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AN INVESTIGATION ON THE IMPLEMENTATION OF PROJECT BASED LEARNING IN ELT

THESIS BY
Özgür AVŞAR

SUPERVISOR
Assist. Prof. Dr. Hülya YUMRU
(İstanbul Aydın University)

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.....

Supervisor – Head of Examining Committee: Assist Prof. Dr. Hülya YUMRU

İstanbul Aydın University

.....

Member of Examining Committee: Assist Prof. Dr. Kim Raymond HUMISTON

.....

Member of Examining Committee: Assist Prof. Dr. Gülden TÜM

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ÖZET

İNGİLİZ DİLİ EĞİTİMİNDE PROJE TABANLI ÖĞRENMENİN UYGULANMASI ÜZERİNE BİR ARAŞTIRMA

Özgür AVŞAR
Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Tez Danışmanı: Yrd. Doç. Dr. Hülya YUMRU
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Teknolojik gelişmelerden dolayı ve küreselleşmenin bir sonucu olarak, bilginin önemi son on yıl içerisinde artarak değişim göstermiştir. Eğitim bilginin ve öğrenmenin temel aracı olduğu için, bu değişiklikler aynı zamanda eğitim sistemlerine de yansımıştır. Bu değişikliklerin bir sonucu olarak da her ne kadar hâlâ kullanılıyor olsalar da geleneksel eğitim yöntemleri kademeli olarak verimliliklerini kaybetmişlerdir. Bu nedenle, eğitim alanında yeni yöntemler bu beklentilerden dolayı ortaya çıkmıştır. Bu yöntemlerden biri öğretim ve öğrenim süreçlerinde yaygın bir şekilde kullanılan proje tabanlı öğrenmedir. Mevcut çalışma proje tabanlı öğrenmeye yönelik İngilizce öğretmenleri ve öğrencilerinin görüşlerini incelemeyi amaçlamaktadır. Çalışma sonunda Proje Tabanlı Öğrenmede eğitimin ayrılmaz iki parçası olan öğretmen ve öğrencilerin ebeveynleri ile birlikte yeterince bilgi birikimi ve donanımına sahip olmadıkları bunun da bir sonucu olarak Proje Tabanlı Öğrenmenin bu hız çağının gereksinimlerine ayak uyduracak kadar etkili bir şekilde uygulanmadığı tespit edilmiştir.

Anahtar Kelimeler: Proje, proje tabanlı öğrenme, İngilizce eğitimi

ABSTRACT

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Özgür AVŞAR

M.A. Thesis, Department of English Language Education

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Due to technological developments and as a result of globalization, importance of information has increasingly changed in the last era. Since education is the primary tool for knowledge and information, these changes have also reflected education systems drastically. As a consequence of these changes, traditional education methods, although still used, lost their efficiency gradually. Therefore, new methods in education emerged due to the new expectations. One of these methods is the project based learning which is a widely used method in teaching and learning processes. Present study aims to investigate English teachers' and students' views towards project based learning. At the end of the study, it was found out that, in Project Based Learning, teachers and students, the two indispensable part of education, do not have sufficient knowledge and competence, and as a consequence, Project Based Learning is not applied so efficiently as to catch up with the necessities of this age of speed.

Key words: Project, project based learning, English education

LIST OF TABLES

TABLE OF CONTENTS

CHAPTER III

CHAPTER IV

CHAPTER V

CHAPTER I

1. INTRODUCTION

It can be said that one of the most important features that distinguishes humans from other living beings is their learning ability. Learning develops the individual through the dynamic structure that develops within itself, and as a result, each learning leads individuals to gain new meanings of the world (Budak and Akbaş, 2011, p.3-7). When humans are compared to other living beings, they stand out with the ability to learn almost everything on earth. The social and individual existence of animals, in an instinctively fully pre-programmed way, makes it possible for them to continue their lives with minimum learning, but the case is not the same with the humans. With birth, everything begins to be learned. From this point of view, human life should be regarded as a learning process. Learning can be defined as permanent changes in potential behavior as a result of experiences (Erden and Akman, 2011, p.2).

The instinctive behaviors that humans earn from birth are very few and these behaviors are insufficient to adapt to the environment. Therefore, people have to learn some information throughout their lives: speaking, acquiring various attitudes and habits; in short, every stage of life is about learning. It has been revealed through different researches that each individual has different ways of learning, that is, learning differs from individual to individual (Cevizci, 2012, p.37). Students need to be aware of how they learn and have the ability to monitor their own learning so that they can improve themselves and adapt to the developments in the information age we are in (Senemoğlu, 2010, p.19).

In today's world where information is renewed very rapidly, the social structure together with technology and the education world are also undergoing rapid change and development. This change and development necessitated changes in the characteristics, needs and expectations of individuals as well as in learning activities (Yalın, 2010, p.11). “Today, the education system has to educate individuals who are the needs of our age and who can improve themselves, adapt to rapidly changing technology, research, analyze and synthesize the information” (Maden et al. 2011, p.372-380). Ultimately; in order to keep up with this age, age of information, individuals have to get rid of their passive and memorizing aspects and develop their effective, active, productive and creative aspects (Budak and Akbaş, 2011, p.74). For this reason, education systems

have tended towards the model of “the student who can access the information, select the desired information from a complex information network and solve the problems by using this information” instead of the model of “student who learns from teacher” by undertaking the mission of preparing the student to such a world (Demirel, 2010, p.16). Nowadays, in order to be a contemporary society, most of the countries aim to educate individuals who think, understand, inquire, solve problems and produce knowledge as a result of all these.

“Education system based on rote-learning” presents the information to the individuals, wants it back after making them memorize it, evaluates not the quality but the output quantity, and does nothing but dull the skills in young people's and children’s minds. Instead of this, education system should be based on raising individuals who ask questions, argue, produce alternatives, measure the differences between these alternatives, make decisions based on these differences and take the responsibility of these decisions and implement them (Taşdelen, 2012, p.48).

By using the straightforward teaching method, which is one of the methods teachers often use, it is attempted to transfer information stacks structured by teachers to students, and the use of this method alone in the teaching-learning process makes it difficult for the students to acquire high-level thinking skills such as analysis, synthesis and evaluation (Balcı, 2013, p.42). With this method, in which the teacher is mostly active, attention of the students cannot be kept alive for a long time. In the age of information we are in; students are at the centre of learning environment. It is aimed that they are educated as individuals who do not only know but also continuously learn and make innovations as well as be open to innovations (Yalın, 2010, p.60-75). Today, the competencies expected from the individuals can be stated as to access information, to evaluate information, and to use information effectively (Kurbanoğlu, 2010, p.64).

Learning approaches in which the roles between learner and teacher change and not only the product but also the process are valued and which focus mainly on learning activities have recently begun to show themselves in the education system. Within this frame, programs are being reshaped with a constructivist understanding of education centered on meaningful learning instead of memorizing (Cevizci, 2012, p.88). In constructivist education, it is the most important feature of this system to allow the learner to construct, interpret and develop knowledge (Açıkgöz, 2009, p.51). In the traditional method, teachers can give information or learners can provide information from various sources. However, perception of knowledge should not be handled in the

same sense as structuring it. When learners encounter new information, they use existing rules or define new rules to describe and identify the world (Demirel, 2010, p.17).

Constructivism does not accept such ideas as that the truth is in a separate position from the knower in the outside world and that the information should be in accordance with the truth for the correctness of the information. The theoretical foundations of active learning are also based on constructivism and cognitivism, its version in the field of learning (Aydın, 2012, p.63). Both constructivism and cognitivism offer a variety of explanations and suggestions about the learning process rather than the teaching process. As an example, these theories explain what the structuring of knowledge in the learning process means and how important it is. Nevertheless, they do not mention what opportunities are necessary for the learner to structure the knowledge and what the teacher should do (Saban, 2013, p.74). How to use constructivist and cognitive concepts at different stages, from the synthesis of ideas to the designing and application of teaching has become a separate field of study. In this way, some educators and researchers are trying to turn theory into practice. Active learning is also considered as a product of these efforts (Açıkgöz, 2009, p.61).

In the learning system where the learner is active, learning is acquired through being actively involved in the learning process through discussion rather than reading and listening, and through defending and sharing opinions, making hypothesis and questioning. Because interaction is important in individuals, learners do not accept information as it is, but they create knowledge or rediscover it (Saban, 2013, p.74). Students should be aware of how and why they do as well as what they do. The aim of recognition and evaluation is to understand what students know, not what they do not know. This means, in a sense, the uncovering of the strengths of the student (Turgut and Baykul, 2012, p.22). It is important to draw students' attention to new learning areas by looking at the knowledge of the students.

The main point in constructivist learning is what kind of meaning the individual reveals from the information rather than receiving and adopting of the information by the learner. “According to this approach, evaluation is a process that allows information to be taught, not a tool that measures how much information is learned” (Yeşilyurt, 2011, p.32). The whole purpose of constructivism is to help the information be permanent and to help bring high-level cognitive skills out. Learning-teaching processes based on this approach show some differences with respect to

classical approaches. These differences also appear in the elements of the curriculum (Demirel, 2013, p.17). In environments where constructivist learning is conducted, active learning approaches such as collaborative learning which allows individuals to interact more with their environment and problem based learning are utilized. "In constructivist approach, the student is not a passive recipient of external stimuli, but is the active absorber and builder of knowledge" (Baş, 2012, p.91). In this way, problem-solving skills and creativity of students are expected to develop. Teachers function more as arranging and guiding the learning environment and are in the exploratory-searching position with the students (Arkün and Askar, 2010, p.219). What is important here is that the student constructs and understands the activity and the learning in the learning process with the existing knowledge.

For the success of an education program based on constructivist learning, teachers need to have some features. The constructivist teacher should be open-minded, contemporary, self-renewing, considering individual differences and not giving the knowledge, but learning together with students by providing appropriate learning experiences (Demirel, 2013, p.17). The teacher should perform functions such as creating appropriate activities for the individual, encouraging students to communicate with each other and with themselves, cooperating, creating environments where they express their thoughts and questions clearly (Applefield et al., 2001, p.239). The teacher prepares appropriate alternatives for the individual differences of the students, gives instructions, and helps each student to make his own decision. Therefore, the teacher also has a guiding role. Teachers prepare the necessary environment in which the student solves the problem (Khalid and Azeem, 2012, p.113). Now the teacher has lost the quality to transfer knowledge, to be oppressive, and to keep the learning processes of the students under control. Instead, the teacher has now become a model that arranges the learning environment for the learning of the student, guides them through this process, and responds to their needs by understanding the development process of the student.

Additionally; many changes in the field of education are expected to take place in the future. The education system expects the students to have abilities such as analytical thinking, synthesizing, solving the problems they encounter, expressing themselves, and communicating effectively. Also, instead of memorizing the knowledge as it is, the individuals are expected to make new creations by associating this new knowledge with their old knowledge (Hussain, 2012, p.118). Because of the nature of

the information society, instead of learning and knowing everything, individuals should learn how to access these sources and put the limits of the information they seek, in short to be selective in the information they find. In addition, in the age we are in, knowledge is in the position that is searched, discovered, understood, and structured in mind. As a result, the transfer of knowledge has left its place to restructuring of knowledge through mental processes, and the acquisition of new knowledge has gained importance in this regard (Saban, 2013, p.30). When we look at all these features, it is inevitable that the information age we live in requires a restructuring approach in education. According to this approach, learning is based on constructing knowledge in the mind, understanding and interpreting it, transferring it to new situations and producing new knowledge from existing knowledge rather that memorizing the existing knowledge and the learner uses the knowledge in solving all kinds of life problems (Demirel, 2010, p.18).

Therefore, the main aim of the education system should be to give students ways to access knowledge and help them acquire the skills they will use in this way rather than to load or transfer knowledge to the students (Sönmez, 2010, p.82). The learners must move out of the passive recipient position and become active creators. This is accepted as a necessity because the teaching processes are expected to be renewed, and as an obligation because the information technology necessitates this. Because the students now ask themselves questions like “Where is there more information and how can I reach it?” “How can I produce new information?” “How can I reveal the creative function of my intelligence?” (Çepni and Akyıldız, 2010, p.74). In this case, new environments should be provided where students can find answers to their questions and actively produce projects.

An educational system aimed at educating individuals on the basis of this approach carries the importance of having a structure in which students are able to successfully carry out the group work they have learned with their teachers, have problem-solving skills, and undertake a collaborative research role instead of traditional approach in the classroom (Cevizci, 2012, p.41). Today, educational approaches with this understanding have begun to make their presence felt in the education system. One of the constructivist education approaches in which teachers and students learn together in cooperation, and which contributes to raising problem solving individuals is project-based learning approach. Project-based learning can be considered as a strong understanding that is variable, relative and in which information is achieved in a

technology based learning environment, and which turns the individual to a collaborative individual who can solve problems, analyze and think critically, synthesize, have a researcher spirit, make decisions, take on responsibilities (Klein et al., 2009, p.319-320).

The education program applied in Turkey since 2004 and based on constructivist approach aims to reach the educational level of the developed countries and to provide students with an infrastructure that enables the students to grow up as individuals who can think and reach the knowledge by searching it themselves and produce solutions against the problems encountered in real life (Arı, 2012, p.82). When we look at these goals, project based learning stands out as a suitable way to gain achievements as it is based on researching, learning by doing and living and learning how to learn. "Determining the level of constructivist teaching-learning environment in the classroom after the implementation of the constructivist based primary education programs in 2004 seems to be important in order to establish a more effective teaching-learning process" (Baş, 2012, p.41).

In order to be able to adapt to the age the individual lives in; the individual must possess the characteristics of research, self-development, self-expression, problem solving, creative thinking, and working in group works. The school is expected to contribute to these features. The school can only succeed as long as it can meet these qualifications and motivate students to study, otherwise many students might be lost. Besides, it is necessary for the students to have the features of designing their own learning in their lives, being creative, acting in cooperation with others in case of encountering a problem. This has led students to be in a learning environment that is interwoven with technology, where they are decision-makers about their own learning, where life is moved to school, and where parents also play an active role in the learning of the student. All of these factors led project-based learning to be a method sought by the schools (Aydın, 2012, p.35).

Project-based learning consists of some concepts that are chosen to illustrate the form that educational systems should take today. The first of these is the concept of learning. This concept is important for it draws attention not to the teachers but to the learners. The other is a concept meaning project development, thinking and planning and it is a sign of relational learning on a specific goal rather than singular learning. The base indicates that the project is not a target but a process. By evaluating the project not as a target but as an infrastructure, project-based learning expresses the process

dimension rather than the product dimension of the learning and makes the learning as individual as is desired (Demirel, 2013, p.18). What is important in the projects is to contribute to students' carrying learning responsibilities and to motivate them into working in cooperation with others (Railsback, 2002, p.283).

Students are directed to explain ideas, prepare results, organize data statistically, foresee, examine and respond to questions in project work, product building or in discussion environments. In addition, it provides students with the ability to conduct scientific research and learn by living. "The projects lead students to cooperate. In addition, projects place the discovered information in the centre of education instead of memorized information" (Şahin et al., 2011, p.22). At the same time, projects provide opportunities to use alternative approaches for students' individual differences, different learning styles, intelligence, skills, or inadequacies. Project-based learning is a learning approach that places the student in the centre of the teaching-learning process and includes real life situations and practices (Atıcı and Polat, 2010, p.41). In this type of learning, information is obtained from different sources through analysis / synthesis. As problem solving skills improve, they are used more often in the application-level for the realization of goals. n this approach, students perform independent studies as well as group work, and they organize and design learning (Demirel, 2010, p.18). Students decide themselves how to approach to the problem and which activities to perform and they understand subjects better as they take more pleasure from working with the projects, they are more motivated and they have the opportunity to learn by living (Railsback, 2002, p.217). The role of the teacher in this approach is facilitating students' works and directing them.

As mentioned earlier, learning is individual, and each individual has different level and way of learning. One of the most important difficulties faced in fulfilling the functions of education arises from this difference between individuals. Talents of individuals, their speed of development, interests and needs are different. It is necessary to pay attention to this difference in education (Erden, 2007, p.52). For this reason, education and training activities are not anymore the subjects built on certain patterns, or teacher-centered understanding trapped between book pages or class walls; but they are restructured as learner-centered that focuses on the interests, abilities, needs and preferences of the learners, enabling the information to be used in everyday life (Açıkgöz, 2009, p.19).

We can say that the most important tasks of today's teachers are to raise creative, critical individuals for the society who can think in a multi-faceted way, who has the ability to solve problems and the responsibility to learn and who can make healthy decisions (Saban, 2013, p.93). So, instead of giving encyclopedic information in English classes, deep understanding of subjects and events and critical thinking should be taken as basis. Schools should teach students to learn instead of loading them with the necessary information for the future. Information should not be obtained through teachers' loading the student with formal discipline areas but through interaction under the light of formal disciplines (Demirel, 2013, p.19). Accordingly, the teacher must constantly seek new ways to find effective teaching methods; they must find and use different methods and techniques. Most of the teachers use traditional teaching methods in their lessons. Traditional methods, however, keep students as passive buyers. For this reason, there is a need for contemporary learning methods that will prevent information to be forgotten and will be a tool to use the learning in the life of the student (Epçaçan and Erzen, 2008, p.32).

The way in which the English lessons in the traditional method are handled is based on teacher-centered lectures. In this approach there is the belief that learning happens better if the class is silent. This isolates the teacher from the classroom and it is based on the use of the textbook as a basic material and the study of the students on their own. Thus, abstract knowledge is included more, and the learning is acquired through lecturing, question-answer and memorization (Sever, 2011, p.17-18). On the contrary, the age we live in is known as information age and societies as information society. In information society, knowledge is not a purpose but a means. To educate individuals of information society, it is necessary to organize educational environments where creative, self-confident people can grow up, who think, produce knowledge, question learning, and examine events with versatile perspectives (Oktay, 2001, p.25-26). Although proper goals are determined, it is impossible to reach the aim in teaching English by continuing the education system based on rote-learning without breaking away from traditional methods. For this reason, contemporary methods and practices should be made effective in order to achieve success in English teaching and to achieve the aims of English education. Since each student has different interests, skills and equipment, different teaching methods that will cover each student should be used in teaching English (Göçer, 2007, p.41).

1.1. The Purpose of the Study

Today, when the information age and technology are rapidly advancing, there are different ways of reaching information. Achieving knowledge in education can be by creating appropriate teaching methods and appropriate environments. In order to provide suitable environment in the classroom, the teacher must make the student ready to receive the information, provide the appropriate motivation and create a suitable environment for the lesson (Yalın, 2010, p.17-20). For this reason, many countries have resorted to the regulation of their education systems with the changing of the needs of the age. The student now has to be an active participant in the educational process as speaking, questioning, researching, examining, thinking, and criticizing individuals. The student must be the one who produces the information that is needed, not just the receiver of information. Teaching methods in which the learner is active make it possible to raise students with this feature (Saban, 2013, p.93).

Because classical learning methods are teacher-centered, they are about to lose validity compared to the methods that centre the student. The importance given to learning in our changing and continuously developing education system is increasing day by day. While the new approaches are centered on the student, the teacher also has the task of being a guide. One of these approaches is project-based learning (Railsback, 2002, p.284). In the curriculum renewed in 2004-2005 academic year, and started to be implemented in our country, the use of student centered methods has been brought to the foreground.

The main purpose of this research is: to determine the opinions of senior high school students and English language teachers on the way in which project based studies are implemented in the English lesson, and to determine the deficiencies according to the opinions examined and to put forward alternative suggestions towards elimination of these deficiencies.

1.2. Research Questions

The research questions are designated as;

1. What are the teachers' views on project-based studies in English lessons?
2. What are the students’ views on project-based studies in English lessons?

1.3. The Importance of the Study

One of the methods that teachers use frequently in our schools, the straightforward teaching method, when used on its own, comes out as a traditional education understanding (Aydın, 2012, p.37). Until recently, the traditional education system was applied in our country in which the teacher was active and the students were passive receivers in the class (Budak and Akbaş, 2011, p.51). The duty of teachers in this system is to give regular lectures to students, to help them with their studies, to manage the exams and curriculum given to them in time. In addition to this, encouraging students, ensuring learning by understanding, ensuring the students' producing new ideas, providing them with some advanced skills like problem solving and environments where students apply what they learn was neglected.

In an environment where teacher's dominance is felt in the classroom with a subject-centered approach, a generation that cannot solve problems, cannot interpret, cannot comment, does not research, repeats instead of thinking, does not ask questions, does not care about the reasons, and has an insufficient self-confidence has been educated with the education system based on rote-learning for years (Açıkgöz, 2009, p.46). In response to this situation, it has become necessary to increase the interest and motivation of students and to apply the approaches in which students will be active, leading to research and inquiry, and increasing interaction with the group. Learning approaches, in which learning activities are predominantly involved, the roles of teachers and learners change, and programs are examined from the planning stage to the evaluation stage through different perspectives have recently begun to make their presence felt in our education system (Cevizci, 2012, p.40). In this direction, today's understanding of education is directed more towards cognitive learning approaches rather than behavioral education theories and it makes efforts to organize the learning environment within this understanding. Teaching leaves its place to learning and the student leaves their place to learner. The teacher likewise leaves their place to guide and assistant (Demirel, 2010, p.19). Within the new program framework many items are being rearranged ranging from teacher and learner roles to in-class and out-of-class activities, and from evaluation to targets.

Especially in recent years, the concept of “learning to learn” becomes very important in studies conducted in the field of education. It can be said that it can only be possible with a teaching process focusing on high level cognitive processes to make

students access the information themselves, to extract the information they have accesses through the correct criteria, and to reconstruct the information and use it in real life situations (Demirel, 2013, p.20). At this point, it can be seen that the learning should take place with active actions such as living and not with passive actions such as listening and watching, and it can be seen as an element that should shape teaching. The individual is no longer the passive recipient of information about the world he lives in, but the creator and active user of change and development (Çepni and Akyıldız, 2010, p.10). According to this approach, education systems have to aim at raising "learning" individuals by undertaking the task of preparing the individual to the world. With this formation, the model of "the student who is only satisfied with the knowledge given by the teacher" must leave its place to the model of "the student who can get the information by selecting the information from a complex information network and use this knowledge to solve the problems" (Erden and Akman, 2011, p.59). In teacher-centered education, students are expected to learn in class, being passive recipients. In student-centered education, the aim is to make the students achieve information themselves, to restructure the information they achieve, absorb it, take credit for it, and give different meanings to it. The student's task is to be the active recipient while the teacher's is to be the secondary resource from which students can benefit, to guide them, to encourage them, to support their attempts and to encourage them to research. (Açıkgöz, 2009, p.16).

It can be considered that student learns by experiencing in a teaching situation arranged in a way in which he can realize what is learnt, integrates learn into real life situations where teachers guide students to cope with these situations. In this context, project based education can be an effective way to enable learners to learn by living (Demirel, 2013, p.20). Students' learning to learn and reaching learning goals depends on learning by living. The use of project-based education to construct the teaching process in a way that allows learners to learn by living in real life situations and to ensure that the student learns how to learn can be considered as an action that will affect all the individual's items (Erden and Akman, 2011, p.61). In such a teaching process, objectives, content, teaching-learning processes and measurement and evaluation elements must be designed in a way that will enlighten the student's learning process by evaluating the learning during the process, enabling the student to learn by doing/living and by focusing on the high level cognitive processes (Bıyıklı and Yağcı, 2014, p.147).

Future lives of students are directly related to how they acquire information as well as the quality of this information they acquire. Future lives of the individuals who act as passive recipients in educational environments and directly accept the information given to them without intellectualizing it will differ from the lives of the individuals who research, examine, question, criticize, in short, who act as active participants (Açıkgöz, 2009, p.43). Education takes place not through what teachers tell students in words, but through the experiences they experience in the physical and social environment. The meaningful information is reflected in the behavior and is more permanent. Learning-by-doing provides permanent behavioral changes in individuals. Therefore, instead of directly conveying the acquired knowledge to the students in the school environment, if students are taught the ways of accessing information, and if they research the information themselves, transfer it to their experiences and use it in the solution of the problems they encounter, then the development of the individuals and the social development will be ensured (Demirel, 2013, p.35). The fact that we are in the age of information, the use of technology as a primary resource in educational settings, and the needs of the era in which we live, necessitate student oriented educational environments.

The constructivist approach-based curriculum is student-centered and enables students to use their experiences in the learning process, to interact with their social environments, to explore, to cooperate, to share ideas and it provides opportunities for high-level thinking, critical thinking, creative thinking, and problem solving skills, making use of technology to access knowledge, and raising individuals with strong social relationships (Nosich, 2012, p.75). In this case, since it does not seem possible for the teachers to store the current information and transfer it to their students, new curricula required significant changes in the roles of teachers and students (Saban, 2013, p.22). In short, students will not be satisfied with what they are given in silence; but they will analyze, explain, participate, share, see, perceive, learn to learn, and will produce their own knowledge by questioning.

An educational system that aims to train individuals in the way that the age demands is required to enter into a different formation rather than the usual approaches of the learners. This structuring has to have a structure in which students and teachers learn together, can work together successfully, can solve problems, and assume a researcher role (Senemoğlu, 2010, p.40-47). One of the contemporary methods developed in the teaching / learning process in line with these goals is the project based

learning approach. This approach covers the functions of students to perform research in problem-solving, to acquire information and to put a product forward by making meaning of the information (Demirel, 2010, p.49).

The project-based learning approach emphasizes the process in which learners organize their own learning processes individually, work collaboratively, take responsibility, collect information, and develop planning skills based on specific goals (Dağ and Durdu, 2011, p.14). This approach aims to provide a creative learning experience for students. “The subjects in the projects are more related to the research-based approach and to the students' own experiences and interests.” (Kızıltaş and Gündoğdu, 2011, p.7). In this approach, while students are at the forefront of implementing projects, teachers are at the back to make things easier. In addition, it is a method that allows students to give opinions on the subjects in their interests, make inquiries, make predictions, develop theories, use different tools, and apply the acquired skills in a meaningful and real life context (Aydın, 2012, p.103).

In a democratic society, individuals of all ages should be able to make decisions that affect themselves, their families, their communities, their country and the world. For this reason, the project-based learning process should be strongly emphasized in education programs. The learning environment, which the changing living conditions makes compulsory and in which project-based learning environment is made possible, is a process in which learners think and orient their own learning styles so that they can improve their creativity, try to solve problems together, make sound decisions, parents participate in learning process, technology is used, the student has a consciousness of independence. Shortly, it can be regarded as a learning environment in which the student prepares for real life (Baş, 2012, p.129).

In this research, teachers and students' opinions about the English lesson project based studies applied at the high school level are evaluated. With this research, the level of implementation of the project based studies for the English course, existing problems, and alternative solutions will be determined and the teacher and student perspectives will be revealed according to the obtained data. For this reason, in order to determine the extent to which the targets in the program have been reached, it is important to determine the views of teachers and students regarding the project based studies in English lesson and to show the current situation in the implementations. Besides, these studies gain importance because of enlightening the problems faced by the teachers during enforcement and students' implementation process, and because of

providing suggestions for the problems experienced and contributing to the implementation of project based studies more accurately and effectively. Therefore, it is considered that this research is important in terms of eliminating the gap in the literature and contributing to other studies to be done in this area.

1.4. Limitations

The scope of this research is limited to the survey technique from the quantitative research techniques used as data collection tools, English teachers, and senior high school students in the Kirsehir Province in the 2016-2017 educational year, the resources available, the students' attitudes and the opinions of the teachers regarding the application of the project-based learning model in teaching English in the senior high schools, and the questions on the questionnaire and the scale items on the data collection tool. Therefore, it is worth stating the fact that the findings obtained in this study are not conclusive enough to make a comprehensively broad generalization.

1.5. Definitions

Learning: Learning in project based learning is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century, in which students not only drive their own learning through inquiry but also work collaboratively to research and create projects that reflect their knowledge via gleaning new, viable technology skills so as to become proficient communicators and advanced problem solvers. (Bell, 2010, p.39)

Education: Education in project based learning is a constructivist approach based term in which projects are central, not peripheral to curriculum; indeed, the curriculum itself. (Thomas, 2000, p.3)

Teaching: Teaching is no more giving information directly and teachers are no longer their students' primary sources of information. Instead, they are the designers of learning who create the conditions for the students to conduct their own inquiries, and advisors to whom learners can come as they create the product. (Patton, 2012, p.12).

Traditional learning: It is a form of learning in which the classroom atmosphere and learning-teaching activities are largely shaped according to the teacher, in which one-way communication is more dominant and in which students' abilities,

interests, individual differences, expectations from the lesson and learning speeds are not attached much importance to (Saban, 2013, p.29).

Constructivist approach: It is an active learning approach that suggests that students build new knowledge as a result of their interaction with the environment based on their prior knowledge (Yalın, 2010, p.13).

Project: Independent subject researches that will reach a definite result by the students over a wide period of time (MEB, 2005).

Project-based learning: Project-based learning is a learning model in which the teacher is not the leader but the guide who works with individuals or small groups (4-5 people) who are limited to a curriculum in a given time frame, in which problems are related to everyday life, in which various teaching methods and techniques are used, in which the improvement of problem solving skill, researcher skill, decision making ability, and self- confidence of the student is aimed and at the end of which a product is obtained as a result (Açıkgöz, 2009, p.50-55).

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Education, Learning and Teaching

Education allows to form a common culture by creating a pattern in society, forming social, political and cultural values hence results in adopting a mutually agreed behavioral patterns (Açıkgöz, 2009, p.93). Another definition of education is generally accepted as socialization of an individual, preparing the individual for the social life (Cevizci, 2012, p.29). Education is the expected changes of individuals or forming new behaviours. Education is defined as a process resulting in the growth and gaining behaviour concerning both cognitive behaviour and gaining information. The most crucial factor for individuals to be present in society is the education process. In a sense, education refers to the gains of the individual and sometimes it is referred to the knowledge gained in the process (Erdem and Akman, 2011, p.75).

Learning is defined as a continuing process that does not refer to a growing phase in talent. In other words, individuals start to enter learning process from their early stages of life and continue to learn. Saban defines learning process as "creating permanent changes either long-term or short-term behavioral changes in individuals via gathered information from reading, experience, consciously or unconsciously, self infused or gained information from other individuals" (Saban, 2013, p.38). According to Özalp, learning process refers to the permanent changes of individuals either with planned or unplanned experience.

Compared to other creatures, humans are qualified to learn a vast amount of information in their living conditions. Animals' social and individual existence depends on their pre-programmed, instinctual behaviours and continue to live with minimum learning process unlike humans. It is stated that learning starts with birth; therefore, it can be assumed that learning is a life-long process and can be defined as permanent changes in behaviour as a result of personal experience (Özbay, 2004, p.59).

On the other hand, teaching is defined as the process of learning and developing the expected behaviours of individuals (Saban, 2013, p.50-63). In other words, teaching is preparing learning environments for adapting the desired behaviours.

Learning theories determine the efficiency of the success of learning environments (Özden, 2005, p.22-25).

2.2. Project Concept

Education systems should be constructed in accordance with creating the responsibility for students of their own learning process and allows them to transfer this knowledge to their daily life. And this approach should be supported with proper teaching methods as well as techniques. One of these methods is the project based learning that is based on the learning process of students' projects.

A project can be defined as the outcomes of detailed research that is supported with data and involves real life problem solving experience and develops high level intelligence to increase judgement (Sönmez, 2010, p.1). The first definition of project is investigating a subject in detail and doing scientific research, evaluating data gained from the research and reporting the findings of the research. Project has several connotations such as throwing away, transferring forward, a plan (Yurtluk, 2005, p.47). Projects can focus on developing performance of a product, research management, solving problems and synthesizing information. Projects are generally inter-disciplinary.

Bilen (2006) states that project management is a teaching method that allows individuals or groups to solve problems that resemble the real life conditions. Projects are designed to develop students' research abilities and allows them to gain more information through experience. As a result, students learn how to do research and have experience on how to process and use this information. The success of a project is determined with the difficulty of the method as well as if it is finished.

Projects are constructed researches about a specific subject. Students determine their research questions about the specific subject and construct their research according to these questions. Students decide their own methods, materials and the ways to gain data. They plan their own schedules and construct a consistent outcome due to their own research questions. During projects teachers only observe and counsel students. In that sense, projects allow students to take responsibility. Projects can be assigned individually as well as group work. As individual projects develop independent working skills, group projects support group work and cooperation (Fleming, 2000, p.291).

Kilpatrick's article "Project Method" in 1918, started a new era in education system (DuCharme, 1993, p.88). Kilpatrick, used the word "project" to define his

system. The aim of the article was clear that projects should not only be used in educational basis. Therefore the article provided certain examples for clarity (Niesz, 2003, p.73). Kilpatrick, emphasized that projects should be used for children to perceive the World intimately and perform an intimate, proper activity by themselves. Hence this approach was initially based on Dewey's approach (Williams, 1998, p.28).

2.2.1. Features of Project

Since students should reach the solution on their own, they have to think, visualize, question and fictionalize the situation. Therefore projects help the students to thrive as creative beings and learn as they experience (Raghavan et al., 2001, p.139-150). One of the most important qualities of projects is the decision making process of how to decide and when to decide in solving a problem independently. In that sense students gain the ability to do research and have the opportunity to learn by experience (Dede and Yaman, 2003, p.79).

Since projects allow students to take more active roles in learning processes and to form more intimate relations with the lessons in a more creative, both individualistic and cooperative learning environment, students gain self-confidence, establish a more solid connection between lessons and real life, perceive the importance of learning, understand the relationship of interdiciplines, tend to thrive, develop problem solving skills (Yurtluk, 2005, p.83).

In light of these learning outcomes, projects allow students to develop a more complicated thinking process and also allows individual differences, talents, different learning methods to be overcome.

Projects help to maintain 4 basic learning goals such as information, talent, skill and point of view. Projects not only make students gain academic, social and communicative skills but also allow them to form their own concepts since they construct the information. Besides projects allow students to form a positive attitude about learning process. These positive attitudes would reflect their future success. It is pointed out that project based learning starting from early stages of education would help students to learn more efficiently and permanently. However it is also stated that projects should be designed in a way to develop students' abilities and increase their focus (Katz and Chard, 1992, p.83).

2.2.2. Types of Projects

Projects can also be categorized as objective, aesthetic, problem and skill projects (Çiftçi, 2006, p.113). Objective projects can be defined as projects that involve application of a thought process in any given field. Whereas aesthetics projects are defined as determining pros and cons of previous projects. Problem projects are activities that aim to determine all the solutions to a specific research question from multiple angles. On the other hand, skill projects focus on developing the already known ways.

Projects can be differentiated as their application in daily life and these differences can also vary depending on the subject of the lesson. Projects can be categorized as (Korkmaz and Kaptan, 2001, p.74-80) equipment making projects, learning projects, intellectual and problem based projects, aesthetic based projects, work related projects. In equipment making projects, students are directed to set forth a product in accordance with a previously specified need such as a wheel of fortune for irregular verbs by means of which students can learn verbs while having fun; in learning projects, students improve their own basic skills (reading, writing, listening, speaking, and vocabulary) and communicative competences through tasks such as learning the history of their own towns and presenting it to the audience; in intellectual and problem based projects, students are engaged in intriguing, real and relevant intellectual inquiry and are allowed to learn from these real life based situations; in aesthetic based projects, students are guided to make a given place aesthetically better, an example of which is to make a classroom aesthetically and especially designed for ELT. Of the project types mentioned, our study more commonly focuses on equipment making and learning projects.

2.3. Project Based Learning

2.3.1. Definition of Project Based Learning Method

Project based learning is a system that revolves around learning through the application of projects. Project based learning that is based on finding solutions to the given problems, questions and obstacles urge students to decide on their own, research and investigate. Besides, it also gives responsibility abilities to students for it has a

time-line and the process ends with realistic products that are created by students (Thomas, 2000, p.30-45).

Instead of giving the information directly, project based learning aims to teach with the project creation process and the basic principles can be listed as; projects should not be limited to a side activity and should be on the core of the class. In order for the subject to be comprehended fully and establish a relationship of the concept that is intended to be emphasized, prior preparations should be carefully constructed (Kalaycı, 2008, p.25).

According to Demirel (2013) project based learning should be considered as a teaching method that puts the student and teaching process at the core and explain applications with real life arguments. With this approach gathered information can be examined with analysis/synthesis method. In this method students can do group works as well as individual works which in return helps and constructs learning (Demirel, 2010, p.30). Students decide how to evaluate problems and which activities they intend to do. Therefore, they tend to learn efficiently since they enjoy more working on the projects and they have the opportunity to learn via experience (Saraçoğlu et al., 2008, p.84). The most important goal of project based learning is to present the student the self teaching profile and style; hence, the basic aim is to "teach learning".

Since project based learning allows students to use all their intellectual potential, it also allows them to succeed. Therefore, Howard Gardner's theory of multiple intelligences is an important component of project based learning (Başbay, 2006, p.39). Some of the qualities of project based learning can be listed as (Demirhan, 2002, p.17); students and teacher do the project drafts together, project based learning does not propose only one solution and students try to work on multiple solutions, projects can be done both inside and outside the classroom, students explore information and use it, teaching process involves interdisciplinary interactions, senior cognitive skills such as research, examination, creation, problem solving skills are used during the process, process/product evaluation is conducted simultaneously, subjects are fully comprehended, students work individually and in groups; hence, skills like cooperation, responsibility, sharing are developed, it allows students to gain independency and it prepares them to life as a result, it can be applied to all sorts of students either slow or fast learners.

Buck Institute for Education defines the qualities of project based learning as (Buck Institute for Education, 2011, p.37): Goals have connections with real life, it can

be applied to different types of intelligence, it helps to develop different social skills, it helps students to gain their own information and learn with experience, it can enrich students' learning process. They have the opportunity to evaluate critical information by creating an opportunity to investigate a subject in detail; it is a process that triggers students' attention by making them active and produce something; it proposes students multiple ways to participate learning and reflect their knowledge; it gives students the opportunity to discover their own learning styles; it supports new and inventional ways for students other than regular, traditional ways of learning methods; it supports common environments for students to work together; a and finally it allows students to embrace new skills and behavioral patterns.

Project based learning uses all resources of community and school. Instructors for the project based learning students should be guidance supporting them through the process and acting as mentors (Thomas, 2000, p.67). Talented and experienced instructors are capable of pursuing the process with flexibility and eagerness. Project based learning includes multiple steps and phases. Besides, it consumes more time than regular teaching methods. These projects focus on the development of product or performance and generally they help students to focus on organizing activities, do research and synthesize information. In project based learning students focus on one problem or mission that needs to be solved (Bell, 2010, p.52). Besides project based learning focus on students' point of interest rather than traditional planned educational programs. Instead of focusing on strict and discipline based teaching methods it is based on broad interdisciplinary teaching methods.

2.3.2. Theoretical Foundations of Project Based Learning

Advocates of project based learning method consider it as a part of constructivist approach. Although constructivism is an old approach it is a theory that is highly valued recently. The basis of structuralism is established within theories of Jean Piaget, Lev Vygotsky, John Dewey, and Jerome Bruner. Structuralism is based on the notions how human learning process interacts with the increase of information storage, how learning is structured and how previous learning processes are developed (Moursund, 1999, p.17).

Piaget's Constructivist Approach;

Bottomore and Nisbet state that that Piaget's principles have two basic points for teaching and learning processes: *Learning is an active process:* Direct experience is crucially important for making mistakes, searching for solutions and absorbing information. When information is presented as a tool for problem solving, it functions as a tool rather than an arbitrary effort. *Learning should be authentic and realistic:* Learning process is created by the child's meaningful interaction with his/her surroundings. These meanings emphasize isolated skills less and students tend to learn more when they become more active in projects. Rather than establishing activities that do not resemble real life situations, students should be presented with meaningful activities that can attract their attention (Bottomore and Nisbet, 1990, p.49).

Vygotsky's Socio-cultural Constructivist Approach;

Vygotsky's socio-cultural perspective supports that child's development is done by observing the social and cultural environment. Vygotsky emphasizes that adults' role is crucial for the child's cognitive development. According to Vygotsky, a child's cognitive development is increased by working in cooperation with other children and adults. Piaget and Vygotsky's approach is based on how students learn rather than how instructors teach (Semenoğlu, 2010, p.135).

Vygotsky resembles cognitive development to a cylinder. Whereas these cylinders solely represent the problems that can be solved with other people's help and the ceiling stands for the problems that can never be solved with help. Vygotsky supports that problem solving stage should start with easy problems and increase difficulty for students. Students get aid from other students or instructors to solve these complicated problems. This theory accepts a person's growth unconditionally (Kılıç, 2001). In that situation, zone of proximal development can be defined as the difference between a child's self growth without the help of an adult and growth with the guidance of an adult (Kılıç, 2001, p.92).

According to socio cultural constructivism, it is crucially important to create inter-class groups and debates to structuralize information. In these kind of environments, students express their opinions, knowledge and thoughts about the subject in question; as a result of inter student relationship students become aware of each others' thoughts, perceptions and thought processes. According to researchers, if an instructor is teaching in an authoritarian manner, students refuse to ask questions; therefore, they do not make sense of the information.

Dewey's Constructivist Approach;

According to Dewey, the aim of classical education is to educate students in order to fit them in social mechanisms for their future. In order to determine a goal like this, it is necessary to have a future plan that students would be educated according to pre-determined goals. However, Dewey argues that due to the rapid changes of the new era, it became impossible to pre-design these goals. Therefore, it is impossible to prepare students for this vague future (Shook, 2003, p.73).

Bruner's Constructivism Approach;

According to Bruner, an instructor's role is to establish a healthy environment for learning rather than presenting the information directly. Bruner's approach also involves the roles of instructors and students in project based learning system. Although Dewey, Vygotsky, Bruner and Piaget research in different fields, they all reflect similar approaches to learning process (Senemoğlu, 2010, p.29).

Howard Gardner's Theory of Multiple Intelligences;

In accordance with the theory of multiple intelligences Gardner developed in the late 1970's and early 1980's, human beings have eight or more relatively autonomous intelligences. On which they draw individually and corporately so as to acquire new products and settle problems in relation with the societies in which they exist. The eight identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

2.3.3. Advantages and Disadvantages of Project Based Learning Method

Project based learning management is a highly extensive approach. Students can work in interdisciplinary fields like math, language, geography and technology. Scott (1994), states that research can bring experience with cooperation and in the meantime these experiences will increase students' social responsibility. Project based learning helps students adapt to learning process and helps to increase high levels of cognitive skills. In project based learning, children construct new information on top of previous information; therefore, children's scientific thinking process evaluates and encourages them to research. Besides, it is stated that children tend to forget less information while experiencing the learning process. Dewey suggested that learning experience makes the learning process more permanent (Demirel, 2013, p.27); it

enables opportunities to role play situations from daily life, memory, perception and problem solving skills develop, social behaviors develop, it enables the opportunity to constitute cause and effect relationship, it enables skills like using resources such as books, people etc., it develops skills like expressing emotions and thoughts via graphic, students gain self-respect by sharing the outcomes of their projects and permanent knowledge can be gained since they learn it themselves. Besides, when students are presented with the opportunity to decide for themselves, they feel strong about themselves and they learn a vast amount of information about themselves. Making errors is also a part of learning process. Hence, project based learning supports this approach, the outcomes for the children will be more efficient.

The advantages of project based learning can be listed by researchers (Solomon, 2003, p.38; Tamim and Grant, 2013, p.175; Saban, 2013, p.73; NREL, 2002; Newman, 2005, p.82; Moursund, 1999, p.80; Kandır et al., 2003, p.14); it enables scientific research habits, students start to research from different types of resources, project based learning create the opportunity to learn by forging connections among different fields, it develops critical thinking skills, it increases the creativity of students, it gives the opportunity to participate in group work and cooperation based activities, it provides lifelong learning experience, it proposes multiple ways to reflect and participate students to learning. Students find different ways to use the information and skills that they gained through the process, it provides choosing, planning, examining and execution skills, it associates the products and performances of student's with real life, it enables practical experiences to students, it can be applied to fast and slow learners, it enables students to decide on their own on important subjects, it increases students' motivation for learning and it also allows students to develop new fields of interest for further research, it makes students to become responsible for their learning process, it enables data gathering and presenting skills, it presents opportunities to students to develop oral or verbal communication skills, it gives children to feel successful, it increases self-respect for students, students present meaningful feedbacks about their performance to their family, instructor and management, it provides students to develop certain skills,

The disadvantages of project based learning can be listed as (Kandır et al., 2003, p.74; Railsback, 2002, p.14; Saban, 2013, p.23; Fleming, 2000, p.48; Solomon, 2003, p.184; Grant and Branch, 2005, p.118; Mc Grath, 2002, p.100-119); it increases the work load and responsibility of the instructor, the time for learning can increase, it

can be a long while for students to finish a project, if the project is not limited derivations from the subject can be observed, if the projects are done without the instructors' observations, important problems can occur, since individual development is valued, social development can be overlooked at, it can be costly, students can be overwhelmed with prioritizing and can have difficulty in determining what sorts of information is relevant, it becomes harder for students to both self-evaluate and solve their problems with their group partners, the necessary equipment for the projects cannot be compensated. the lack of teaching material and quiz pressure can prevent the desired outcomes of the projects, some students find it hard to find subjects that interest them, in project based learning instructors can be withdrawn for giving students responsibility. They can assume that students are not ready for this; the lack of experience in using technological equipment can make it difficult for instructors to use them in the projects; the untraditional teaching methods and evaluation styles can be unfamiliar to some instructors; and when compared with traditional methods, instructors' control can diminish resulting in random behaviors in project based learning.

Regardless of these disadvantages, project based learning is an important method in the education system in today's society and should be applied more frequently due to the fact that it builds on children's individual strengths and helps them explore these interests as teachers come up with more and more students with different learning styles, cultural and ethnic backgrounds, and ability levels.

CHAPTER III

3. METHODOLOGY

This research was conducted in order to determine attitudes and views of high school students and teachers on project-based learning approach in teaching and learning English. This chapter presents the methodological approach taken in this study.

3.1. Research Design

This study was designed as a descriptive case study, which is a study about a group that has been studied, describing the behavior of the group as a whole, not the behavior of each individual in the group. Quantitative research methods, which are the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques, were used in the collection and the analysis of data.

3.2. Setting and Participants

This study was conducted in Kırşehir in Turkey with 100 teachers and 100 students in 2016-2017 academic year. The participants of the study were chosen using convenience sampling method which is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. In every type of research, it would be superlative to use the whole population, but in most cases, it is not possible to include every subject because the population is almost finite. This is the rationale behind using sampling techniques like convenience sampling by most researchers (Explorable.com., (2009). (Explorable.com. (2009, Sep 16). Convenience Sampling. Retrieved Nov 13, 2015, from https://explorable.com/convenience-sampling. Convenience or opportunity sampling is the most common type of sampling in L2 studies where the only criterion according to Dörnyei (2007) is the convenience of the researcher. (Dörnyei, Z. (2007). Research methods in applied linguistics. New York: Oxford University Press.

The analysis of demographic data regarding the teachers is presented in Table 1.

Table 1. Demographic information about teachers

Teachers' personal information	Options	N	%
Gender	Female	68	68,0
	Male	32	32,0
	English Teacher	100	100,0
How long have you been working?	0-5 years	55	55,0
	5-10 years	24	24,0
	11 years or more	21	21,0
Your Level of Education	College	89	89,0
	Master's Degree	11	11,0

As shown in Table 1, %32 of the teachers was male and %68 of them was female. While %55 of the teachers had 0-5 years of teaching experience, %24 had 5 - 10 and %21 had 11 years or more years of teaching experience. Regarding the teachers' level of education, we found out that %89 of them hold BA degrees while %11 have Master's Degree.

Table 2. Demographic information about students

Student's Personal Information	Options	N	%
Student's Gender	Female	76	76,0
	Male	24	24,0
Do you have a room of your own?	Yes	80	80,0
	No	20	20,0
How many siblings do you have?	1	19	19,0
	2	20	20,0
	3	18	18,0
	4 or more	43	43,0
Your Mother's Educational Status	Unschooled	48	48,0
	Primary School	37	37,0
	Secondary School	5	5,0
	High School	4	4,0
	University	6	6,0
Your Father's Educational Status	Unschooled	31	31,0
	Primary School	47	47,0
	Secondary School	9	9,0
	High School	9	9,0
	University	4	4,0

As shown in Table 2, %24 of the participants was male and %76 was female. While %80 of the participants stated that they had a room of their own, %20 said not. Regarding the sibling number of the participants, we found out that %19 had 1 sibling, %20 had 2, %18 had 3, and %43 had 4 or more siblings. We also found out that, regarding the mother's educational status variable, %48 was unschooled, %37 was

primary school, %5 was secondary school, %4 was high school, and %6 university while, regarding the father's educational status variable, %31 was unschooled, 47% was primary school, %9 was secondary school, %9 was high school, %4 was university response.

3.3. Data Collection Tool

The data of this study was collected using two questionnaires developed by Şahin (2009). The first questionnaire that was prepared for the teachers consists of two parts. The first part of the questionnaire aimed to elicit background information about the teachers and it included 4 questions (see Appendix 1). The second part of the questionnaire aimed to identify the teachers' views about project-based approach to teaching English. Twenty-three items in the second part of the questionnaire was based on a 5-point rating scale ranging from "absolutely disagree," "disagree," "undecided," "agree" and "strongly agree."

The second questionnaire that was prepared for students consists of two parts. The first part of the questionnaire aimed to elicit background information about the students and it included 5 questions (see Appendix 2). The second part of the questionnaire aimed to identify students' views about project-based approach to teaching English. Twenty nine items in the second part of the questionnaire was based on a 5-point rating scale ranging from "absolutely disagree," "disagree," "undecided," "agree" and "strongly agree."

As Likert-type scales are the most used and accepted among the attitude scales, a great number of positive and negative statements have been included related to the attitude to be measured in the attitude scale development technique. In the pre-application form, first of all, the purpose of the study, the privacy of the information shared and other explanatory information were stated and then a guideline on how to fill in the questionnaire and finally the statements in the questionnaire in an order which would motivate the participants to respond them. The pre-application form designed to measure students' attitudes towards the subject in order to obtain their trust was applied to some of the schools with characteristics that represent the entire population.

The questionnaire prepared for the participants consists of two parts. While there are 4 different variables (gender, study room, number of siblings, and educational status of

parents) in the first part in order to get information about the students, there are 29 items in the second part.

3.4. Analysis of Data

The data obtained from the research were analyzed using SPSS 23.0 program. The reliability and validity of the scales used in the questionnaire section of the research indicate the validity of the results obtained from the survey. Findings obtained at the end of the study were evaluated at the 95% confidence interval and at the 5% significance level.

CHAPTER IV

4. FINDINGS OF THE STUDY

In this chapter, main mass / universe of the research, the group (sample) to which the selected research techniques were applied in order to understand the whole, its unit, measurement tools, the plan and model of the research, the data collection method, the assumptions of the research, and the techniques used to solve the research data are presented. In light of these data, the findings obtained by the questionnaire survey were combined and the research was concluded with a general evaluation.

A survey was conducted with students and teachers working in schools in Kirsehir province. In this regard, the data collection method used was simple random sampling. This type of sampling is also known as chance sampling or probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected (Bailey, Kenneth, D. (1978). Methods of Social Research. New York. In this study, information was gathered from teachers and students forming the main mass through questionnaires and scales easily. The data obtained from the research were analyzed using SPSS 23.0 program. The reliability and validity of the scales used in the questionnaire section of the research indicates the validity of the results obtained from the survey. Findings obtained at the end of the study were evaluated at the 95% confidence interval and at the 5% significance level.

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**N of Items**
,913	61

Table 4. Anova with Friedman's Test and Turkey's Test for Nonadditivity

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity							
			Sum of Squares	**df**	**Mean Square**	**Friedman's Chi-Square**	**Sig**
Between People			1152,396	93	12,391		
Within People	Between Items		485,862	60	8,098	7,547	,000
	Residual	Nonadditivity	19,239[a]	1	19,239	17,985	,000
		Balance	5968,014	5579	1,070		
		Total	5987,253	5580	1,073		
	Total		6473,115	5640	1,148		
Total			**7625,510**	**5733**	**1,330**		

Grand Mean = 2,0640

a. Tukey's estimate of power to which observations must be raised to achieve additivity = ,084.

In the validity test, the factor loadings of the scales were found to be in a significant range according to Anova with Tukey's Test for Nonadditivity.

4.1. Teachers' Views on Project Based Studies in English Lessons

In order to detect the findings in terms of the items in teachers' questionnaire, following table was created. In accordance with the statements given in questionnaire, frequency, percentage, factor loadings, and average values of data and their analysis were given below.

This table presents teachers' views on project based studies.

Table 5. Teachers' views on project based studies

Teachers' views on project based studies in English Lessons	Options	N	%	∑	σ	μ
1. It is not necessary to take the opinions of the students while the topic of the projects is determined.	Absolutely agree	41	41,0	2,13	1,2525	1,569
	Agree	29	29,0			
	Undecided	13	13,0			
	Disagree	10	10,0			
	Absolutely disagree	7	7,0			
2. After the topic of the project is determined, I prepare questions to help students' research.	Absolutely agree	51	51,0	1,75	0,9783	0,957
	Agree	33	33,0			
	Undecided	8	8,0			
	Disagree	6	6,0			
	Absolutely disagree	2	2,0			
3. I absolutely determine the purpose of the projects.	Absolutely agree	28	28,0	2,38	1,1262	1,268
	Agree	26	26,0			
	Undecided	29	29,0			
	Disagree	14	14,0			
	Absolutely disagree	3	3,0			
4. Students should do research not only at home but also around the school (using different parts such as library, garden, classroom) throughout the projects.	Absolutely agree	48	48,0	1,85	1,0384	1,078
	Agree	30	30,0			
	Undecided	14	14,0			
	Disagree	5	5,0			
	Absolutely disagree	3	3,0			
5. I explain the steps students should take in the projects.	Absolutely agree	36	36,0	2,12	1,2084	1,460
	Agree	38	38,0			
	Undecided	13	13,0			
	Disagree	4	4,0			
	Absolutely disagree	9	9,0			
6. Students are helped to search for information about the project and establish clear links with old information.	Absolutely agree	18	18,0	2,52	1,1676	1,363
	Agree	40	40,0			
	Undecided	23	23,0			
	Disagree	10	10,0			
	Absolutely disagree	9	9,0			
7. Projects increase student's creativity and motivation.	Absolutely agree	39	39,0	2,29	1,3948	1,945
	Agree	27	27,0			
	Undecided	13	13,0			
	Disagree	8	8,0			
	Absolutely disagree	13	13,0			

Table 5.

8. Class discipline must always be provided in the doing of projects.	Absolutely agree	24	24,0	2,47	1,2884	1,660
	Agree	40	40,0			
	Undecided	11	11,0			
	Disagree	15	15,0			
	Absolutely disagree	10	10,0			
9. Students have a sense of responsibility and success in the projects.	Absolutely agree	31	31,0	2,32	1,2783	1,634
	Agree	35	35,0			
	Undecided	15	15,0			
	Disagree	9	9,0			
	Absolutely disagree	10	10,0			
10. Students form tools (map, figure, picture, model etc.) related to project research.	Absolutely agree	55	55,0	1,79	1,1128	1,238
	Agree	26	26,0			
	Undecided	8	8,0			
	Disagree	7	7,0			
	Absolutely disagree	4	4,0			
11. Large discussion groups among students are created.	Absolutely agree	45	45,0	1,93	1,0619	1,128
	Agree	36	36,0			
	Undecided	10	10,0			
	Disagree	4	4,0			
	Absolutely disagree	5	5,0			
12. Students should be under more strict discipline than other forms of teaching while they are doing their projects.	Absolutely agree	30	30,0	2,19	1,1344	1,287
	Agree	41	41,0			
	Undecided	15	15,0			
	Disagree	8	8,0			
	Absolutely disagree	6	6,0			
13. Students work as a team in project based studies; they comply with the group.	Absolutely agree	38	38,0	1,89	0,9200	0,846
	Agree	44	44,0			
	Undecided	10	10,0			
	Disagree	7	7,0			
	Absolutely disagree	1	1,0			
14. With the project work, students do not forget immediately their experiences and learning; they remember them later.	Absolutely agree	40	40,0	2,00	1,1192	1,253
	Agree	38	38,0			
	Undecided	8	8,0			
	Disagree	10	10,0			
	Absolutely disagree	4	4,0			
15. I help students to do their projects in cooperation with their friends.	Absolutely agree	38	38,0	2,15	1,2340	1,523
	Agree	32	32,0			
	Undecided	15	15,0			
	Disagree	7	7,0			
	Absolutely disagree	8	8,0			
16. It is observed that in the projects students perform the tasks that are required from them.	Absolutely agree	28	28,0	2,29	1,0852	1,178
	Agree	32	32,0			
	Undecided	26	26,0			
	Disagree	11	11,0			
	Absolutely disagree	3	3,0			
17. In the doing of the projects, students are encouraged to make their own decisions as part of their responsibilities.	Absolutely agree	41	41,0	2,07	1,1998	1,439
	Agree	30	30,0			
	Undecided	18	18,0			
	Disagree	3	3,0			
	Absolutely disagree	8	8,0			
18. Teacher's responsibility increases in project work.	Absolutely agree	30	30,0	2,11	1,0531	1,109
	Agree	44	44,0			
	Undecided	16	16,0			
	Disagree	5	5,0			
	Absolutely disagree	5	5,0			

Table 5.

19. In the presentation of the projects, I get students to use supporting visual materials.	Absolutely agree	29	29,0	2,13	1,1070	1,225
	Agree	48	48,0			
	Undecided	11	11,0			
	Disagree	5	5,0			
	Absolutely disagree	7	7,0			
20. The time given to the students in the presentation of the projects is excessive.	Absolutely agree	45	45,0	1,85	1,0860	1,179
	Agree	40	40,0			
	Undecided	7	7,0			
	Disagree	1	1,0			
	Absolutely disagree	7	7,0			
21. I get students to prepare summaries while presenting their projects.	Absolutely agree	18	18,0	2,56	1,1130	1,239
	Agree	33	33,0			
	Undecided	30	30,0			
	Disagree	13	13,0			
	Absolutely disagree	6	6,0			
22. Products and processes should be evaluated separately in the projects.	Absolutely agree	43	43,0	2,01	1,2018	1,444
	Agree	34	34,0			
	Undecided	9	9,0			
	Disagree	7	7,0			
	Absolutely disagree	7	7,0			
23. I ignore the shortcomings of students in their projects.	Absolutely agree	32	32,0	2,14	1,0827	1,172
	Agree	37	37,0			
	Undecided	21	21,0			
	Disagree	5	5,0			
	Absolutely disagree	5	5,0			

As shown in Table 5 in which teachers' views on project based studies are analyzed, participants were asked to make judgments based on 23 items within the scope of absolutely agree, agree, undecided, disagree and absolutely disagree choices. According to the results obtained, the two meaningful judgments and their results that come out in terms of descriptive analyzes (frequency value, percentage value, arithmetic mean and standard deviation values) are as follows: choices made for the second item of the questionnaire in which teachers' preparing questions to help students' research is analyzed is respectively 51%, 33%, 8%, 6%, and 2% with an arithmetic average of 1.75 and the standard deviation of 0.9783; and answer given to the tenth item in which students' tool preparing is analyzed is respectively 55%, 26%, 8%, 7%, and 4% with an arithmetic average of 1,79 and a standard deviation of 1,1128. Upon the analysis of the judgments made on the items 1, 3, 8, 12, and 18, all of which were answered on a positive basis, it can be stated that teachers still experience such unfavorable effects of rote learning as absolute hegemony in decisions and discipline over class. Another analysis on the judgments made on the items 2, 4, 5, 6, 15, 17, 19, 21, and 23 which were answered on a positive basis, it can be stated that teachers do their role of guide, not teacher, effectively and also help students work cooperatively. Another analysis of

the judgments made on the items 7, 9, 10, 11, 13, 14 and 16 all of which were answered on a positive basis, it can be said that most of the teachers are of the opinion that project based studies have a positive impact on the responsibility, creativity, motivation, cooperation and permanent learning of students. Still another analysis of the judgments made on the items 20 and 22 which were answered on a positive basis, it can be concluded that teachers are of the opinion that the time given for the presentation of studies consume too much time for the lesson to run smoothly.

4.2. Students' Views on Project Based Studies in English Lessons

In order to detect the findings in terms of the items in students' questionnaire, following table was created. In accordance with the statements given in questionnaire, frequency, percentage, factor loadings, and average values of data and their analysis are given below.

This table presents teachers' views on project based studies.

Table 6. Students' views on project based studies

Students' views on project based studies in English lessons	Options	N	%	∑	σ	μ
1. Our teacher determines the topics of projects by asking questions to us.	Absolutely agree	39	39,0	2,030	1,1142	1,242
	Agree	35	35,0			
	Undecided	15	15,0			
	Disagree	6	6,0			
	Absolutely disagree	5	5,0			
2. Our teacher uses our views before determining the topic of the project.	Absolutely agree	36	36,0	2,260	1,2441	1,548
	Agree	26	26,0			
	Undecided	21	21,0			
	Disagree	10	10,0			
	Absolutely disagree	7	7,0			
3. After the topic of the project is determined, our teacher prepares questions we need to investigate.	Absolutely agree	41	41,0	1,960	1,0392	1,080
	Agree	32	32,0			
	Undecided	18	18,0			
	Disagree	6	6,0			
	Absolutely disagree	3	3,0			
4. We know why we do our projects.	Absolutely agree	30	30,0	2,121	0,9718	0,944
	Agree	36	36,0			
	Undecided	26	26,0			
	Disagree	5	5,0			
	Absolutely disagree	3	3,0			
5. Our teacher identifies the materials needed for the projects.	Absolutely agree	37	37,0	1,970	0,9894	0,979
	Agree	39	39,0			
	Undecided	17	17,0			
	Disagree	4	4,0			
	Absolutely disagree	3	3,0			

Table 6.

6. We do research not only at home, but also around the school (using library, garden, classroom etc.. in the doing of the projects.	Absolutely agree	40	40,0	1,990	1,0926	1,194
	Agree	37	37,0			
	Undecided	13	13,0			
	Disagree	5	5,0			
	Absolutely disagree	5	5,0			
7. It is unnecessary to make related observations while researching the projects.	Absolutely agree	28	28,0	2,440	1,2579	1,582
	Agree	30	30,0			
	Undecided	20	20,0			
	Disagree	14	14,0			
	Absolutely disagree	8	8,0			
8. After the selection of the project topic, our teacher informs us about the project topic.	Absolutely agree	41	41,0	2,090	1,1642	1,355
	Agree	26	26,0			
	Undecided	21	21,0			
	Disagree	7	7,0			
	Absolutely disagree	5	5,0			
9. Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth.	Absolutely agree	37	37,0	2,111	1,1508	1,324
	Agree	34	34,0			
	Undecided	17	17,0			
	Disagree	6	6,0			
	Absolutely disagree	6	6,0			
10. We conduct research on the subject during the doing of the projects.	Absolutely agree	45	45,0	2,090	1,1200	1,254
	Agree	33	33,0			
	Undecided	11	11,0			
	Disagree	6	6,0			
	Absolutely disagree	5	5,0			
11. I do not create tools (map, figure, model etc.) related to the project as a result of my researches about the project.	Absolutely agree	58	58,0	2,130	1,1862	1,407
	Agree	17	17,0			
	Undecided	13	13,0			
	Disagree	5	5,0			
	Absolutely disagree	7	7,0			
12. While my friends present their projects, other students record their observations.	Absolutely agree	37	37,0	2,061	1,1049	1,221
	Agree	44	44,0			
	Undecided	8	8,0			
	Disagree	5	5,0			
	Absolutely disagree	5	5,0			
13. I have difficulty remembering my learning with the projects.	Absolutely agree	40	40,0	2,000	1,0731	1,152
	Agree	32	32,0			
	Undecided	21	21,0			
	Disagree	2	2,0			
	Absolutely disagree	5	5,0			
14. We do the projects with the help of each other.	Absolutely agree	43	43,0	2,140	1,2555	1,576
	Agree	23	23,0			
	Undecided	17	17,0			
	Disagree	11	11,0			
	Absolutely disagree	6	6,0			
15. I can do what I am told to do in projects.	Absolutely agree	41	41,0	2,220	1,3453	1,810
	Agree	26	26,0			
	Undecided	13	13,0			
	Disagree	10	10,0			
	Absolutely disagree	10	10,0			
16. Projects reduce my enthusiasm to produce new products.	Absolutely agree	27	27,0	2,500	1,2513	1,566
	Agree	27	27,0			
	Undecided	22	22,0			
	Disagree	17	17,0			
	Absolutely disagree	7	7,0			

Table 5.

17. Others (teachers, family, friends etc.) make the decisions that I should make about my duties in the doing of the projects.	Absolutely agree	38	38,0	2,390	1,4135	1,998
	Agree	21	21,0			
	Undecided	18	18,0			
	Disagree	10	10,0			
	Absolutely disagree	13	13,0			
18. I have the necessary environment at home where I can do the given projects.	Absolutely agree	38	38,0	2,310	1,3536	1,832
	Agree	26	26,0			
	Undecided	12	12,0			
	Disagree	15	15,0			
	Absolutely disagree	9	9,0			
19. We discuss about the topic with our friends after the presentation of the projects.	Absolutely agree	39	39,0	2,253	1,3427	1,803
	Agree	25	25,0			
	Undecided	17	17,0			
	Disagree	7	7,0			
	Absolutely disagree	12	12,0			
20. We discuss about the topic with our teachers after the presentation of the projects.	Absolutely agree	47	47,0	1,950	1,1580	1,341
	Agree	28	28,0			
	Undecided	13	13,0			
	Disagree	7	7,0			
	Absolutely disagree	5	5,0			
21. I cannot carefully evaluate the results of the projects by myself.	Absolutely agree	40	40,0	2,090	1,2235	1,497
	Agree	34	34,0			
	Undecided	10	10,0			
	Disagree	9	9,0			
	Absolutely disagree	7	7,0			
22. I believe that the things we live and learn when we do the projects are more permanent.	Absolutely agree	34	34,0	2,220	1,2025	1,446
	Agree	33	33,0			
	Undecided	16	16,0			
	Disagree	11	11,0			
	Absolutely disagree	6	6,0			
23. Projects allow me to look at the topic from different angles.	Absolutely agree	29	29,0	2,350	1,2008	1,442
	Agree	32	32,0			
	Undecided	20	20,0			
	Disagree	3	3,0			
	Absolutely disagree	6	6,0			
24. We present our projects in portfolio.	Absolutely agree	35	35,0	2,340	1,2966	1,681
	Agree	26	26,0			
	Undecided	16	16,0			
	Disagree	16	16,0			
	Absolutely disagree	7	7,0			
25. We specify all the resources we use in the projects in the portfolio.	Absolutely agree	43	43,0	2,130	1,2606	1,589
	Agree	24	24,0			
	Undecided	17	17,0			
	Disagree	9	9,0			
	Absolutely disagree	7	7,0			
26. My parents help me a lot to get good grades from my project work.	Absolutely agree	54	54,0	1,950	1,2503	1,563
	Agree	18	18,0			
	Undecided	12	12,0			
	Disagree	11	11,0			
	Absolutely disagree	5	5,0			
27. The projects that our teacher gives in English lesson prevent me from learning better.	Absolutely agree	33	33,0	2,340	1,2162	1,479
	Agree	24	24,0			
	Undecided	24	24,0			
	Disagree	14	14,0			
	Absolutely disagree	5	5,0			

Table 5.

28. I do not want to do English lesson project unless I have to.	Absolutely agree	48	48,0	2,030	1,2906	1,666
	Agree	26	26,0			
	Undecided	9	9,0			
	Disagree	9	9,0			
	Absolutely disagree	8	8,0			
29. I like doing English lesson assignments.	Absolutely agree	52	52,0	1,960	1,2865	1,655
	Agree	24	24,0			
	Undecided	8	8,0			
	Disagree	8	8,0			
	Absolutely disagree	8	8,0			

As shown in Table 6 in which students' views on project based studies are analyzed, participants were asked to make judgments based on 29 items within the scope of absolutely agree, agree, undecided, disagree, and absolutely disagree choices. According to the results obtained, the three meaningful judgments and their results that come out in terms of descriptive analyzes (frequency value, percentage value, arithmetic mean and standard deviation values) are as follows for the eleventh item in which students' not creating tools is analyzed is respectively 58%, 17%, 13%, 5%, and 7% with an arithmetic average of 2,130 and the standard deviation of 1,1862; choice for the twenty-sixth item in which parental help to students in project works is analyzed is respectively 54%, 18%, 12%, 11%, and 5% with an arithmetic average of 1,950 and standard deviation of 1,25025; and responses given to the twenty-ninth item in which students' emotions towards doing English lesson assignments is analyzed is respectively 52%, 24%, 8%, 8%, and 8% with an arithmetic average of 1,960 and the standard deviation of 1,28645. Upon the analysis of the judgments made on the items 4, 6, 15, 18, 19, 22, 23, 24, 25 and 29 all of which were answered on a positive basis, it can be stated that students take the responsibility of learning during the project process. Upon the analysis of the judgments made on the items 1, 2, 3, 5, 8, and 9 all of which were answered on a positive basis, it can be stated that teachers, instead of directly teaching the items, prefer to guide students during learning process. Upon the analysis of the judgments made on the items 10, 12, 14 and 20 all of which were answered on a positive basis, it can be stated that students are directed to work cooperatively during the process of project from the beginning to the end. Another analysis of the judgments made on the items 7, 11, 13, 16, 21, 27, and 28 all of which were answered on a positive basis, it can be concluded that students tend to show an unwillingness towards the use of project based learning due to the workload.

CHAPTER V

5. CONCLUSION

In this chapter, a summary of present study is presented with conclusions and discussions followed by implications for English language teaching and suggestions for further researches.

5.1. Conclusion and Discussion

Project based learning focuses on the incorporation of such principles as moving away from memorization and rote learning to providing more challenging and complex work, having an interdisciplinary rather than departmentalized focus, and encouraging students to be more active and cooperative in learning. Though it is not a new concept that teachers use projects in curriculum, project based learning is different in that it is a holistic instructional method rather than a simple contribution to lesson of which roots can be summarized with an old Chinese proverb "Tell me and I forget. Show me and I remember. Involve me and I understand." This approach keeps gaining more and more prominence in today's world due to the fact that students with different learning styles, cultural and ethnic backgrounds, and ability levels compel teachers to do radical changes directing teachers away from old rote learning and memorizing. In order to keep up with the rapid developments of the era, individuals should have the abilities to do research, self-improve, express themselves in public, solve problems, think creatively, be actively involved in individual and group works. Education facilities can only succeed when students can put these qualities into practice and get the motivation for education and learning. Aside from this, it is also crucial for the students to design self-learning processes of their own creatively under the guidance of their teachers and to work together when faced with a problem. These qualities finally refer to the modern education system where students determine their own learning processes and both instructors and parents take an active role in this stage and as a result students can learn more efficiently with the use of technological tools. All these factors make it crucial for project based learning method to be used more actively in education facilities.

In his study, Doppelt comes to the conclusion that students' motivation to learn their discipline and their willingness to work on their projects for longer hours indicate that they behave like high achievers (Doppelt, 2003, p.264). Similar to the findings in our study, Thomas emphasizes the fact that there is direct and indirect evidence, both from students and teachers, that Project based learning is a more popular method of instruction than traditional methods, and adds that students and teachers both believe project based learning is beneficial and effective as an instructional method (Thomas, 2000, p.36).

In their study with similar findings to ours, Tamim and Grant state that at the affective level, all the teachers embrace project based learning as a teaching model. Therefore, they carry positive pedagogical beliefs about it. At the knowledge level, these teachers understand constructivism, but they are not as equally knowledgeable about the systematic implementation of project based learning. They implement project based learning to the best of their abilities without any professional development in its particularities. Therefore, the difference observed in how they implement project based learning may be due to the lack of an in-depth exposure to what it can bring to the learning process. This difference may also be due to a strong belief about where project based learning can best be placed on the continuum of the learning process (Tamim & Grant, 2012, p.459).

Present study aiming to investigate the implementation of project based learning in English language teaching used two different questionnaires, one for teachers and one for students, in order to gather the required data for a deeper analysis. Main objective of the present study was to seek answers for the following two research questions:

1. What are the teachers' views on project-based studies in English lessons?
2. What are the views of students with project-based studies in English lessons?

In accordance with the data acquired from the questionnaires of teachers aiming to determine their views on project based studies, a questionnaire of twenty – three statements was used in each of which teachers' views on different aspects of project based studies were questioned. Of all the twenty – three statements directed to teachers to get their opinions, nearly all the questions got a positive response ranging in between agree – absolutely agree in terms of mostly being in favor of project based learning and some being in conflict with the nature of project based learning, which clearly draws attention to the fact that project based learning system is embraced by

teachers feeling the necessities caused by the need for a modern education system and is tried to be implemented in lessons in spite of the absence of a professional development in project based learning and of some drawbacks caused by the old habits of teacher centered root learning. In five of the statements (1, 3, 8, 12, and 18) directed to the teachers evaluating the decision making mechanisms and classroom discipline during the project, according to the answers given, it can be stated that teachers tend to be the sole decision mechanism and not to lose control over class in terms of discipline as old habits of root learning. It, however, is not wrong to state the fact that teachers, though lack of the proper professional training in this field, try to adopt the constructivist approach forming the basis of project based learning upon evaluating the answers given to the rest of the questions mainly related with methods and techniques used in project based learning. A study of which outcomes overlap with this study is Duffy and Cunningham's in which they say: In the absence of professional development in project based learning, the teachers in this study practice project based learning based on their perceptions and beliefs on how optimal learning can be achieved. It is apparent that they appreciate the constructivist characteristics of project based learning. They use it in their classes because of the advantages it brings to the leaning process when compared to the traditional didactic approach. They want their students to use higher order thinking skills, they initiate social learning, they ask their students to show their knowledge through the production of authentic artifacts, and they assess the outcome of learning outside the limitations of traditional testing. This is precisely what the literature on constructivism implies in that it aims at the construction of knowledge with multiple perspectives and within a social activity. It is context dependent, and it allows for self-awareness of learning and knowing (Duffy & Cunningham, 2005)

As for the second research question in which students' views towards project based education regarding project based studies are aimed to be determined via a questionnaire of twenty – nine statements, according to the data acquired from the answers given, it can be said that students, when compared to the teachers, are less aware of the benefits of project based learning and don't have the necessary background knowledge to make more use of project based learning due to the findings drawing attention to the contradiction in the answers of statements 1 and 2 in the first of which teacher is the sole determiner of the Project topic yet in the second of which teacher uses students' views while determining; statements 8 and 9 in the first of which teacher informs the topic after selection yet in the second of which teacher provides preliminary

information before assessment of the topic; 17 and 25 in the first of which others make the decisions that student should make during the project yet in the second of which students specify all the resources during the project; 13-27 and 22 in the first two of which students have difficulty remembering learnt items and projects prevent them from learning better yet in the latter of which students believe what they learn via projects are more permanent. Another conclusion drawn from the answers given to the question twenty – six asking parental help to the project homework is that parents over help their children with a thought of success their own children, in fact undermining the learning process.

According to the evaluation of acquired data via questionnaires, it can be concluded that project based learning system should be embraced more actively by instructors for the modern education system. However, before the application of this system, instructors themselves should be educated for the system itself and be directed to discard traditional ways of education. Under the light of the results of the present study, it is also crucial that parents should be informed about the advantages of project based learning and should be made willing to participate in the process by helping their children in their projects but in limits due to the fact that as a result of the study, it is pointed out that 54% of parents over help their children, which makes it excessive. In conclusion, it can be argued that in order for project based learning to be accomplished, a two-step procedure can be followed in the first step of which teachers most of whom still use traditional methods and techniques are trained and directed to a gradual transition from old to new and in the second consecutive step of which both students currently educated under these methods and techniques and their parents are trained by professional instructors.

5.2. Suggestions for Further Studies

In this study, only the students enrolled and teachers of English working in Kirsehir province were selected so as to determine the implementation of project based learning in English language teaching. A more comprehensive and further study might be implemented with more participants in order to be able to achieve more precise conclusions. Another limit of this study was that questionnaires were applied to students and teachers only; yet, a further study can also be applied to administrative staff in schools and parents of students as well for a more comprehensive evaluation of present

situation from a higher perspective due to the fact that these two group of people also stand for other integral parts of education. Still another limit of this research was the fact that both the students and the teachers evaluated by means of the two questionnaires were individuals with limited or no background knowledge or experience in project based learning. With the aid of data gathered and conclusions drawn, present study might shed a light on the present situation in terms of project based learning and be used as a referral source for future studies.

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7. APPENDICES

7.1. Appendix 1. Survey of Teachers' Views Related with Project Based Studies

1. Gender
   a) Female
   b) Male
2. Branch
   a) Primary School Teacher
   b) English Teacher
   c) Other
3. How long have you been working?
   a) 0-5 years
   b) 5-10 years
   c) 11 years or more
4. Your Level of Education
   a) College
   b) Bachelor's Degree/ Master's Degree

TEACHERS' VIEWS ON PROJECT BASED STUDIES

In the English Lesson;	1	2	3	4	5
1) It is not necessary to take the opinions of the students while the topic of the projects is determined.	1	2	3	4	5
2) After the topic of the project is determined, I prepare questions to help students' research	1	2	3	4	5
3) I absolutely determine the purpose of the projects	1	2	3	4	5
4) Students should do research not only at home but also around the school (using different parts such as library, garden, classroom) throughout the projects	1	2	3	4	5
5) I explain the steps students should take in the projects	1	2	3	4	5
6) Students are helped to search for information about the project and establish clear links with old information	1	2	3	4	5
7) Projects increase student's creativity and motivation	1	2	3	4	5
8) Class discipline must always be provided in the doing of projects	1	2	3	4	5
9) Students have a sense of responsibility and success in the projects	1	2	3	4	5

10) Students form tools (map, figure, picture, model etc.) related to project research	1	2	3	4	5
11) Large discussion groups among students are created	1	2	3	4	5
12) Students should be under more strict discipline than other forms of teaching while they are doing their projects	1	2	3	4	5
13) Students work as a team in project based studies; they comply with the group	1	2	3	4	5
14) With the project work, students do not forget immediately their experiences and learning; they remember them later.	1	2	3	4	5
15) I help students to do their projects in cooperation with their friends	1	2	3	4	5
16) It is observed that in the projects students perform the tasks that are required from them	1	2	3	4	5
17) In the doing of the projects, students are encouraged to make their own decisions as part of their responsibilities	1	2	3	4	5
18) Teacher's responsibility increases in project work	1	2	3	4	5
19) In the presentation of the projects, I get students to use supporting visual materials	1	2	3	4	5
20) The time given to the students in the presentation of the projects is excessive	1	2	3	4	5
21) I get students to prepare summaries while presenting their projects	1	2	3	4	5
22) Products and processes should be evaluated separately in the projects	1	2	3	4	5
23) I ignore the shortcomings of students in their projects	1	2	3	4	5

7.2. Appendix 2. Survey of Student's Views On Project Based Studies

Personal Information

1. Gender
   a) Female
   b) Male
2. Do you have a room of your own?
   a) Yes
   b) No
3. How many siblings do you have?
   a) 1
   b) 2
   c) 3
   d) 4 or more
4. Your Mother's Educational Status
   a) Unschooled
   b) Primary School
   c) Secondary School
   d) High School
   e) University
5. Your Father's Educational Status
   a) Unschooled
   b) Primary School
   c) Secondary School
   d) High School
   e) University

In the English Lesson;	1	2	3	4	5
1) Our teacher determines the topics of projects by asking questions to us	1	2	3	4	5
2) Our teacher uses our views before determining the topic of the project	1	2	3	4	5
3) After the topic of the project is determined, our teacher prepares questions we need to investigate	1	2	3	4	5
4) We know why we do our projects	1	2	3	4	5
5) Our teacher identifies the materials needed for the projects	1	2	3	4	5
6) We do research not only at home, but also around the school (using library, garden, classroom etc.) in the doing of the projects	1	2	3	4	5

7)	It is unnecessary to make related observations while researching the projects	1	2	3	4	5
8)	After the selection of the project topic, our teacher informs us about the project topic	1	2	3	4	5
9)	Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth	1	2	3	4	5
10)	We conduct research on the subject during the doing of the projects	1	2	3	4	5
11)	I do not create tools (map, figure, picture, model etc.) related to the project as a result of my researches about the project	1	2	3	4	5
12)	While my friends present their projects, other students record their observations	1	2	3	4	5
13)	I have difficulty remembering my learning with the projects	1	2	3	4	5
14)	We do the projects with the help of each other	1	2	3	4	5
15)	I can do what I am told to do in projects	1	2	3	4	5
16)	Projects reduce my enthusiasm to produce new products	1	2	3	4	5
17)	Others (teachers, family, friends etc.) make the decisions I should make about my duties in the doing of the projects.	1	2	3	4	5
18)	I have the necessary environment at home where I can do the given projects	1	2	3	4	5
19)	We discuss about the topic with our friends after the presentation of the projects	1	2	3	4	5
20)	We discuss about the topic with our teachers after the presentation of the projects	1	2	3	4	5
21)	I cannot carefully evaluate the results of the projects by myself	1	2	3	4	5
22)	I believe that the things we live and learn when we do the projects are more permanent	1	2	3	4	5
23)	Projects allow me to look at the topic from different angles	1	2	3	4	5
24)	We present our projects in portfolio	1	2	3	4	5
25)	We specify all the resources we use in the projects in the portfolio	1	2	3	4	5
26)	My parents help me a lot to get good grades from my project work	1	2	3	4	5
27)	The projects that our teacher gives in English lesson prevent me from learning better	1	2	3	4	5
28)	I do not want to do English lesson project unless I have to	1	2	3	4	5
29)	I like doing English lesson assignments	1	2	3	4	5

(1) Absolutely agree

(2) Agree

(3) Undecided

(4) Disagree

(5) Absolutely disagree