacher-centered educational curricula. Hence, unfamiliarity with this learner centered approach caused dissatisfaction among them. Beckett stated that it was the teachers' responsibility to get those students accustomed to project-based instructions by addressing the clash before conducting a project work assignment. Those who were favorable towards project work thought that project work paved the way for searching from the internet, and enhancing research, writing and communication skills. The students with mixed feelings reported that the reason they appreciated it was that project work enabled them to do in-depth research about specific content and develop their writing and presentation skills. On the other hand, the same group of students thought that project work was too much work for students and it was time consuming. Another difficulty for them was oral presentations, which made them nervous.

The studies done in Turkey have reported similar results: Subası-Dinçman (2002) reported that most teachers believe project work is a beneficial alternative assessment tools and that it sheds light on how much the students have learnt. However, some of the teachers complained about the heavy workload and inconsistent evaluation criteria among the teachers. In another similar study on EFL teachers' attitudes towards project work as an alternative assessment and instructional tool, Gökçen (2005) stated that a great number of teachers find project work effective both as an alternative assessment and an instructional tool. However, the teachers put emphasis on its disadvantages, such as the time required, difficulties

to adapt to the curriculum, and lower than expected student participation. Moreover, the same teachers were doubtful about its reliability and fairness as an alternative assessment. However, unlike the studies of Subası-Dinçman (2002) and Gökçen (2005), Kemaloglu (2006) indicated that none of the teachers in her study complained about the workload. Furthermore, some of the teachers tried to do more than expected in order to meet their students' needs. However, the difference between the studies of Subası-Dinçman(2002), and Gökçen(2005) and that of Kemaloglu (2006) was that Kemaloglu conducted her study at a preparatory school where project work was being applied in the entire curriculum as a multi-skills project as it is presented in the literature; in the other two studies, project work was applied in separate skills classes. The projects at Subası-Dinçman's institution were applied as a writing projects, and the projects at Gökçen's institution were applied for each separate skill course. These two studies' projects are also different from the projects in the relevant literature.

In Turkey there is only one study which assesses the students' perceptions towards project work, that of Kemaloglu (2006). In this study, it was found that the students were generally in favor of using project work as an instructional tool, due to the fact that project work was found useful to improve the students' content learning, research skills, oral presentation skills, writing skills, translation and computer skills, vocabulary and grammar knowledge, and raising consciousness about the benefits of disciplined studying. However, in this study, it was also found that the students need more teacher support during the process of project work.

2.10 Conclusion

In this chapter the literature about project work and vocabulary learning has been reviewed. In doing so, the historical background of vocabulary learning and project work, project work types, theimplementation procedure, benefits of project work, possible implementation problems, teachers' and students' perceptions of project work in the literature, and the necessity of program evaluation have been described. The literature review has demonstrated that there is lack of studies

adapting project to grammar and vocabulary teaching environment in Turkey. It is the purpose of this thesis to present such a study.

The following chapter will describe the methodology of the study by giving information about the setting, participants, instruments, data collection procedures, and the data analysis method.

CHAPTER III

METHODOLOGY

In this chapter, the elements of the research are presented, the research model, the sample group, data collection materials, development of the teaching materials, procedure and analysis of the data will be presented.

48 6th grades students were taught courses in their target language.24 students were in class which followed traditional method while learning vocabulary,whereas 24 of the students were taught in class where project-based learning was integrated into the teaching.Before and after the course ,their vocabulary learning achievement were tested.

3.1 Resarch questions

The research questions being answered in this study as follows:

Is there a significant difference in vocabulary achievement of students who are taught by theTraditional Method and Project-Based Learning?

This study aims to seek answers to the following sub-research questions:

Sub-research Question 1: Is there any significant difference between the post test results of the control group and those of the experimental group?

Sub-research Question 2: Is there any significant difference between the pre

test results and post-test results of the control group ?

Sub-research Question 3: Is there any significant difference between the the pre test results and post-test results of the experimental group ?

3. 2. Research Model

Since the research is a quantitative quasi-experimental study, in which a pre-test, post-test control group design was used , there are two groups in the research: Experimental group and control group. They were given a pre-test and a post-test.There was a treatment for the experimental group .

In traditional method, we follow the topics and the exercises in the student's book.Before beginning a lesson, some words are taught with pictures and real objects, then students repeats these words for pronouncation.Students are asked to use them in sentences.Also, students use these words in puzzles ,games and songs which are prepared by the teacher.

In Project- based Learning , a topic which attracts students' attention is introduced. Students are put into groups of 4 pupils.Each group chooses one aspect of the topic and they plan what to do ,start to investigate and prepare their materials until the next lesson with the counseling teacher.In the next lesson ,each group presents what they have done.

3.3.Dependent and Independent Variables

The dependent variable of this study is the achievement of students in vocabulary learning .The aimed behaviour is their learning new words easily and unconsciously.They are expected to use new words in daily life.

The independent variable in this study is the projects which are given to the learners throughout the learning sessions.

3.4.Instruments

At the beginning of the study both classes are given a pre-test which is aimed to determine their knowledge about these new words.Its scores are important as it reveals whether learners of both classes have equal knowledge of foreign language words or if there are great differences between the two. After learning sessions , the post-test is given, whether there is a significance difference between scores in control and treatment groups.

The pre/ post test is prepared carefully in order to determine their level and their progress clearly. The test is composed of 25 multiple questions .These questions are prepared about topics which are studied treatment period, a month.Before and during the preparation of the test questions some colleagues of the teacher and advisor checked them in order to give some advice or feedback to the resercher.Also, course books and workbooks are used to prepare questions.

3.5 Participants

The research is done in Bağyurdu Kazım Dirik Primary School with 6th grades ,consisting of 48 students.One of the students in treatment group is excluded from the study because of her mental difficulties . 6-A and 6-B classes are given pre-test and post-test.

The learners in both classes are at the age of 12 or 13 ,and they all have the capacity to understand and use foreign language inside or outside the classroom.They are good at communicating with each other by using the language they are taught.In treatment class, there are 14 girls, 10 boys,in control class 12 girls, 12 boys.

The study is applied with two classes , coming from small social communities and their economic situations are not well enough to take special courses.They all live in small houses, their social backgrounds are very similar to one another.Most of

them do not have a room of their own .But, they can search something on the net easily.

3.6 The researcher

The researcher is a teacher of Bağyurdu Kazım Dirik Primary Education School in Kemalpaşa/ İzmir. She is the teacher of 6th ,7th and 8th grades . This the second year in her teaching career.She is also a student of MA in English Teaching Department of Dokuz Eylül University.

3.7. The setting

The study is applied in classroom setting .The classroom setting can be changed according to groups while doing projects.The students work in groups, consisting 4 learners. The learners can use all the materials in class and also they can bring other materials outside the classroom. The teacher walks around the classrom throught the lesson and observe and control learners without disturbing.

Also, the setting is outside, because during projects, the group members come together and prepare their presentations.

3.8 Tools

Throughout the research the following tools are used.
- Quick Step course book
- Quick step workbook
- Board
- Projection Machine
- Realia, pictures, flashcards
- The worksheets
- Pre-test and post-test

3.9 Teaching Sessions

In traditional method, we follow the topics and the exercises in the student's book.Before beginning a lesson, some words are taught with pictures and real objects, then students repeats these words for pronouncation.Students are wanted to use them in sentences.Also, students use these words in puzzles ,games and songs which are prepared by the teacher.Besides, traditional vocabulary plans, plans for Project-based Learning are prepared.

In Project-Based Learning , The steps of the process are follows:

In step 1, after the subject of the project is talked over by students and teachers, teachers have students choose the topic considering their interest, level, schemata, and practicability of the project and availability of resources.

In step 2, the final outcome is determined according to the project's nature and objectives; the most appropriate forms of the project outcome, from various alternatives such as bulletin board display, written reports, poster, letter, handbook, debate, brochure, oral presentation, drama, video, and multimedia presentation, are chosen. In addition, if the students desire, they can invite parents, the program director, the city mayor, and their friends to the display.

In step 3, students and teachers design the project together. Students' roles and responsibilities, collaborative work groups, deadlines, how information will be shared, gathered and compiled and how the final outcome will be presented are identified at this stage.

In step 4, students are prepared for the demands of the task in accordance with the project type, and students are guided as to practice. For example, if the students are going to do a theatrical performance, the teacher may give the roles, or help them learn how to use their voice and intonation. If the students conduct a library or text project, the teacher guides them how to access this information and teaches skimming and scanning techniques.

In step 5, after the students are instructed how to gather information from the library, the internet, or personal sources, they start collecting information using methods such as library searches, interviewing, website searches, and so forth.

In step 6, teachers arrange training sessions to prepare students for categorizing, organizing, analyzing, and interpreting the sample materials. At this stage the teacher's aim is to educate students in how to put the information together.

In step 7, the most challenging step for the students is compiling and analyzing the information in groups, as students have to decide by themselves the crucial information for the completion of their project.

In step 8, the teacher provides students with the necessary language input for the final presentation. This input may be oral presentation techniques, or editing and revising written outcome and design.

In step 9, students are expected to present the final product of their projects, as was decided in step 2.

Step 10 is the last stage. In this stage students have a chance to criticize the conducting of the project work by looking at advantages and disadvantages. They also advise how it can be improved for future classes. In addition, it is time to give feedback on their language use, subject matter and design of the task.

3.10   Data Analyses

Both in control group ans treatment group the pre/post test scores of the learners are compared by using the Paired-Samples t-test in order to see if there is a significant difference between these pre-test and post-test scores of learner

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents the findings of the research about the two methods used in learning vocabulary.The first section presents the analysis of the statistical data related to student achievement with the traditional method and the analysis of the statistical data related to student achievement with Project-based Learning.Then the statistics of differences between traditional method and Project-based Learning on students' achievement of vocabulary learning are presented.

4.1 Analysis of the Data

Pre-test before the methods and post-test after the methods are applied. In order to see effectiveness of the methods the scores of the pre and post tests are taken into consideration and later the results of the post-tests of both methods are compared in order to see whether there is a meaningful difference .The datas are analysed with the help of SPSS.

When we look at the Table 2, we can understand ,there is no significant difference between the two at the beginning of study.Before the experiment, the score for control group is X=3,20 and the score for experimental group is X= 3,04.

Table 2. Independent Samples T-TEST Analysis for Pre-test Scores of Control and Experimental Group

GROUP	N	$\overline{X}$	S	sd	t	P
CONTROL	24	3,2083	,34039	2,27781	,358	,0923
EXPERIMENTAL	24	3,0417	,30974			

4.2 Analyses of the Effects of Traditional Method on Vocabulary Learning

The first problem situation : has traditional method a significiant effect on students' vocabulary learning achievements?

It is aimed to see whether there is a significant difference between the pre-test and post-test scores of the learners' in control group to which traditional method is applied.

The following table is formed with the help of Paired Samples T-test andd interpretations are given in the following part.

Table 3. Paired-Samples T-TEST Analysis for Pre-test and Post-test Scores of Control Group

TEST	N	$\overline{X}$	S	sd	t	P
PRE-TEST	24	3,20	,34039	3.57122	-14,632	,013
POST-TEST	24	13,87	,76450			

After applying traditional method to the learners in control group we see that there is an improvement on learners' vocabulary learning[t= -14,632, p<,05].Before

the application the average of the scores of learners' vocabulary achievement was X= 3,20 and after the application this average is X= 13,87 .This shows that Traditional Method has a considerable effect on the learners' vocabulary achievement.In other words, Traditional Method applied classes improve their vocabulary.

Traditional teaching method has always been an inseperable part of our educational system and everyone is get used to see improvements ,but it is useful to apply some alternative teaching methods to increase these improvements in foreign language learning.

4.3 Analyses of the Effects of Project-Based Learning on Vocabulary Learning

The second problem question: has Project-Based Learning a significiant effect on students' vocabulary learning achievements?

Table 4. Paired-Samples T-TEST Analysis for Pre-test and Post-test Scores of Experimental Group

TEST	N	$\overline{X}$	S	sd	t	P
PRE-TEST	24	3,0417	,33683	7,03395	-8,735	,010
POST-TEST	24	15,6667	1,2913			

After applying Project-based Learning in experimental group ,we see that there is a significant improvement on learners' vocabulary achievement[t= -8,735, p<,05]. Before the application the average of the scores was X= 3,04 and after the application this average is X= 15,66. In other words, Project-based vocabulary learning improve students' vocabulary learning.

When we think of PBL's effect on the achievements of learners' vocabulary achievement , we can give a chance to PBL in our ELT classes.As the research findings prove out that PBL is a successful way of learning vocabulary and this way can be an innovation for vocabulary learning and teaching area.

4.4 Analysis of the Differences Between PBL and Traditional Method on Vocabulary Learning

In Table 5. the datas are formed with the help of Independent T-test and interpretations are given in the following part.

Table 5. Independent Samples T-TEST Analysis for Post-test Scores of Experimental and ControlGroup

Post-TEST	N	$\overline{X}$	S	sd	t	P
EXPERIMENTAL	24	15,6667	6,32	7,63276	1,150	,0262
CONTROL	24	13,8750	3,62			

Before the treatment , the pre-test scores were compared statistically and we see that the score for control group is X=3,20 and the score for experimental group is X= 3,04.And also when we look at this pre-test scores [t=358,p>,05] we see that there is no significant difference between the scores of control group and experimental group.

After the treatment , when we compare the post-test results ,the average post-test score of control group is X=13,87 and the average score for experimental score is X= 15,66 .This shows that Traditional Method has lower average in opposition to PBL.Besides, [t=1,150, p <0,5] the findings show that there is a significant difference between the two methods which proves out that PBL is more effective than the Traditional Method.

We see that PBL is more effective on vocabulary learning of 6th grade learners'in Bağyurdu Kazım Dirik Primary Education School.

4.5 Summary

In this part the findings gathered by the statistical analyses were presented and interpreted.And the statistical analyses of datas of two different classes where two different methods applied are made in SPSS .In the first step ach method is analysed within itself and later two methods are compared with each other .In general ,it is seen that both methods are effective on its own but when two methods are taken into consideration ,it is seen that PBL is more effective.

CHAPTER V

CONCLUSION

In this section,first the results of the study are discussed in terms of the research questions proposed.Finally recommendations for future research on Project-Based Learning are provided.

5.1 Background

It has been seen that vocabulary teaching has a special part in language teaching, Far from last 50 years, the status of vocabulary was low. In the early decades of this century, vocabulary teaching had gained importance. The role of vocabulary to language acquisition is no more controversial among   scholars. However, which method to adopt is still a matter of debate.

People can memorize quite long lists of words, but it is questionable whether these words are retained over long periods or assist quick recall, this has been questioned during the study and it has been detected that translation equivalents hinder the development of organization of an efficient lexicon and communicative competence.To sum up, it is clear that vocabulary teaching and learning is a problem without using any techniques and working on words.

The importance of the vocabulary and the role of vocabulary has been stated in the study. As a result it has been revealed that use of dictionary meanings of the words or the mother tongue equivalents of the words aren't enough to use them for communication. This has been verified by the results of the statistical analysis. It has

been stated in the study that vocabulary learning isn't a simple process. Thus a new solution has been presented through Project-Based Learning.

5.2 Discussion

In our study, projects through Project-based Learning have been put into practice with 6th class students in ELT settings. It has been ensured that vocabulary learning should be in a meaningful context but words are taught in isolation way. This traditional way of teaching vocabulary causes serious problems in terms of long term retention of the words. The current research indicates that vocabulary should be taught through communicative techniques and activities of language teaching approaches because the denotations of the words are not enough for using them in communication.

In the lights of these facts the students in the experimental groups have been presented Project-Based Learning of vocabulary learning ,whereas the students in the control group have been instructed by the Traditional way. They have learned the words through word lists that include the equivalents of the words in mother tongue, some pictures and realias.

On the other hand, students in experimental group have prepared many projects that consist drawings, using authentic materials, songs, games, using puzzles, dialogues, dramatization, using stories, using collocations, categorizing, role plays, problem solving activities, completing speech balloons, group works.Research has revealed that students who were taught through projects could use the vocabulary items more efficiently than those were taught through traditional way.

In pre-test , questions from all the topics of treatment period including four weeks were chosen carefully.It consists of 25 questions which aims to measure the levels of the learners at the beginning.T-test was used in order to see the difference between two groups but there was not a significant difference between the two groups which means that the levels of the learners were equal statistically

After treatment, post-test was given to the classes .Independent t-test was used to see if there was a significant difference between control and experimental group.Both groups improved from pre-tests to post-tests but treatment group did better and at was found that there was a significant difference between post-test scores.The result of the study suggests that both Traditional and Project-based Learning are effective in vocabulary learning but Project-Based Learning is more effective .

The findings suggest that

1. Before the treatment pre-test scores show that there was not a significant difference between the two groups which means that the levels of the learners were equal statistically.

2. After the treatment period ,post-test scores show that Traditional and Project-based learning are effective in vocabulary learning

3. After comparing the post-test scores of the learners it is seen that there is a significant difference which proves that Project-based learning is more effective in vocabulary learning of 6th grade learners.

5.3 Methods and Procedures

5.3.1 Sample

The sample of 48 students in Bağyurdu Kazım Dirik Primary School provided data for this study.Each class consists of 24 students.Most of the participants were from small social backgrounds. Their economic situations were not generally above the average.

5.3.2 Data Analyses

First , pre-test was used in order to see the levels of the learners. The questions were prepared carefully involving all the topics which should be taught throught treatment period.It was applied both groups.

When comaring the pre-test scores t-test was used and we see there is no significant difference between the pre-test scores.This means that levels of the learners are equal.

T-test was used in order to see how learners improve their vocabulary from pre-test to post-test in Traditional Method. The findings show that Traditional Method is effective and useful in control group since the average becomes higher.Then again independent -samples t-test was used see how learners improve their vocabulary from pre-test to post-test in Project-based learning. The findings show that Project-based learning is very effective .

While comparing the post test scores of both group , Independent samples t-test was used and it was seen that there is a significant difference between two methods.

5.4 Conclusion

The study was conducted at Bağyurdu Kazım Dirik Primary School. Two 6th class of elementary level students participed in the study, first as a control group and the second as an experimental group. In this study, the two groups at the same proficiency level (elementary) were compared according to two different approaches for vocabulary teaching. The first approach was the use of projects in vocabulary teaching. The second approach was the use of the traditional approach in vocabulary teaching.

For each project ,after the formation of the groups, four topics were determined by learners for preparing a project . Within the four topics 10 words were selected randomly as the target words of the study..After the selection of the words and the topics, groups four projects were selected for using the teaching of the target words. The vocabulary that would be used in the projects were parallel to the vocabulary of the four topics. Each topic included 10 of the target words.Therefore each project used for vocabulary teaching, required to use the same 10 target words.

A pre-test of 25 questions testing the target vocabulary was implemented to experimental and control group without a prior announcement. In the following four weeks, the target vocabulary was given in two different ways. In Class 6-B (experimental group), target vocabulary was taught regarding projects. In Class 6-A (control group), on the other hand, target vocabulary was taught through traditional methods. After treatment period , a post- test was given to the students in both control and experimental groups.

Finally, the tests' results were compared to determine if there were any significant difference among groups. To this end, the means and the standart deviations were calculated and t-test was used.

5.5 Limitations of the Results

Some limitations related to this study should be pointed out those are the subjects ,the background of the students and the materials that were used during the treatment.The number of the subjects was limited to 24,the use of such small group of samples limits the generalizability of the results regarding the study. Therefore, the findings of the study should be taken into account with the characteristics of the sample group, as all the subjects of the study were at the elementary level of 6th classes. A study with a different group can result differently. Therefore this restricts the generalizability of the study to a wide area.

Time limitation was another important limitation of this study. Preparation time is an important factor and this requires a longer time period. Thus, the time span for treatment should have been longer. It might have lead to different results if the time was longer. The students would have been exposed to projects more and the results might have been more accurate.

5.6 Recommendations for Further Studies

By this study, two vocabulary teaching approaches were compared. The following points can be benefical for further studies.

- The vocabulary teaching process can take place a longer period of time. It can be more than 4 weeks.

- The evaluation of the learned vocabulary can be done after a longer period of time in order to find out the contribution of projects to recall the learned vocabulary.

- A similar study can be conducted among advanced level students.

- Number of the students can be more than in both of the groups in order to have better statical results.

- A similar study can be conducted for the pronounciation of the words which are taught through projects.

- The techniques for teaching vocabulary through projects can be further developed or new techniques can be used.

- The motivation aspect of using projects in teaching process can be investigated.

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APPENDICES

TRADITIONAL METHOD
BAĞYURDU KAZIM DİRK İLKÖĞRETİM OKULU
ENGLISH DAILY LESSON PLAN
 STAGE I:

Class   6th. Grade

Date   01-04-2008

Subject   Food and Drink countable and uncountable nouns and expressing
quantity

Unit   5

Estimated Time   40'

Motivation   Do you know count the things? If you know who can count the water. Teacher will explain the meaning of this sentence in Turkish and will say to the students .

 STAGE II:

 OBJECTIVES

-Students will be able to discern countable and uncountable nouns in a context.

-Students will be able to use these nouns in different contexts.

-Students will be able to use these nouns in different contexts

PRECAUTIONS FOR SECURITY: ---------------------
TECHNIQUES ,APROACH&METHODS:

Role-Play, Translation, Repetition Drill, Transformation Drill ,Questions, Pair- Work ,Dialogues, Word Order Exercises, , Ritual, Spontaneous Pattern Practise, Grid Drill, Dictation, Expansion Drill, Substitution Drill, Chart Pattern Practice ,Silent Reading, Reading Out loud, etc.

MATERIALS

Course-book, Workbook, Supplementary Materials, Blackboard, ,Charts, Maps, Colourful, Notice Board, Classroom Objects, Additional Grammar Books ,realia **,**Vocabulary Box, Colourful Chalks

PRESENTATION

- The dialogue in the course book related to the subject is read and dramatized.Teacher reads first, Silent Reading, and read Out Loud.

- Then ,teacher shows a picture and pronounce it.

.   There is **an apple**   There are **two apples**.

            a cup of tea   two cups of tea

(not teas)

-The students repeat the words.

-The students use words in sentences.

-In the same way ,the other nouns are taught.

-Then,these words are used in exercises.

STRUCTURES: there is / there are …..How much / How many……?

 STAGE III EVALUATION

-Teacher gives out worksheets.

-Teacher ask questions and students ask questions each other.

PROJECT-BASED LEARNING

BAĞYURDU KAZIM DİRİK İLKÖĞRETİM OKULU
ENGLISH DAILY LESSON PLAN

STAGE I:

Class   6th. Grade

Date   01-04-2008

 Subject   Food and Drink countable and uncountable nouns and clothes

Unit   5

Estimated Time   :40'

Motivation   Do you know count the things? If you know who can count the water. Teacher will explain the meaning of this sentence in Turkish and will say to the students .

 STAGE II:

 i.OBJECTIVES

-Students will be able to discern countable and uncountable nouns in a context.

-Students will be able to use these nouns in different contexts.

-Students will be able to use these nouns in different contexts

ii.PRECAUTIONS FOR SECURITY: ---------------------

iii.TECHNIQUES ,APROACH&METHODS

Project-based learning, realia, dramatization, presentation, role –play ,question and answer drill

iv.MATERIALS Course-book, Workbook, Supplementary Materials, real objects ,costumes

v. PRESENTATION

Stage 1. Introduction to the topic and task (10 minutes)

- The dialogue in the course book related to the subject is read and

dramatized.Teacher reads first, Silent Reading, and read Out Loud.

- Then ,teacher shows a picture and pronounce it.

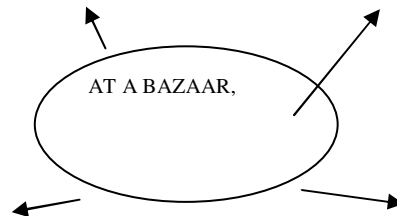.   There is an apple   There are two apples.

 a cup of tea   two cups of tea (not teas)

-The students repeat the words.

-The students use words in sentences.

-In the same way ,the other nouns are taught.

-Then,these words are used in exercises.

- Teacher ask students what they can buy at a bazaar.

AT A BAZAAR,

-After brainstorming ,students build up groups consisting 4 members.

STAGE 2.

- Groups meet and get information.

- They organize what they will do and share roles

- They meet teacher and prepare role plays

- They get materials and prepare presentations

STAGE 3:

- Students present what they have prepared in groups .

- They ask questions each other.

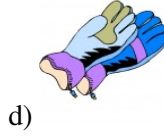- Complete the Assessment of Projects.

STRUCTURES: there is / there are …..How much / How many……?

STAGE III   EVALUATION

 Each group presents their products , they evaluate each other

VOCABULARY TEST (LESSON 5-6-7-8)

1.It is hot and sunny.Wear your………….

a)   b)

c)   d)

2. What's the weather like?

        a) snowy   b) rainy

c)windy   d)foggy
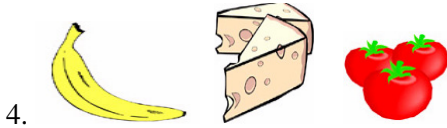
3. =?

Kelimelerin baş harfleri ile oluşan yeni kelimeyi bulunuz.

a) milk   b)fish   c) meat   d)eggs
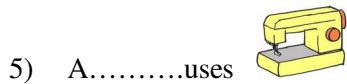
4.

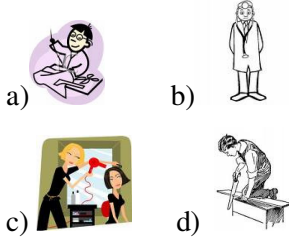**Resimlerinin anlamı sırasıyla aşağıdakilerden hangisinde verilmiştir?**

A) Cheese – Banana – Tomatoes.
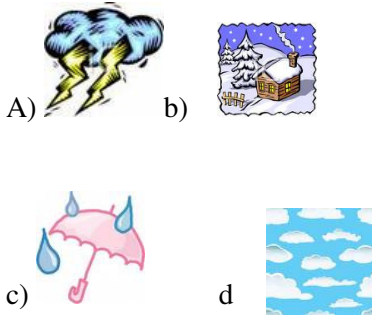
B) Banana – Cheese – Carrots.

C) Banana – Cheese – Tomatoes.

D) Tomatoes – Cheese – Potatoes.

5)   A……….uses

a)   b)

c)   d)

6) İzmir is stormy.

A)   b)

c)   d

7.Resme göre aşağıdaki cümlelerden hangisi yanlıştır?

A. The woman is slim
B. The man is fat
C. The woman is thin
D. The man is slim

8. Mike can't drink the tea because it is …………

A. too cold
B. too difficult
C. too easy
D. too hot

9. You …………………….

A) must turn right
B) mustn't turn right
C) mustn't turn left
D) must turn left

10. Aşağıdaki resimlerin sıralanışına göre doğru seçeneği işaretleyiniz.

A) weak/fat/strong

B) slim/thin/weak

C) fat/weak/slim

D) thin/slim/fat

11. Aşağıdaki soruda verilen resme göre boşluğa uygun gelen seçeneği işaretleyiniz.

A …………… of cola

a)bar   b)can   c)cup   d)box

12. **What is the weather like?**

a.It's sunny   c. It's rainy

b. It's windy   d. It's foggy

13.**Match the adjectives with the pictures.**

1)

a) shoes

b) a tie

2)

c) a skirt

3)
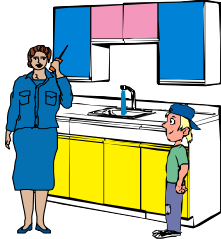
d)socks

4)

a)1-d,2-c,3-a,4-b   b)1-a,2-b,3-c,4-d

c)1-b,2-c,3-d,4-a   d)1-c,2-d,3-a,4-b

14.**What must the mother say in such a situation?**

a)You must open the tap.

b)You must go out

c)You must close the tap.

d)You must catch the tap.

15.**What's his job?**

a)He is a pilot.   c)He is a driver.

b)He is a dentist.   d)He is a fireman.

16.**Choose the correct answer according to the picture.**

A:What can he do?

B:He can………..

a)ride a horse   c)drink milk

b)ski   d) drive

17.**Complete the dialogue.**

Speaker:Good evening!Let's start with Agean Region,İzmir is sunny,Denizli is…………

İzmir   Denizli

a)cloudy   c)rainy

b)snowy   d)stormy

18.A:Can you drive a car?

   B:No,I can't.I'm too …………..

a)old   c)lazy

b)hardworking   d)young

19.**Find the odd one.**

a)teacher/school   c)bank/soldier

b)postman/postoffice   d)restaurant/waitress

20.   **Aşağıda verilen trafik işaretini gören bir sürücüye hangi cümle söylenirse yanlış olur?**

A) You must turn right.

B) You can turn right.

C) You can go staright.

D) You must go staright or turn left.

21. Aşağıda resimleri verilmiş oyunlardan hangisi diğerlerinden farklıdır?

A)   B)   C)   D)

22.   is a………….

   a.board game   b.word game

c.computer game   d.outdoor game

23Find the ring of queen!

a)

b)

c)

d)

24. Which fruit do we eat in spring?

 a) apple,orange   c) peach,onion

 b) cherry,plum   d) lettuce,lemon

25. They are pilots.They …………… planes.

a) drive   c) fall

b)   ride   d) fly

GOOD LUCK!

PROJECT EXAMPLES

PROJECT 1

- What Makes a Good Friend? (ADJECTIVES)
- **Project Summary**

  Friendship is a powerful force throughout our lives. It probably has the biggest impact during adolescence. This activity helps students to explore the concept of "friendship,". through discussions amongst themselves and their families.
- **Grade Level** 6th
- **Estimated Time Required** 1 weeks
- **Student Learning Objectives**

  To determine qualities important in friendship

  To isolate undesirable personality traits

  To practice word processing

  To engage in a cooperative creative writing exchange with a distant school

  To communicate with a distant audience

  To engage in electronic transfer of information

- **Writing Prompt**

  Webster's dictionary defines a friend as, "One who is personally well known by oneself and for whom one has warm regard or affection." Friends usually play an important part in our lives. They influence the decisions we make and provide us with comfort and support in times of need. Some people like to have lots of friends and others prefer one or two very close ones. Do they look for the same qualities in friendship, as their families?Let's find out!

- **Assignment:** In cooperative writing groups, brainstorm the qualities that you think a good friend should have. Write about the qualities you think are most important in a friendship. Conclude your project by preparing a poster, graphic etc.. Present your work to your group or class. Finally, revise and edit your work.
- What makes you chose someone as a friend?
- What makes you decide not to be friends with others?
- Do you have a best friend?
- What's the difference between a "best friend" and just a "friend."
- Do you prefer lots of friends or a few very close friends?
- If someone that you don't like wants to be your friend, what do you do?
- **What do your parents think about qualities of a true friend?**

PROJECT 2

What can people do in Bağyurdu?

Project Summary

People think cities are better than villages , but we think there are a lot of activities we can do as in the cities.

Grade Level 6th

Estimated Time Required 1 weeks

Student Learning Objectives

To determine activities that can be done

To practice word processing

To engage in electronic transfer of information

Assignment: In cooperative writing groups, brainstorm the qualities that you think what kind of activities you can do such as games, sports ,art ,shopping …. Conclude your project by preparing a poster, graphic etc.. Present your work to your group or class. Finally, revise and edit your work.

What kind of activities do you like doing?
What kind of activities do your parents like doing?

Where does your mother go shopping?

What do you do in your free time?

What can a foreign person do in your village?

PROJECT 3

MY DREAM TOWN

Project Summary We have some dreams ,what kind of a town do you want?

Grade Level 6th

Estimated Time Required 1 weeks

Student Learning Objectives

To determine activities that can be done

To practice word processing

To make up a story

To describe location to a toursit

Assignment: In cooperative writing groups, brainstorm the qualities that you think how can be your town. Conclude your project by preparing a poster, graphic etc.. Present your work to your group or class. Finally, revise and edit your work.

What kind of buildins are there?

What kind of streets ,people , name?

What do you do in your free time?

How do you describe a location to a foreigner?

What is the weather like in your town?

What kind of food do people eat?