T.C.

ISTANBUL SABAHATTİN ZAİM UNIVERSITY

GRADUATE EDUCATION INSTITUTE

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

EXPLORING THE ATTITUDES OF ENGLISH PREPARATORY SCHOOL INSTRUCTORS AND STUDENTS TOWARDS ONLINE PROJECT-BASED LEARNING

MASTER THESIS

İMRAN ÖZCAN

Istanbul
August-2022

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THESIS APPROVAL

Upon being assessed in line with the relevant provisions of the English Language Teaching Department of the Sabahattin Zaim University Graduate Education Social Sciences Institute, the study titled "Exploring the Attitudes of English Preparatory School Instructors and Students Towards Online Project-Based Learning" and submitted by İmran ÖZCAN as a Master's Dissertation was deemed complete. After being defended before the committee on 17/08/2022, the dissertation is approved by unanimous vote/a large majority.

Chairperson of jury	Assist. Prof. Özlem ZABİTGİL GÜLSEREN
Member of jury	Assoc. Prof. Emrah GÖRGÜLÜ
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Approval by

Director, Graduate Education Institute

Prof. Dr. Metin TOPRAK

DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

I hereby declare that I have obtained and presented all information in this MA thesis titled “Exploring the Attitudes of English Preparatory School Instructors and Students Towards Online Project-Based Learning” within the framework of academic and ethical rules. Also, I have fully cited and referenced all material and results that are not original to this work, and I have not made any changes to the data used and the results.

I have read the ethic-guidelines of Istanbul Sabahattin Zaim University and certify that I consent to all moral and legal consequences that may arise in the event of a situation contrary to this statement I made regarding my thesis.

İmran ÖZCAN

İstanbul, August 2022

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"Every individual in the world has a unique contribution."

Jack Kornfield

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İmran ÖZCAN

İstanbul, August 2022

ABSTRACT

EXPLORING THE ATTITUDES OF ENGLISH PREPARATORY SCHOOL INSTRUCTORS AND STUDENTS TOWARDS ONLINE PROJECT-BASED LEARNING

MA, Department of English Language Teaching
Thesis Advisor: Assist. Prof. Dr. Özlem ZABİTGİL GÜLSEREN
August 2022, Page 120 + x

As a result of recent technological developments as well as the covid-19 pandemic, a lot of changes have been experienced in many areas of life. Educational activities have changed tremendously. Students and teachers were unprepared for the changes that emerged with sudden transformation of education. In this study, the application of project-based education, which was first coined by John Dewey is the context of this research; the attitudes of instructors who teach English as a foreign language and university preparatory class students' attitudes towards online project-based teaching has been examined. To carry out this research, two scales prepared by Özgür AVŞAR (2017) were utilized with some changes made to make it more appropriate for the present study. This study was carried out with the participation of 26 ELT instructors and 175 students who took courses at 3 different levels in the preparatory class at a foundation university, school of foreign languages in the spring term, 2020-2021 academic year. When it comes to the findings, even though both students and teachers produced some contradictory responses, they show general agreement on the benefits of online PBL. Further suggestions are provided for project-based education at the end of this thesis to contribute to the education community.

Keywords: Project-Based Learning, EFL Instructors, Online Education, Distant Learning, Attitudes, Preparatory Program Students, Education in Online Environment,

ÖZET

HAZIRLIK OKULU İNGİLİZCE ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN UZAKTAN EĞİTİM PROJE TEMELLİ ÖĞRENME İLE İLGİLİ TUTUMLARININ İNCELENMESİ

Yüksek Lisans, İngiliz Dili ve Eğitimi
Tez Danışmanı: Dr. Öğretim Üyesi Özlem ZABİTGİL GÜLSEREN
Ağustos 2022, 120 sayfa + x

Son teknolojik gelişmelerin yanı sıra Covid-19 pandemisinin bir sonucu olarak yaşamın birçok alanında birçok değişiklik yaşanmıştır. Eğitim faaliyetleri bir hayli değişmiştir. Eğitimin ani dönüşümü ile ortaya çıkan değişimlere öğrenciler ve öğretmenler hazırlıksız yakalandı. Bu çalışmada, ilk olarak John Dewey tarafından ortaya atılan Proje tabanlı eğitimin uygulaması bu araştırmanın kapsamını oluşturmaktadır; İngilizceyi yabancı dil olarak öğreten öğretim elemanlarının ve üniversite hazırlık sınıfı öğrencilerinin çevrimiçi proje tabanlı öğretime yönelik tutumları incelenmiştir. Bu araştırmayı gerçekleştirmek için Özgür AVŞAR (2017) tarafından hazırlanan iki ölçek, bu çalışmaya daha uygun hale getirmek için bazı değişiklikler yapılarak kullanılmıştır. Bu çalışma, 2020-2021 eğitim-öğretim yılı bahar döneminde Altınbaş Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıflarında 3 farklı seviyede ders alan 26 İngilizce Öğretimi okutmanı ve 175 öğrencinin katılımıyla gerçekleştirilmiştir. Bulgular baktığımızda, hem öğrenciler hem de öğretmenler bazı çelişkili yanıtlar verseler de, çevirim içi proje temelli eğitimin yararları konusunda genel bir fikir birliği göstermektedirler. Bu tezin sonunda ise eğitim camiasına katkı sağlamak için proje tabanlı eğitim için daha fazla öneri sunulmuştur.

Anahtar Sözcükler: Proje Temelli Öğrenme, İngiliz Dili Eğitmenleri, Çevrim İçi Eğitim, Uzaktan Eğitim, Tutumlar, Hazırlık Programı Öğrencileri, Çevrim İçi Ortamda Eğitim

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CHAPTER I
INTRODUCTION

1.1.Introduction

Due to the rapid development in technology, as well as the current Covid-19 pandemic, the teaching environment of the world has had to change instantly, from face-to-face to a more digital -or in other words - computer-based approach. Learners are no longer restricted to learn in classrooms. Using online tools in language learning and teaching was not very common until recently and, therefore, teachers are required to keep up with the latest trends and update their teaching approaches accordingly with the development of technology. Up-to-date approaches do not only give opportunities to improve students' proficiency but also give them responsibility to take their learning into their hands.

The field of foreign language learning and teaching has been no exception and undergone changes as well. This situation has led language instructors and learners to turn their methods that facilitate online teaching and learning. The importance of this issue becomes more critical when it comes to teaching a foreign language because teachers play a key role in educating EFL/ESL learners, and distance education diminishes this key role and puts more responsibility on the shoulders of learners. In online education, students become more involved in their learning process. A student can develop his foreign language skills if he or she is motivated to learn and receives appropriate education for the aim of learning the language. Foreign language acquisition requires a student to be completely devoted to the process of learning and to be involved physically, cognitively, and emotionally to properly transmit and receive messages in a foreign language (Brown, 2007). Therefore, the methods used to teach a foreign language in online teaching and learning need to consider all these aspects such as learners' age, gender, education background, needs, and linguistic abilities to reach desirable and acceptable results.

In this sense, online Project Based Learning (Online PBL) is a cutting-edge learner-centered methodology, enabling a variety of learning styles (Liu, 2010). This approach is a novel approach which can encourage students' autonomy because it is highly student-centered, and students are actively encouraged and involved in their learning process. According to Thomas (2000), using project-based learning (PBL), students work together on real-world problems to develop solutions to those problems. The result of such activity is a product which is showcased to real audiences.

Regarding the usefulness of project-based learning in foreign language education because of more involvement of students in their learning process, more research is necessary to be conducted on applying this method for online language learning and to learn more about how it might assist adult learners in learning a foreign or second foreign language that learning English online by these learners is one of the focal points of this study. Therefore, this study aims to promote and develop an online PBL for preparatory students in the university context and evaluate their learning outcomes in this framework. Perspectives of language instructors and learners will guide the practices of PBL in language teaching context.

1.2.Background of the Study

One of the critical elements of teaching and learning is to establish a face-to-face interaction between students-teachers and students-students, especially in learning a foreign language in which creating an interactive and semi-native environment for learners to learn and use the target language is of great importance. As Rodgers and Raider-Roth (2006) state, the presence of students in the classroom context is associated with students' self-awareness, self-confident, authenticity and an interaction with other students, materials, subject matter, and knowledge. Teachers consider the presence of students in the class as giving students a full attention to comprehend what is occurring in that environment now.

On the other hand, with the advancement of technology on a global scale, teachers have begun incorporating a variety of various technologies into their teaching methods. However, despite the increased use of technology in recent years, this is not a novel concept in language teaching. According to Richards and Rodgers (2001), prior to the advent of computers, language teachers utilized a variety of technologies, including a chalkboard and chalks, tape recorders, and overhead projectors. Language education in the twentieth century was marked by constant change and innovation, as well as the creation of frequently conflicting language education ideologies. As a result, the invention of computers and World Wide Web has changed the way foreign/second languages are taught and learned.

Beside the striking role of technology in the education during the last decades, the outbreak of the Covid-19 pandemic in last two year has deprived students from face-to-face interaction and classroom context. So, teachers and school authorities have had to hold and simulate the classroom context in a virtual space on the internet using technological devices and services. This situation has put a lot of pressure on both teachers and students because they have no or little experience of distance learning, especially in developing countries like Turkey where our study was conducted. According to Talbert (1993), students and teachers play active roles in the development of knowledge and the context is a vital pre-requisite in providing a place for interaction of these roles. Face-to-face education was discontinued after the outbreak of Covid-19, however, this resulted in a shift to online teaching from home, which was a unique situation. On the other hand, it has provided an opportunity for education system worldwide to urgently incorporate online and distance learning in their program. Many changes were established in educational settings because of the paradigm shift to emergency remote instruction as the result of COVID pandemic. This meant that teachers who were used to teach in real-time in classrooms had to start asynchronous classes after the unexpected move to online learning. This situation has faced teachers with poor technology knowledge with some challenges (Kessler &

Plakans, 2008). These teachers need to equip themselves with this knowledge and set purposes to design material which are useful and efficient to be used on online learning context to enhance their students' academic success (Bailey & Lee, 2020). Meanwhile, it was not easy for all schools and any educational entity to close the digital infrastructure gap. As a result, schools and instructors began to experience increasing levels of worry and tension. Some of the reasons for this are inherent in the nature of online platforms, such as the need to evaluate and validate understanding and provide resources for students while they are enrolled in classes online.

Beside all these difficulties and challenges caused by distance learning, it has had some advantages that should not be neglected. According to Xia et al. (2013), when it comes to the benefits of online learning settings, greater flexibility is highlighted because of the ability to study from any location with more time for thinking and providing an answer. Additionally, no need for daily attendance at school and in the classroom is also another advantage of online education (Bailey & Lee, 2020).

Considering what was said above about the changes in education due to the COVID-19 pandemic and using technologies in this area that have changed its nature from face-to-face interaction to distance teaching and learning, to survive in this arena, both students and instructors need shed their passive and remembering characteristics and cultivate their effective, active, productive, and creative characteristics. As a result, educational institutions have tended to focus on developing students who can access information, choose the information they want from a vast information network, and use that information to solve issues. (Demirel, 2010). As Sönmez (2010) states, this has become a goal in the education of most countries that strive to educate people who think, comprehend, enquire, solve difficulties, and develop knowledge. Learners must transform themselves from a passive receiving stance to one of active makers. Meanwhile, the educational processes must be refreshed as information technology dictates.

Moreover, teaching a foreign language to young adults is very different than children. Variances in the learners' linguistic, psychological, and social development may result in significant differences, and as a result, teachers must adapt the classroom activities they have been utilizing to teach a foreign language (Cameron, 2001). Adult learners may be more apt to lose interest while learning a foreign language because of the difficulty of learning in adulthood compared to childhood. They require motivation when activities appear onerous. As a result, language teachers should engage EFL/ESL young adult learners in activities that capture their attention.

Recent student-centered constructivist methods view learning as an active and social process in which teachers function as facilitators and learners collaborate. One strategy that is student-centered is project-based learning, in which learners and instructors engage cooperatively on a project. They choose the project, plan the activities, and determine the necessary materials. After the project is completed, learners and teachers review it. They assess what they have accomplished, what they have learnt, and what they want to accomplish next. The product is then presented to live audiences (Thomas, 2000).

Today, educational techniques based on this understanding are beginning to make a mark on the educational system. Project-based learning is one of the constructivist education techniques that involves teachers and students cooperating to learn and contributes to the development of problem-solving ability. Project-based learning can be characterized as a strong knowledge that is flexible, relative, and tech-based, and that transforms the individual into a collaborative individual capable of solving problems, analyzing, and thinking critically, synthesizing, possessing a researcher spirit, making decisions, and taking on responsibilities (Klein et al., 2009).

The term "project-based learning" refers to a collection of themes chosen to exemplify the shape that educational institutions should take in the modern era. The first is the notion of

education. This concept is critical because it shifts the focus away from the professors and toward the students. The second idea is one that deals with the conception, consideration, and planning of projects; it is evidence of relational learning as opposed to solitary learning. The base identifies the project as a process, not a destination. By considering the project as an infrastructure rather than a goal, project-based learning emphasizes the process component of learning rather than the product dimension and allows for as much individualization as required (Demirel, 2013). According to Railsback (2002), the project is intended to assist students in carrying out their learning duties and to motivate them to collaborate with others. As Atıcı and Polat (2010) state, projects offer chances to accommodate students' individual characteristics, learning styles, intelligence, skills, and shortcomings through the employment of alternate methodologies. Project-based learning is a teaching and learning approach that centers the learner and incorporates situations and activities from the real world. It is also viewed as an innovative and exceptionally thorough method of instruction since it requires each student to contribute significantly to the process; it is more student-centered than lecturer centered and promotes students to create persuasive arguments and strategies for resolving real-world problems (Hunter, Laursen, & Seymour, 2007). Markham (2011) also argues that developmental feedback and assessment are also key elements of PBL; they are characterized again as the methodical organization of evaluation and analysis that incorporates formative replies, specific directions, and different moods. It advances the acquisition of information and skills through study and challenge to stimulate the growth and ascendancy of expertise. The strategy appears to be more student-centered. In this regard, it might be considered as a useful and effective method to be implemented for online teaching and learning.

While there are studies on lecture-based learning in an online environment, there is little study on project-based learning for language learners, especially university students in an online

environment. The education sector will benefit from having an effective facilitation technique for project-based learning on an online platform.

Given the aforementioned obstacles and benefits associated with the shift to online education, EFL instructors are likely to encounter some of them due to the abrupt nature of the transition and their lack of expertise with online teaching. The novel method of instruction, its potential benefits, and the challenge it introduces are expected to change EFL instructors' perceptions of their own English teaching practice. For this purpose, it would be worthwhile to observe EFL instructors and students' perceived presences in their online classes, including their teaching and learning as well as their social and cognitive presences. As such, the goal of this study is to gain an understanding of EFL instructors' and students' present perspectives on their teaching, learning, social, and cognitive presences in online education.

1.3.Statement of the Problem

There has been an increase in the importance of teaching a foreign language to learners at any age worldwide in recent years, with countries beginning to do so as early as primary school. Early exposure to a foreign language is considered important and a lot of effort has put on teaching foreign languages, especially English language due to its international importance worldwide. However, it should make sense only when this exposure continues until university that in this this period, students' need for English in finding a job, doing scientific and research works and writing articles is increased, and language plays a key role in their future career and scientific success. Considering the multifaceted importance of English language in the world, English language is a course material which has been incorporated in the curriculum of universities in Turkey for decades.

On the other hand, development of technologies has resulted in the development of a variety of technology-based materials and devices that are increasingly being used in education context to enhance and facilitate teaching a foreign language for teachers and learning it for the learners.

Moreover, trend towards online language teaching and learning is also increasing, especially in last two years because of COVID-19 pandemic which has forced education system to adopt online teaching and learning and it has caused a series of problems for both teachers and learners. Learners best learn through hands-on experience and exposure to the language, and they should be allowed to do as much as possible when learning it. Simple, repetitive speaking exercises with an obvious communicative activity as well as well as using online tools can be good examples of it. However, most scholars believe that lessons should be designed as activity-based because learners' concentration may be lost easily through distant learning. Therefore, teachers should design lessons where students are active, moving, and doing things themselves. The goal of the teachers should be to turn the students into users of the language rather than learners of the language. Given what has been said, more work needs to be done on the best methods and approaches for teaching and learning English online in order to achieve the best efficiency of teaching and learning English online for both teachers and students. In this regard, this study tried to examine the effectiveness of online project-based learning in the English language acquisition of university preparatory students and explore the attitudes of EFL instructors and students towards online project-based learning.

1.4.Significance of the Study

PBL has been utilized for a longtime in the foreign language teaching. However, Covid-19 pandemic is thought to be the start of a new era. That is, learning environment has started to change from face-to-face to an online regimen. Students have become passive listeners, and teachers must do something to put their students into action. Therefore, online projects may serve as a bridge between students and the language learning process. Learners may feel more motivated and willing to construct their own bridge in their learning paths. This will allow them to not only become active but also more engage in this new online learning setting. In this sense,

I believe that online PBL may constitute a significant role in students' foreign language acquisition.

1.5.Purpose of the Study

This thesis aims to present an insight into Dewey's PBL in the online learning environment. Online teaching offers limited amount of interaction in comparison to the face-to-face learning and changes the learning habits long held. In this novel context, using projects language educators aim to provide learners different opportunities to improve their language skills. It also aims to explore students' as well as instructors' perspectives and attitudes towards PBL and discover how to contribute to the growth of students' language skills in the online learning context.

1.6.Research Questions of the Thesis

The purpose of the research will be to provide deeper understanding of the implementation and outcomes of project-based learning in an online learning situation. It is an attempt to better understand the application of online PBL from the lenses of language instructors and learners. The research questions in the study are as follows:

1. What are teachers' perceptions about online project-based learning?
    a. What are perceptions of teachers about teacher's responsibility in online project-based learning?
    b. What are perceptions of teachers about students' responsibility in online project-based learning?

2. What are the students' perceptions about contributions to online project-based learning?
    a. What are perceptions of students about teacher's contribution to online project-based learning?

b. What are perceptions of students about their contributions to online project-based learning?

1.7. Hypothesis of the Thesis

There are two main hypotheses lying behind the research questions:

1. Students have positive perceptions towards using online projects.
2. EFL instructors in preparatory school have positive perspectives and attitudes about utilizing projects in their classes.

1.8.Definition of Key Terms

EFL: English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language (Nordquist, 2020)

Foreign language learning: "It takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom" (Ellis, 2008, p.6)

Online learning: Online learning is defined as the electronic delivery of training, educational activities, and knowledge. Online learning entails the use of a computer or electronic device like mobile phone, camcorder, or camera to facilitate teaching, educational activities, or the acquisition of knowledge and materials (Stockley, 2006).

Preparatory school students: University students who are between the ages 18-22.

Project: A long-term activity that involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the pan through empirical and document research that includes collecting, analyzing, an reporting data orally and or in writing (Beckett, 2002)

Project-based learning: Project-based learning is the practical development of knowledge and skills through effective instructor direction and student feedback to address real-world problems in a group context (Amissah, 2019).

1.9.Limitations of the Study

Every research study, including this one, has a number of flaws in the manner it is carried out. There are a few concerns with this study, which will be discussed as limitations in this section. To begin with, the area of this research is confined to the Turkish preparatory school; hence extra caution should be taken when applying the findings to other EFL/ESL situations. Another limitation is that the participants of this study are restricted to a specific age range and English proficiency level, so the findings may differ for people of other ages and English proficiency levels. Third, since the study included only 175 Turkish university preparatory students and 26 preparatory teachers, its generalizability may be called into doubt. Fourth, due to limited time of this study, the results may alter if online project-based learning is used for an extended period. Another limitation to be considered about this study is that this research will only look at EFL learners' vocabulary learning, and the other language skills will be examined. It is important to stress that the results of this study are not sufficiently conclusive to support a broad generalization in this regard.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

Regarding the main concern of this study that is the investigation of the attitudes of EFL instructors and preparatory school students towards online project-based learning, this chapter provides a review on literature related to the study in question. First, project-based learning which this study is based is introduced. Then, the issue of online learning and its related issues such as its teachers and students' roles in online learning and the advantages and disadvantages of online learning will be presented and discussed.

2.2. Project and What is Project-Based Learning (PBL)

To begin comprehending PBL, we must first define what a "project" is. A project can be simply defined as a work or activity that is completed over a specified period in order to accomplish a specific goal (Longman Dictionary, 2019). Kavlu (2017) defines a project as "planning, collaborating in groups, experimenting with and executing a systematic evaluation system, as well as engaging in reflection, production, and exhibition." Depending on the circumstances, students with disparate or similar interests collaborate to create an end-product.

People learn best when they are given the opportunity to work on a project, because they are actually and practically are involved in the process of completing it. It is centered on the students' personal preferences and interests, which helps to keep them engaged. An end-product is the driving force behind project-based learning. What makes project work so rewarding is not the final product itself, but rather the path that leads there. When students work together on a task that they have defined for themselves and that has not been forced from the outside, they will be able to enhance their self-confidence and independence. Project-based learning can be implemented in a variety of ways depending on the context. As a result, students of various abilities are brought together and given the opportunity to contribute in ways that showcase

their unique skills and creativity. It is possible that learners who are less linguistically endowed are exceptional artists, able to produce stunning artwork that boosts their self-esteem, which is not possible with traditional language instruction. A project's strength lies in its collaborative nature, which relies on each student's cooperation and dedication. The learners' intellectual, motor, and social development is fostered through project work. While it's understandable that some students may struggle to perform activities in a second or foreign language that they could not do in their first language, it is important to remember that this is a new experience for them.

Project work is a word that encompasses both the research of a topic and the presentation of that research in the form of a written document, including images, diagrams, and other visual aids. In order to complete a project, you need to invest a significant amount of time researching, analyzing data, and creating a result. Work naturally requires a wide range of skills, including reading and writing, as well as the development of creative and communicative abilities. During the project, the teacher acts as a mentor or a facilitator. He or she not only sets restrictions and decides the topic, but also provides assistance to students when they need it. Both individual and group work can be used to complete the assignment. This distinguishes this type of work from a regular illustration.

Booth (1986) coined the term "project" in the context of EFL, implying that language can be acquired through undertakings. Even though PBL appears to be a new development, its origins can be traced earlier back in time. John Dewey (1983), who developed the term "project-based learning," asserts that projects promote student-centered learning. Rousova (2008) defines PBL as a technique that enables students to recognize and improve their problem-solving abilities to tackle real-world issues. This also promotes cooperative group work with other members of the learning community. PBL develops contemporary learning skills that are necessary in an ever-changing learning environment. According to Simpson (2011), project-based learning contributes to the development of communicative competence, learner

autonomy, cooperative and collaborative learning, as well as language proficiency and self-esteem, all of which are critical components of a learning experience. Taking all these components into account, we can conclude that PBL is a method that connects learners and their peers in a community of learning, allows them to discuss and contribute solutions to the issue at hand, and so motivates them to come up with end-results through active negotiation.

In contrast to lecture-based learning, PBL is a form of practical teaching that is seen as successful and potent. Rather than lecturing, PBL emphasizes collaborative learning, with the instructor serving as a mentor or facilitator. Students, in turn, gain from their instructors' support and direction (Zainuddin, 2017). Additionally, PBL is seen as an innovative and extraordinarily complete mode of learning because it needs major participation from each student; it is more student-centered than lecturer centered. Students are encouraged to develop convincing arguments and solutions for resolving real-world problems through PBL (Hunter, Laursen, & Seymour, 2007). Tongsakul et al. (2011) also define PBL as "pushing students to their limits via the integration of information and execution," with instructors serving as mentors inspiring students to comprehend subjects through the integration of knowledge and execution. Additionally, they assert that an implementation strategy has been established and that students benefit from one another's interactions.

According to Markham (2011), it is a common feature of PBL to include feedback and assessment that incorporates formative replies, specific directives, and multiple feelings into the evaluation and analysis process. For this reason, it encourages the development of expertise by challenging and expanding one's knowledge base. Student-centeredness is apparent in the method. In this context, this study considers PBL as the practical acquisition of knowledge and skills through an instructor's effective direction and responsiveness to student feedback in order to address real-world problems in a group environment.

According to Larmer and Mergendoller (2010), there are two characteristics that any good project should meet, which are as follows:

- Students must believe that the job they are doing has personal significance, that it is important, and that they are motivated to succeed in it.
- An educational goal is achieved when a relevant task is undertaken.

Project-based learning has the potential to deviate from the intended learning objectives, causing both students and instructors to lose sight of the most important ones. As a result, project-based learning necessitates the involvement of an instructor who can keep a close eye on it.

EFL teachers need to consider how the project will work in their classroom before they start designing it. The classroom must be taken into consideration when planning a project. As a result of these and other variables affecting teachers' work, the project's scope will be limited. The most common concern is whether we will have enough time to complete the task at hand. PBL doesn't take time away from the traditional curriculum, which helps to address that concern. Rather, we should think about using a standards-focused project as a primary method of teaching and learning, replaying traditional instruction for part of the course. The amount of "busy work" that teachers do in the classroom has also decreased significantly. In addition, teachers have more time to work with students once a project is underway, even though it takes time to plan a project.

Project-based learning, on the other hand, necessitates that the teachers have excellent instructional and organizational abilities. Teachers need to develop projects and settings to make students critically start to think. Active learning is essential, but not all of us react in the same way to an open-ended process. Our role as teachers is to help each student generate a high-quality output by enabling their learning. Students will meet challenges and possibilities as they

acquire data and solve problems. The teacher's capacity to support and instruct pupils is the heart of successful PBL. This necessitates the development of strong interpersonal and communication skills as well as the capacity to set the course agenda and see a project through to completion. This includes being aware of the reality that students operate at different speeds, with varying abilities, aptitudes, and learning styles.

Larmer and Mergendoller (2010, p.36) suggest the following key features for effective project-based learning:

1. A want to know - triggered by an event or activity that piques students' interest and prompts a question or debate.

2. A motivating question - for encapsulating the project's core while also providing students with a feeling of purpose and some difficulty. "A project that lacks a motivating question is like to an essay that lacks a thesis"

3. Student voice and choice – allowing students autonomy enriches their initiatives. They can choose themes within a broad driving question and develop and deliver their projects using their own approaches.

4. Abilities for the twenty-first century - collaboration, role-playing, team building, critical thinking, self-assessment, and technology use are all skills learned in PBL and will be helpful in the job and in life.

5. Inquiry and invention - through undertaking authentic investigations using books, online, and other resources, students develop a more positive attitude about project work. "With genuine inquiry comes innovation - a novel response to a motivating issue, a novel product, or an entirely new way of solving a problem" (Larmer & Mergendoller, 2010, p. 36-37).

6. Feedback and correction - offering frequent feedback reaffirms that meaningful learning requires a high-quality performance and final product.

7. A publicly displayed product - exposing the finished product to an audience other than the teacher instils in students a greater sense of responsibility for the quality of their work. They may even opt to model their behaviors after that of pros in their field of study.

2.3. Theoretical Foundations of Project-based Learning

2.3.1. PBL and the Theory of Constructivism

There are many settings where teachers are being pushed toward project-based learning without allowing learners for rethinking of the nature of learning itself. However, this is an important step that must be undertaken before successfully implementing a project-based learning approach in the classroom. To do that, educators should see their learners as individuals with full of curiosity, first. Meanwhile, learners should see their instructors as facilitators. They should be ready to discover the information, do research, make their hypothesis, and understand the knowledge themselves. Individual building of knowledge in interacting with his /her context is the idea from where constructivist theory is built upon.

Project-based learning supporters see it as a part of the constructivist methodology, as Moursund (1999) explains. Despite being an old methodology, constructivism is still a highly regarded ideology in the present day. The foundations of structuralism are laid by John Dewey, Jean Piaget, Lev Vygotsky, and Jerome Bruner.

A theory of learning known as constructivism was developed by Jean Piaget (1953) and Lev Vygotsky (1962). Using a project-based approach is supported by the scientific and philosophical grounds of constructivism. Contrary to popular belief, the term "constructionism" does not refer to the manipulation of objects in any way. It can be defined as a theory of learning where learners can create their own understanding by connecting what they already know and

what they encounter (Jumaat, 2017). We can conclude from his definition that learning is an active process where knowledge is constructed through social experiences rather than that external discipline passively distributed through lectures or books. Rather, learning is a shared process. Piaget (1952) claims that humans cannot be given information which they immediately understand and use. Instead, they must construct their own knowledge and understanding. According to him, essential functions of the mind are formed by developing a foundation consisting of understanding and innovation and constructing reality (Piaget, 1971). All these points pinpoint individuals as the producers of knowledge in the making.

Thomas (2000) stated that two primary types of constructivism, i.e., cognitive or individual proposed by Piaget (1953) and social proposed by Vygotsky (1962), are both inherent in project-based learning. Inquiry-based teaching approaches and students' creation of concepts based on prior knowledge are among the many similarities that exist between the two domains (Powell et al, 2009). Constructivism suggests that learners construct knowledge based on their real-life experiences as they take part in purposeful tasks in solving real-world problems. Stephanie (2010) states that constructivism is a theory that deals with how one learns. In this conceptualization, it is very significant to have a delivery instrument that consolidates many of the constructivist practices to create knowledge such as PBL. In other words, PBL is a constructivist approach where learners discover and solve real-world challenges usually in small groups. To illustrate, Masrom (2013) conducted a study to explore his students' perception towards the English Fun Games activity as a constructivist approach in PBL and to check whether it is feasible to be used in ESL settings. He divided his students into different groups and asked them to create a brand-new language game. That game was supposed to be created to improve their English language. They were also asked to do presentation to demonstrate how their games worked. The results showed that games created by students were meaningful, provided an authentic learning environment, encouraged their thinking skills, and

fostered cooperative group work. Also, students found themselves engaged in using and sharing their knowledge.

2.3.2. Project-based Learning and Socio-Cultural Theory

It is also important to assess the data from a socio-cultural standpoint. Bruner's psycho-cultural approach to schooling has affected my research. There are nine tenets that form the foundation of education's culture (Bruner, 1996, pp.13-35).

The first tenet is that of perspectival awareness, which is concerned with the various interpretations that might be made of a specific component or discovery. If environmental and social responsibility are emphasized at schools, this could serve as philosophical groundwork for the faculty, as a foundation for the curriculum, or as a way for the school's administration to unite the staff around a common set of goals and practices. An individual's and a culture's interactions give this tenet its significance. The words and actions of the personnel can also be a good indicator of this precept, in terms of how they handle differing viewpoints.

The second is considered as constructivism. Project-based learning is founded on Bruner's (1996) constructivist premise, which is reflected in the opinions of School's teachers. According to Bruner (1996), reality is produced by a group of people, each of whom is influenced by their own cultural traditions and symbols. The purpose of education in the view of Bruner (1996) means learning how to use these tools of construction better and adapting to the world and changing its processes as necessary for the benefit of young people.

Interactionism refers to a sub-community that is essential for the transmission of information or skill in order to be successful. There is a distinction between such interactions that promote real learning and those that do not promote real learning, which does not occur under the historically institutionalized one-way transmission model (Bruner, 1996). According to Bruner (1996), a sub-community can meet a variety of learning needs, including: modeling

methods of doing or knowing, providing possibilities for emulation, providing running commentary, providing scaffolding for novices, and providing a setting for intentionally instructing.

When it comes to communal culture, the externalization tenet emphasizes on its primary function: The French Cultural Psychologist Ignace Meyerson is credited with coining the term "oeuvre". A sense of communal unity, a record of mental effort, and a sense of the division of labor that goes into a product are all promoted by these works. Metacognition about a group's collective advancement is encouraged by the latter. These physical works reflect the "division of labor" in that students came up with the ideas and then collaborated with staff to build the products (Bruner, 1996).

Cultural institutions are defined by their duties, prestige, and respect, according to the institutional principle. Coercion and volunteerism are used to attain goals in cultural exchange networks. The instructors have a sense of freedom to create the school's aims because they are given responsibilities and are motivated by a sense of autonomy in their work. (Bruner, 1996).

Identity and self-esteem are other important tenets to consider, and education is a major factor in developing both concepts, which in turn depends on a person's cultural background. According to Bruner (1996), agency and evaluation are two components of self. William James' idea of an "extended self," made up of things, activities, and places, is at the heart of the concept of "agency," as is a self-constructed identity. A sense of duty and skill sets is determined by cultural influences through the extended self. A person's sense of self-efficacy is influenced by the resources accessible to them. According to Bruner (1996), students' involvement in the learning process and self-reflection influenced both students' and teachers' perceptions of their own identities.

2.4. A comparison between Project-based Learning and Traditional Classroom Learning

Before you become perplexed by the distinctions, keep in mind that both learning approaches have been shown to be highly successful. The educational system is always innovating teaching methods to improve the ability of students to acquire and retain information, thereby better preparing them for the future. In both approaches, the following is true:

- Teachers serve as mentors to their students.
- The ability to think critically is developed.
- This method encourages problem-solving skills.
- Learning is done on one's own timetable.
- Incentives are provided for self-assessment as well as group reflection.

Behaviorist theory, which "emphasizes conditioning behavior and changing the environment to elicit selected responses from the learner," underpins traditional teaching methods (Ornstein & Hunkins, 2004). Teachers who are experts in their subjects and who are in charge of the learning environment are referred to as "bankers" of knowledge in this style of education. In traditional learning, to achieve mastery, the program is structured. Consequently, knowledge and information are prioritized over conceptual comprehension, as they are consistency of classroom experiences and instructional settings. According to Dewey (1859-1952), students must be docile, receptive, and obedient because they are being taught material that has been passed down from generation to generation. A teacher is a conduit through which students can connect with the stuff they're learning from textbooks and other sources of wisdom from the past. Teachers are the conduits via which students learn and adhere to school policies (Parkay et al, 2010).

On the other hand, as David (2008) states, project-based learning (PBL) is founded on the premise that students learn by solving real-world issues and using their newly acquired skills

and knowledge. Additionally, he claims that project-based learning frames a method of instruction that actively involves students in higher levels of understanding and interpretation of the material they are studying. This style of learning puts students at the center of the learning process and helps them develop the thinking and teamwork skills they will need in school and when they enter the workforce. Throughout the course of their project, students will participate in all phases, from the conception of their research question to its completion as a group under the guidance of their teacher. In some cases, students may be able to form their own groups. According to Bell (2010), the pupils, the teacher, and specialists or resource employees all benefit from this flexible learning method, which allows for a high degree of engagement and cooperation. Teachers should not use this method as a supplementary activity, but rather as the foundation of their curriculum development.

Generally, the followings can be considered as differences between traditional learning and project-based learning.

It is critical to consider the amount of knowledge that can be learned through each method while making a choice between project-based and traditional learning. Project-based instructions that are directed primarily by students, on the other hand, are regarded to be less complete because of the amount of information jammed into the lectures.

When it comes to traditional education, knowledge is split into separate subjects that rarely interact with each other.

Because difficulties don't fit neatly into a single curriculum, adult students will have to deal with a wide range of issues that cannot be separated. When a person can combine information from other areas, he or she can solve difficulties. It's unfortunate that this isn't taught in school.

Traditional learning: (1) a tendency to be of a temporary nature, (2) is focused on a specific subject and includes examples from the real world, (3) students work to discover the best solution to a given problem in this class, (4) responds to students' requests for feedback on their work.

Using a "learning by doing" approach, project-based learning (PBL) encourages students to take an active role in their own education. The students in a PBL classroom solve problems, engage in simulations, do case studies, and plan research projects. Real-world challenges and answers to them were explored through this strategy, allowing students to make a difference locally and globally.

Learning through project-based activities: (1) typically occurs over a long period of time, (2) is diverse and typically based on an actual task in the field, (3) starts with instructions and background information, and ends with a demonstration of the task or product., and (4) interacts with students and teachers through regular "check-ins"

To sum it up: Project-based learning is a method of teaching that encourages students to employ a wide range of abilities, such as teamwork, critical thinking, and peer/teacher interaction in order to solve real-world problems.

Education is always a top priority when it comes to ensuring the future success of the next generation. In today's increasingly complicated world, traditional education methods are being challenged. Project-based learning has become a hot topic for policymakers around the world, thanks to recent research in the field of learning methodologies.

2.5. Elements of Project based learning

Although definitions and project parameters vary by school, and the terms "project-based learning" and "experiential learning" or "discovery learning" are frequently used

interchangeably, the characteristics of project-based learning are consistent and share the spirit of John Dewey's instrumentalism.

The PBL model is characterized by the following seven characteristics:

- Concentrates on a significant and open-ended question, challenge, or problem that the student must research, respond to, and/or solve.
- Introduces what pupils should know, comprehend, and be able to do academically into the equation.
- Is inquiry-based, piques students' inherent interest, and produces new questions as they seek solutions
- Utilizes 21st-century competencies such as critical thinking, communication, cooperation, and creativity.
- Integrates student choice throughout the process
- Allows for input and revisions to the plan and project, much like in real life
- Students are required to present their challenges, research process, techniques, and findings, just as scientific research or real-world projects are required to stand up to peer review and constructive criticism.

The Buck Institute for Education identified seven important aspects for PBL that focus on project design following a fifteen-year examination of the literature and distillation of educational experience. These features are together referred to as Gold Standard PBL.8 According to the Buck Institute of Education, the following are critical factors of project design:

- A perplexing problem or query
- Persistent investigation
- Authenticity
- Students' voice and autonomy

- Reflection
- Examination and revision
- Publicly available item

When all these factors are utilized effectively, students acquire critical knowledge, comprehension, and skills for success.

2.6. Teachers' Role in Project-based Learning

One of the most responsible and taxing jobs one may have is that of a teacher. Teachers are second only to parents in terms of their ability to help students integrate into society, acquire the knowledge, skills, abilities, and attitudes they need, pique their curiosity, and instill a sense of moral and cultural values in them, regardless of period or social structure. Teachers' role in each teaching approach varies and educators enumerate many roles as a teacher in PBL. Teachers' ability and experience determine the success of PBL application in the online context. Markham (2003) defines teachers' role to be integral for PBL:

"*At the heart of successful PBL is teacher's ability to support and guide the students. This basically requires organizational, interpersonal, and communicational skills as well as the ability to define the agenda for the class. It also includes being sensitive to the fact that students finish work at different rates, with different background and learning strategies."*

As one can infer from the quotation, teachers should be equipped with various features, from the very beginning of the project to the end. Teachers' roles are manifold and very demanding. Teachers foremost act as facilitators to facilitate to guide the learning of students. In this role, s/he should need to identify the group necessities and set the project's objectives clearly from the beginning. Setting the projects' goals explicitly in the early stages is significant because learners need to know what the project holds for them and how they will benefit from their participation. Target language skills to be used in the project should be identified by the

teacher in the rubrics as a road map for learners. Monitoring the progress of learners and giving feedback regularly in a timely manner not only the group but also to everyone in the group is another essential role of the teacher. This is a time demanding expectation on the part of the teacher. Teachers need to act as a resource for students when they need help and guidance. Students need to know that their teachers are present when they need his/her assistance. This extends the boundaries of the classroom to a more ongoing communication with learners. The last stage is one of the most important stages which is the presentation of the end project. Teachers should be proud of the product, celebrate the success of learners and encourage their students so that they can be part of similar useful projects in the future. This will not only increase students' motivation but also raise their awareness on real-life based issues. By far teacher is the most important factor which influence the outcome of PBL based teaching/learning initiation. It is for this reason that, instructors need to have the support system from their departments and colleagues to serve their learners effectively in PBL learning context.

Overall, PBL needs teachers to adopt a fresh, positive attitude and learn many new abilities. They must also relinquish their customary supremacy. Partnership has taken the place of 'leadership,' according to some. To return to the concept of CLL, the teacher should take on the role of counsellor, assistant, adviser, or consultant, ready to offer advice and assistance in overcoming any challenges or hurdles that arise. He or she has the responsibility of overseeing and coordinating the entire procedure.

Haines (1989) outlines the role of teachers in project-based learning as follows:

Initially, the teacher should pique the students' interest and solicit their ideas for the theme direction, methods of working, timetable, an acceptable product, and resource implications.

During the project, the teacher should assume the role of facilitator, which entails being a source of ideas and counsel, a referee in the event of disputes or conflicts, and a chairperson for groups' reports to the class.

A teacher's last responsibility is to ensure an efficient display or production is staged in the classroom. An evaluator and organizer, he/she is his/her primary function.

2.7. Students' Role in Project-Based Learning

PBL is a student-centered approach which provides various learning opportunities for learners. PBL focuses on students by stimulating their motivation. Learners become more interested in learning the language when they "do" things by taking initiative. Therefore, PBL contributes to the learner engagement through creative activities. Also, it promotes collaborative and cooperative learning as learners are compelled to work together and learn from one each other. Similarly, Moursand (1999) emphasizes that students are encouraged to discover new things during the PBL approach, learn from their mistakes and develop new ideas as to what to do when faced with obstacles. Hence, students act as explorers who will learn along the way. So, process is as important as the product if not more. It is the learner's path of discovery which takes them to a higher level of understanding with fuller language commitment in the second language.

As a liberating teaching model, PBL provides a lot of freedom to learners. Students can take initiatives, encourage, and lead each other as well as extend their learning time with co-learners. As with any learning activity learners can thrive or succumb into despair as different skills levels and personality characteristics of learners come to surface. The process might require a lot of guiding assistance from the teacher for them to succeed. All in all, language instructor needs assistance and support to manage these small groups of learners in the best possible way.

2.8. The Role of Motivation in Project-based Learning

As Harmer (1991) states, motivation is an internal drive that motivates someone to undertake a course of action. Ellis (1997) also defines motivation as “Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2.” (p.75) Teaching and motivating students to learn are two separate goals. Many people agree that this method needs more time and work, but the result could be rewarding. It is possible to feel content and fulfilled after motivating someone to achieve something for a lengthy period. For this and many other reasons, teachers should strive to avoid the so-called "burn-out effect" and remain upbeat and enthusiastic throughout their careers.

2.9. Advantages of Project-Based Learning

It has been agreed by many that, use of PBL in language learning can bring various benefits to learners. The most frequently mentioned advantage of PBL is stated as the integration of the four language skills. Integration of language skills is valuable because it allows for a real-life based learning where all skills are used naturally. Authentic language experience is the ideal that any teacher aims at a language class. PBL allows getting closer to this ideal by initiating the use of all four skills through its practice. Language teachers find themselves teaching each language skill as if they are separate from each other. Integration of language skills in language classes continues to be a challenge because even in the curriculum each skill is included as a separate lesson. In an online context, PBL allows student initiation for an integrated language experience. As Haines states (1989), students are exposed to meaningful learning through PBL application and thus, they gain the opportunity to use all the language skills in combination as they would in a real-life context. Similarly, Kloppenborg and Baucus (2004) argue that PBL allows learners a meaningful and interesting learning experience. As part of collaborative projects learners engage in reading and writing activities more frequently. Similarly, Simpson (2011) points out that working on a project collaboratively

contributes to develop students' reading and writing skills because of ongoing interaction of the learner group.

Another advantage of PBL is its significant role language learning as a motivational force. Ellis (2003), states that working in online environment as a group enhances the quality of student talk and promotes learners' motivation positively. PBL has contributed to student learning greatly because it is based on authentic activities. These authentic activities are related to real-life, and thus, they provide a great opportunity to examine the task from various ways, and therefore stimulate collaboration. Becket (1999) states that PBL fosters critical thinking and problem-solving skills along with cooperative learning skills. Critical thinking means making thoughtful decisions using criteria to guide you in your decision making (Newman, 2016). The ability to think critically is one of the abilities that are needed in solving problems. It requires linking connections, analyzing, and evaluating them. Through PBL, learners develop their critical thinking, deeper thinking, and creativity through a collaborative learning process. They learn that teacher does not have to dominate their learning experience. Teachers can be facilitators who are there to guide when learners need gearing. In this sense, teachers' role then changes, from being a teacher who believes to have all the content and information to a facilitator who is there to intervene when learners need. Learners gain confidence when instructors can show them the way, so learners walk themselves knowing that their instructors are there to guide them. This active positioning of learners enables them a more alert position as a learner where they do things mindfully and engage in critical thinking in retrospect. Critical thinking can facilitate both learners and teachers in achieving learning goals. This collaboration of learning impacts any learning environment positively, but it is especially valuable for language learning contexts.

PBL prepares students for a knowledge-based, technological society. Students cannot live in today's environment by passively absorbing information and reciting them out of context. To

solve complicated problems, students need both basic skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this set of abilities, students take charge of their own education, directed, and mentored by a qualified teacher. The 21st century skills include:

- personal and social accountability
- planning, logic, and creativity
- excellent interpersonal and presenting abilities
- intercultural awareness
- visualize and make decisions
- understanding when to use technology and selecting the best tool for the job

2.10. Disadvantages of Project Based Learning

There are also some drawbacks in the implementation of PBL that need to be taken into consideration before its application. PBL requires serious management and preparation time, which is why it may be challenging for a language instructor to utilize. This calls for extra time commitment on the part of the language instructor. Also, teachers may feel insecure or uneasy with projects implementation because they may not know how to apply them in their teaching contexts. This is a new approach in EFL teaching context and requires further research which will be built from the experiences of learners and teachers. Also, this novel approach highlights the importance of teacher training. Language instructors may feel too alone in the teaching process. Teachers might need support and guidance as they try new applications in their language teaching praxis. With these in mind, it may be hard for teachers to implement and assess these project applications on their own, especially in an online environment. Just as the name of PBL indicates language instructors might need support and collaboration from their colleagues and supervisors. For instance, considering giving a written project to groups of

students in a class, it will be hard for a teacher to assess each student's individual contributions to the project. Some students may contribute more or less than others. If instructors are not experienced or trained enough on how to effectively monitor contribution, it may be challenging to implement PBL in their learning context. Therefore, teachers should be trained adequately about the application of projects in online platforms. They should also be offered ongoing support by experts and trainers as well as guidance should be offered by more trained language teachers. It is a risky undertaking for a novel language teacher to try on his/her own. For this reason, language instructors should know that they have a support system when they need assistance. Otherwise, only a handful of teachers would likely to try this kind of novel approaches in EFL contexts.

Timing can be a handicap for the application PBL in the language classroom. PBL requires time commitment both in preparation and application. Grant (2002) draws attention that using PBL may lead to a lack of available time for the material and content to be covered in the class time. Students might raise a lot of questions in the class time regarding their projects. This will cause challenges in following the curriculum and therefore they may fall behind their lesson plans and syllabi. This will surely affect their overall course objectives. However, considering the online basis, students may contact their teachers via email immediately. Teachers might be expected more commitment outside of class hours for student communication. Students might refuse putting extra time to meet outside of the class time for their project-based learning activity. There could be several possible technical problems caused by electricity or internet or other application related issues. These unexpected problems may result in several challenges in gathering the group members and it affects the overall quality of their experience.

Furthermore, students may not be interested in working in groups and creating a project as a learning output. Some students can be introvert by nature and might oppose group projects

altogether. Also, some learners may not be capable of using online tools to work on-project-based tasks. There could be a lot of different classroom dynamics that get in the way of student participation such as lack of interest, motivation, or incapability. To illustrate, in crowded classes, students might not know each other, and in such as context it may be challenging to implement such projects.

Taking these advantages and disadvantages into consideration, one should not forget that problem-solving skills, often defined as required by the 21st century skills would be put into practice to respond to such issues. These teaching and management skills on the part of the language instructor are enhanced with the use of technology and this will have a beneficial effect on the students' success in their future career. However, teachers will be the ones who should decide to what extent PBL is worth implementing in their online teaching environment, because they know their students best as well as the realities of their learning context.

2.11. Online Language Learning

A second generation of remote education came in the 1960s that used radio and television as well as print-based materials. There was still a lack of engagement between the teacher and students. A lack of quick response and unidirectional communication meant that knowledge and information was frequently disseminated. Distance learning has come a long way from the early days of the Internet. In the last few decades, the number of persons pursuing distance education has grown, especially recent years when many people were unable to attend face-to-face educational programs because of COVID-19 pandemics, and new forms of interactive education have been developed. As a result, in many countries, instruction is shifting from classrooms to online learning platforms. All disciplines of education, including English language instruction, are experiencing this transition (Courtney & Wilhoite-Mathews, 2015; Vovides, SanchezAlonso, Mitropoulou, & Nickmans, 2007Collins & Halverson, 2010; Katz, 1999; Shopova, 2014).

Online learning is defined as learning over the Internet, either in part or in full. Print-based correspondence education, broadcast television or radio, videoconferencing, videocassettes, and stand-alone educational software applications that do not include a strong Internet-based instructional component are excluded from this description. It is possible for students to learn in a completely virtual setting through online learning. Since its inception in the 1990s, when the internet was developed and used for distance learning, online learning (also known as e-learning) has become increasingly popular in higher education. It allows students from all over the world to connect with academic institutions and other students online and pursue a degree or certificate at their own pace. An online learning environment can bring together students from different backgrounds with different viewpoints. For asynchronous learning (in which students are not obliged to be online at the same time and instead use discussion threads and emails to complete homework) or synchronous learning, a university will employ a learning management system.

As technological tools have become more widely available, the Internet has become more widely used in education the 20the century and technology has emerged as one of the most valuable resources in educational settings with the potential to transform the way that content and information are presented to learners. According to Powell et al. (2015), when it comes to educating students, there are three main ways that technology is being used, including fully online classes, blended courses that combine online content with face-to-face classes, and technologically enhanced face-to-face classes. Distance education encompasses a wide range of academic pursuits at all levels that do not require students to be physically present in classrooms or on the same premises with their instructors all the time, but still benefit from the planning, direction, and instruction provided by a tutorial organization (Holmberg, 1986). Dolence and Norris (1995) also suggest that in addition to passive learning, online learning provides options for active learning. Good online learning tools or software allow students to

participate in debate, voice their views, and share information independent of the size and time of the classroom (Harasim, Calvert & Groeneboer, 1997).

Unfortunately, most students who take online courses experience obstacles that they wouldn't have encountered in a typical classroom setting and these difficulties could have an adverse effect on their ability to learn. It is possible to divide these obstacles into four main categories: cognitive, meta-cognitive, technical anxiety, and learning preferences and styles (Tsai, 2009; Davies & Graffs, 2005).

As the first class of obstacles, i.e., cognitive challenges, higher cognitive abilities are needed by students to handle the increasingly complicated learning tasks and content. Online exercises, text downloads, and video are some of the more common dynamic features used in online courses nowadays. Students who are learning online must be able to click, drill down, open new windows, and save files in order to succeed (Tsai, 2009; Tyler-Smith, 2006; Wu, Fitzgerald & Witten, 2014).

Second, As Tsai (2009) argues, due to the lack of a set class schedule and the requirement that students be present in the classroom, online students have less metacognitive obstacles. Learners must next put up a learning timetable to ensure they complete all of the lessons and monitor and govern their own learning.

The fear of computers and the Internet is the third obstacle to overcome. Anxiety about computers has a considerable negative impact on students' academic performance, (Aydin, 2011). Since students may not be able to follow the lessons if a computer or network infrastructure is down, pupils get frustrated. This is a source of concern for students who are less familiar with the Internet (Ekizoglu & Ozcinar, 2010).

Lee (2001) asserted that in a new learning environment, students require time to adapt to some of the new problems they will encounter, in terms of learning styles and preferences.

These difficulties may stem from the fact that students must use a different method of learning. According to Kearns (2012), this deficiency in technological knowledge could be a hindrance to students who are less proficient in its use. On the other hand, students may become dissatisfied and anxious if they don't have access to professors and classmates for help when they need it most, such as when a problem arises (Heirdsfield, Walker, Tambyah, & Beutel, 2011). However, it was found that students whose multimedia interests and learning style aligned with the online course materials were more likely to succeed in online learning.

2.12. Project-based Learning in Online Environment

In last two years, the COVID-19 pandemic forced the education system to hold classes online in order to protect people from this fatal virus. This causes teachers to find more applicable teaching and learning strategies and methods to facilitate the process of learning for their students. Educators had to come up with new ways to keep students engaged when schools went remote last spring. Learning by doing is an instructional technique that has been adopted by many and integrated into online instruction in the form of project-based learning.

Researchers have found that project-based learning (PBL) can assist students develop 21st-century abilities like cooperation, communication and critical thinking and creativity (Samsudin et al., 2014; Lin, 2018). It also gives students more control over their own education and allows for a more accurate evaluation of their abilities and skills. In addition, PBL provides students with an opportunity to learn about and reflect on real-world issues through well-designed projects and self-assessment.

PBL is a dynamic approach which enables students learn the foreign language by exploring several challenges through project activities such as role playing, hands-on classroom practices, debates, interactive demonstrations, jigsaws, case studies and so forth. PBL learning context by its very nature is a student-centered environment, facilitated through engaging activities supported by teachers. Face-to-face learning environment is a fertile ground for PBL

based learning initiatives. The challenge is in moving these creative teaching initiatives into the online learning environment effectively. Despite the prevalence of the view that distant learning is not as beneficial and effective as the face-to-face education, we need to come to terms that teaching environment is changing continuously with the development of technology. Therefore, it has become highly significant to adapt the learning-based projects into the online environment in a way that learners will be engaged.

As education increasingly moves online, it is critical to incorporate project-based learning (PBL) into online instruction. Although the traditional classroom has been transformed by project-based learning in last years, it is challenging to implement PBL in an online classroom. There has been sometimes a barrier in transitioning PBL from the traditional classroom setting to an online setting since students miss out on complete projects in groups (Gohmann, 2017). Teachers also find it difficult to assess students' project skills immediately (Lin, 2018). In his study conducted to examine the influence of technology in PBL found that students who took part in an online PBL session were more knowledgeable than those who took part in a traditional PBL session in person.

Samsudin, Harun Nordin Haniza and Abdul-Talib (2014) also found that online PBL had a significant impact on students' attitudes toward learning. In addition, as Lin (2018) states, an online PBL setting has been shown to boost students' self-efficacy, which is a critical factor in online success.

The following can be considered as three justifications for integration of PBL into online learning proposed by (Agarwal, 2020):

1. Substitute for non-classroom learning

In schools, students participate in a variety of games and co-curricular activities that promote the development of collaborative abilities. PBL enables students to develop cooperation skills and to maintain a good relationship with their classmates.

2. Possibility for parents to be involved in their children's education

When parents take an active role in assisting students with project development, students begin to feel more socially and emotionally appreciated. When parents and teachers collaborate, they may send clear messages to pupils that promote positive academic practices. Many parents work from home, which alleviates the constraint of time availability to some extent.

3. Accelerating the development of 21st-century competencies

Because the occupations that students will perform in two decades are unknown at the moment, it is critical that they begin developing problem-solving abilities as soon as feasible. According to Agarwal (2020) three stages of PBL integration into online learning can be considered, which are as follows:

a. Project Restructuring

When incorporating an existing PBL framework into entirely online learning, the following three critical criteria must be considered.

- Strategy for group formation

The main goal of grouping learners is to teach them collaborative skills. In an ideal world, the group would include them with a variety of different learning styles. Friendships should be separated to ensure that pupils develop real-world collaboration abilities.

- Goal checks are incorporated

Because classroom interaction is limited or non-existent in most circumstances, it becomes critical to establish goal checks to verify students are progressing in the right direction to answer the driving issue.

- Norms of social separation must be maintained

It is critical for educators to consider all feasible activities that may be completed as part of the project but do not require pupils to leave their homes and preserve their distance from everyone in their society.

b. Evaluation of the Project

This intermediate step entails establishing the appropriate evaluation measures, as open-ended queries do not have definitive solutions. Three indicators can be used to evaluate online PBL effectively:

- **Teamwork**

  Because students are required to work in teams in the actual world, this becomes the primary learning aim for PBL. Now, the student's ability to communicate with team members via phone calls/Zoom meetings is what determines their collaboration skills.

- **Driving question**

The teacher must determine to what extent the project addresses the driving question. This is typically the most difficult metric to examine. The driving question can be modified with the assistance of feedback loops.

- **Resilience**

We learn to walk through failure, not through obeying rules. While students undoubtedly encounter obstacles while evaluating their projects, the teacher must place a premium on their

abilities to overcome obstacles with minimal support. Additionally, brownie points should be given to pupils who experimented with new web tools during the voyage.

c. Project Execution

Traditionally, students' projects are simply presented to the school, and no one is aware of the interesting work completed by pupils. Now, by combining it with online education, we can assist them in reaching a broader audience.

- **Establishing a blog**

PBL blogs can be used to enable project team members to communicate their accomplishments and difficulties encountered during the project. This can provide an opportunity for students from other groups to voice their ideas about the peer group's projects.

- **Producing a podcast**

  It is not necessary to have a fancy device to record a podcast for a project. While capturing movies for projects is time consuming, recording sound is a breeze. Students can easily receive attention by sharing podcasts with their social media contacts.

- **Produce a documentary**

Students can conduct video interviews with project stakeholders. Additionally, they can capture random photos of the crew as they are working on the project. Finally, they'll be able to compile them all into a documentary that can be uploaded to YouTube.

Overall, three measures can be considered when integrating project-Based learning into online education:

1. Stay away from the garbage project phenomenon

Students should be more than consumers of information available on the internet; we want them to be creators of information as well. It is our obligation as educators to guarantee that the end output is not a disguised research paper.

2. The project should not be abandoned in favor of the curriculum

The teacher can establish outlines and checklists to ensure that pupils adhere to the curriculum to the greatest extent possible. Students possess incredible inventiveness; if they think of something intriguing and tangential, a distinct driving question can be defined. The boundaries of learning objectives can be used to protect students' choices constructively.

3. The driving question should not be substituted for the goal

The goal places little attention on the process of achieving the outcome, whereas the driving question provides options for exploring novel ways to achieve the desired results (Agrawal, 2020).

Various methods are utilized in the implementation of PBL. Small groups of students can collaborate on a project together via online tools such as Moodle, Edmodo, Teams and so forth. These implementations have beneficial learning outcomes. Wang, Pool, Harris, and Wangemann (2011) found that students who were engaged in online project-based learning not only gained much deeper knowledge about an issue but also gained higher problem-solving skills. According to Lewis (1999), creating an environment where learners construct their knowledge and promote social and intellectual skills are key elements in a successful online teaching. It is also pointed out that PBL reinforces the social-emotional learning as well as students' technology abilities.

Thus, PBL is not restricted to a physical space in terms of a learning context. It is more related to the actualization of learner engagement at a group level whether it is a face-to-face or online learning environment. Recent developments in technology enforced a speedy digitalization of all learning contexts also including language teaching. According to Cradler et al. (2002), technology aids in the development of critical thinking skills when students use it to communicate, present, and publish their projects—especially when combined with collaborative learning techniques. In addition, discussion boards and e-mail can be used to establish an online setting for small group collaboration where all interactions are automatically recorded, enabling students to evaluate both the collaborative outcomes and process (Thomas, 2002). Lee et al., (1999) also state that students can also collaborate and support one another through peer assessment. Computer-mediated communication can help in monitoring and evaluating both individual and group work as well as keeping track of contributions. Therefore, a study like this can shed light into the experiences of many teachers and learners who are experiencing or thinking of implementing such practices. Like every teaching practice, PBL also has its advantages and disadvantages highlighted below.

Learning by doing using PBL and using technology inject new meaning into the subject matter.

Students are encouraged to become self-directed workers, critical thinkers, and lifelong learners by incorporating real-world context and technology into the curriculum through PBL. To break down obstacles like classroom isolation, anxiety of embarking on a new procedure, and a lack of certainty of success, teachers can now connect with administrators, exchange ideas with other teachers, and contact with parents. PBL is a way of working together as well as a method of learning. Taking responsibility for one's own education sets the stage for how one interacts with others in one's adult life.

Nonetheless, transitioning PBL to an online or hybrid learning environment takes deliberate and deliberate preparation. Here are four guidelines should be considered for successfully implementing PBL in an online classroom:

1. Be Conscious of the Devices Students Utilize

Teachers may create projects that are optimized for use on a laptop or a computer with a larger display. However, certain students who do not have those gadgets may not have the same experience, which may reduce student engagement. Students' access to technology varies significantly.

2. In order to have meaningful collaboration, use videoconferencing platforms

PBL necessitates teamwork and cooperation. Traditionally, students collaborate in small groups to address a specific problem, which includes asking each other questions, brainstorming methods, and locating resources.

Instructors can use videoconferencing services such as Microsoft Teams and Google Meet to emulate such online experiences. It's possible to develop some ideas on Microsoft Teams' digital whiteboard. Additionally, Google is integrating the Jam board interactive whiteboard directly into its Meet service. The screen-sharing capabilities of both Teams and Meet make it easier for students to collaborate on files in real time.

3. Utilize Project Management Tools to Boost Group Productivity

Instructors can also increase student participation by utilizing software such as Project Pals, and Student Corner. They enable instructors to manage student groups, track their progress, and enhance contact with them.

Additionally, students can access all of their project resources in one location when using a project management platform. It's all too simple for them to become disoriented when four or

five distinct tabs are open. It can be overwhelming, and pupils' ability to concentrate may suffer, so having everything centralized within a tool is critical.

4. Give constant feedback and inspire reflection in your students

Instructors can conduct formative and summative assessments using learning management systems like Google Classroom and Schoology. For example, using Google Slides and Adobe Spark to exhibit final projects, students can provide each other critical feedback. Microsoft's Flipgrid, a video-based social learning platform, is also used by many educators to encourage students to reflect on their work on a weekly basis. It's easy for students to film a video of their successes and struggles, ask other students for advice, or discuss the next steps in their projects.

Instructors can create a meaningful curriculum while also allowing students to collaborate and connect, even if they aren't in the same room.

2.13. Related Studies on Project-Based Learning

According to Thomas (2000), learning is organized around projects in PBL, an instructional approach that focuses on project-based learning. Project-based learning in more precise terms is an instructional technique that enables theory to be put into practice using meaningful hands-on activities known as projects.

PBL can be used to get students thinking critically and solving real-world problems while also allowing them to create realistic goods. Using PBL in conjunction with collaborative learning maximizes its benefits. PBL and collaborative learning are incredibly complementary to one another in the classroom and work well together to be implemented. With this method, groups of students with various levels of expertise and knowledge cooperate to complete a certain task in this environment (Intel, 2007). Numerous studies have demonstrated the efficacy of PBL and online learning (Sage, 2000; Changwatchai, 2006; Tablin, 2000; Choi, 2008; Simpson, 2011; Poon, 1997; Al Kindy, 2007; Al-Abri, 2009).

Poon (1997), for instance, describes a hybrid setting where educational efforts are motivated by problems that highlight students' strengths rather than their knowledge. Distance learning technologies and face-to-face interactions assist offer content that students need to address challenges. In the face-to-face setting, students encounter the problem and begin the process of problem description and process organization. Then they consult sources of information and devise a solution iteratively. Finally, students not only build the answer, but also reflect on their work and apply it to future practice. These authors focused on instructor comments at the end of the first stage. Tutors' ability to determine the scope of content they need to care for based on the problem, understanding of PBL's nature and purpose, need for training and practicing internalizing the approach, time demands imposed by new teaching skills, reinforcement of student role change (from passive to active), shift in teacher role (from providing knowledge to questioning, making resources available, and refocusing). This illustration highlights the significance of teacher development in PBL implementation. It also underlines how important instructor feedback is for enhancing these settings.

Sage (2000) examined the total PBL experience from the students' and instructors' perspectives. A set of factors, each of which has a continuum of possible values and whose combination influences the online PBL experience was considered in this study. Courses attempting to use online PBL will meet many predetermined features of teachers and students. These are not always modifiable during a single learning event. Teachers and students each bring their own set of assumptions, abilities, and preferences for teaching and learning. Additionally, they bring their prior experiences and abilities in traditional, constructivist, PBL, and online environments to the table. The more familiar teachers and students are with the various components of the PBL experience, the more flexibility educators will have in implementing experiences that are more akin to the PBL models that emphasize student autonomy.

In a study conducted by Changwatchai (2006), it was investigated how graduate students felt about a collaborative online learning environment in an online course. The findings showed that all students who had previously engaged in collaborative online learning preferred online collaboration over face-to-face collaboration. On the other hand, students who strongly preferred to work alone viewed teamwork as a time-consuming activity. Students expected their peers to be open, receptive to sharing, cooperative, honest, accountable, and open to criticism. While students who worked with peers they considered to lack these qualities reported disappointment and dissatisfaction with their group, those who worked with peers they perceived to possess these qualities expressed satisfaction with their groups. The primary obstacle that students encountered during their online collaboration was a lack of group and individual accountability. According to the study, students should be taught about expected behaviors prior to the start of the semester to alleviate student frustration.

Tablin (2000) also examined the experiences of instructors who are new to online PBL and are transitioning from more traditional teaching techniques. Additionally, she emphasized the necessity of taking student characteristics into account while designing the course, specifically their ability to spend time to independently identifying and assessing materials, individual accountability, and group collaboration. Distance learners' limited schedules drive them to seek out anytime, anyplace flexible learning possibilities. Their availability must be considered and balanced against the provision of resources and the design of group experiences, so that the ostensible benefits of such endeavors do not become deterrents to learning. In this study, it was also thought crucial to include teacher expertise and facilitation availability.

In another study, Simpson (2011) examined the impact of incorporating PBL into an English Language classroom consisting of students. The results showed that PBL, particularly among low- and moderate-achieving students, had a statistically significant impact on the development of English language skills (except in the organization and writing style of

underachievers). The researcher also pointed out that at the end of the trial, higher performers showed growth in speaking and writing but no statistically significant increase in reading and listening.

The usage of online collaboration in English as a second Language (ESL) writing was examined by Choi (2008) as part of her research into students' attitudes and feelings. During the research experiment, the students participated in three online collaborative writing projects and worked in groups throughout the process. The findings revealed that incorporating online collaboration into ESL writing sessions had a beneficial impact on students' performance. According to the results of the questionnaire, students were typically motivated and appreciated the supporting environment because it reduced their stress levels, which resulted in the promotion of their positive attitudes toward writing. According to the findings of the study, several students were skeptical about the efficiency of peer input in the classroom. This was since some students were inactive and unwilling to express their opinions, and as a result, they did not respond to their classmates' questions. Many students provided extremely general remarks, while a few students focused primarily on grammar points. In accordance with the findings of the study, this could be due to a lack of previous online experience in doing the writing assignments.

CHAPTER III

METHODOLOGY

3.1. Introduction

This research was aimed to explore attitudes of EFL instructors and preparatory school students towards online project-based learning. In this regard, this chapter presents the methodological approach adopted in this study. In this chapter, research design, participants and setting of the study, data collection instrument, data collection process, and data analysis are presented.

3.2. Research Design

This study was conducted in the form of a case study, where convenience sampling method was applied. As Yin states (2014), a case study is an empirical investigation that delves deeply into a contemporary phenomenon inside its real-world setting. The case study pursues a useful and valid purpose in conducting evaluations. As such, this study aimed to investigate the attitudes of EFL instructors and preparatory school students towards online project-based learning in a Turkish foundation university.

To this goal, the quantitative research approach was applied in this study to collect data required. According to Bryman (2012), quantitative research can be regarded as a methodology that stresses the quantification of data gathering and analysis. The advantage of quantitative research is reliability because participants can respond anonymously to the questions (Creswell, 2002). Quantitative research, often in the form of questionnaires, is the most extensively used approach for examining participants' ideas or attitudes. For these reasons, as well as the fact that quantitative research methods are the most convenient, particularly during a pandemic, quantitative research method was adopted in this study.

3.3. Methodology of the Study

This subsection is specified to discuss information on the setting, participants, data collection instruments, data collection procedures, and data analysis method.

3.3.1. Setting

The study was carried out with EFL instructors and students in the English preparatory school of a foundation university in Istanbul. The university switched its education from face-to-face to online once the Covid-19 pandemic broke out. Accordingly, the English Preparatory Unit also started implementing online instruction as well. In the English Preparatory Unit, there are three important parts in online instruction. All classes are given online via the Microsoft Team application. This application enables instructors to give synchronous classes to their students. For each class hour, instructors take attendance just like in face-to-face education. Instructors also share class material asynchronously on Edmodo on which a group page was created, and students can easily get access to all materials on this platform.

Students are informed that they will take part in a social responsibility project. They are not given pre-determined list in terms of topics of choice. Instead, we want our students to use their own conscience and desire to choose the topic that they want to focus on. This will trigger their creativity and social responsibility. Meanwhile, we want to see the individuality of each learner through the choice and through the carrying out of these projects. Therefore, they are asked to choose any topic of concern according to their interests. Students are asked to prepare a video of 5 to 7 minutes to propose a solution to a problem that concerns the society. By doing that, it is aimed to raise awareness about the local and global problems.

Within this context, the following section reiterates the steps language learners followed as they engaged in their projects.

Week 1:

- Students were asked to decide which community problem they were going to present.

Week 2:

- Students discussed what they knew and what they did not know about the problem.

Week 3:

- Students presented the data they gathered about the problem.
- The gathered information was analyzed and uploaded to OneDrive folder of the class.

Week 4:

- Students categorized the data they gathered. (charts, photos, texts etc.)
- Students decided which data to use in the video.

Week 5:

- Students discussed possible solutions for the problem.

Week 6:

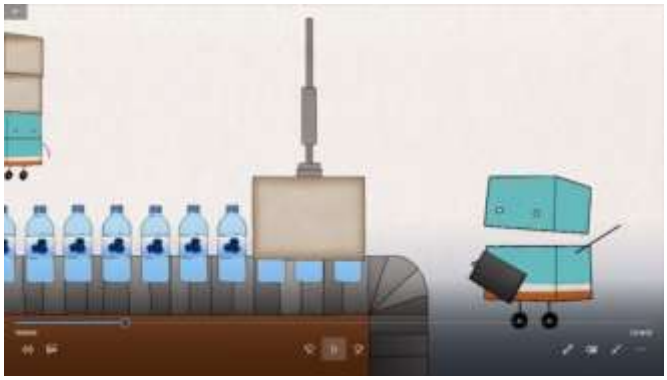
- Students presented the solutions they found about the problem.
- Students offered a new solution or chose a possible solution from their findings.

Week 7:

- Students created their videos and submitted to their teachers.

Students were guided by their instructors each week and their progress were observed and entered on an Excel file. Instructors provided them feedback each week.

Below are the screenshots of a video prepared by a group of students about how to save the world by recycling the plastic bottles.



3.3.2. Participants

The participants for this study were totally 26 English instructors (both male and female) and 175 EFL preparatory students (both male and female). It should be noted that the gender of participants was not considered and a study variable in this research work and both male and female instructors and students were enrolled in this study. This study sample was divided into three groups, including 3 instructors and 9 students in class level A2, 5 instructors and 14 students in the class level B1, and 18 instructors and 152 students in the class level B2 in 2021-2022 academic year. The students were learning English as their foreign language in a preparatory school at a foundation university in Istanbul, Turkey. The age range of students in the study population was 18-20 years old. Also, the instructors in the study population had M.A degree in ELT with at least 5 years of teaching experience. It was decided who would participate in the study based on the convenience sampling approach, which is a non-probability selection strategy in which individuals were picked because they were easily accessible and close to the

researcher. According to Dörnyei (2007), if the primary criterion for sampling is the researcher's convenience, then convenience sampling or opportunity sampling is the most prevalent type of sampling used in L2 studies. Every sort of research would benefit greatly by including the entire population; but, because the population is nearly limitless, it is not always practicable to include every subject.

3.3.3. Instrumentation

As the instructional material, the book "Face 2 Face" published by Cambridge Press was used as the material. The class A2 studied Face 2 Face in pre-intermediate level, the class B1 studies Face 2 face 2 in intermediate level and the class B2 studied Face 2 Face in upper-intermediate. It should be noted that the e-book version of these books was provided for both instructors and students, because this study intended to investigate the effect of online project-based learning on EFL preparatory students.

As the data collection tool, two questionnaires were used to collect the data required to draw a conclusion related to the research questions. These questionnaires were adopted from Avşar (2017), and they were written in English language. The first questionnaire was aimed to examine the attitudes and perceptions of instructors towards online project-based learning. This questionnaire consisted of two parts consisting of 20 items. In the first part, items related to instructors' responsibilities in an online project-based course were covered from instructors' point of view, and in the second part, items related to students' responsibilities in an online project-based course from instructors' point of view were addressed.

The second questionnaire was designed to be answered by students. This questionnaire was divided into two parts consisting of 20 items, too. The items of this questionnaire were aimed to examine the perceptions of students related to the students' contribution and instructors' contribution to online project-based learning. The first 10 questions were related to students' contributions and the second 10 questions were related to teachers' contribution. The

items of these questionnaires were rated based on a 5-point Likert scale ranging from "absolutely agree" to "absolutely disagree".

3.3.4. Data Collection Procedure

This study is conducted in a Turkish foundation university. To achieve the purpose of this study, the following steps were taken.

At the beginning, three groups in different levels of English language proficiency were selected as the study population. The first group consisted of 3 instructors and 9 students in level A2, the second group consisted of 5 instructors and 14 students in level B1, and the third group consisted of 18 instructors and 152 students in level B2. The students were received online project-based learning in an English language course for two months and as the result, they had sufficient knowledge of the system to voice their perceptions and opinions regarding online project-based learning. Then, the questionnaires were administrated towards the end of the course and their results were studies to understand the perceptions of both instructors and students in different levels of English language proficiency in terms of students and instructors' responsibilities and contribution to online project-based learning.

3.3.5. Data Analysis Procedures

The data obtained from the questionnaires were analyzed by using SPSS program in order to investigate the perceptions of EFL instructors and students in terms of their responsibility and contributions to online project-based learning in three different levels of English language proficiency (i.e. A1, B1, and B2 levels). It should be noted that the validity of the survey results is indicated by the reliability and validity of the scales used in the questionnaire section of the study. The 95% confidence interval and the 5% significance level were used to assess the findings at the conclusion of the investigation.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents the findings and analysis of data to answer the following research questions.

1. **What are instructors' perceptions about online project-based learning?**

a. What are perceptions of instructors about their responsibility in online project-based learning?

b. What are perceptions of instructors about students' responsibility in online project-based learning?

2. **What are the students' perceptions about contributions to online project-based learning?**

a. What are perceptions of students about instructors' contribution to online project-based learning?

b. What are perceptions of students about their contributions to online project-based learning?

The present chapter fully analyzes the perceptions of EFL instructors and preparatory students related to the instructors' and students' responsibilities and contributions to online project-based learning and tabulates the obtained data; then it illustrates each table in depth with their similarities and differences.

4.2. Answer Research Question 1

R Q.1: What are instructors' perceptions about online project-based learning?

a. What are perceptions of instructors about their responsibility in online project-based learning?
b. What are perceptions of instructors about students' responsibility in online project-based learning?

The questionnaire of instructors' attitudes and perceptions about project-based learining was used to examine what the perspectives of instructors about teachers and students' responsibilities in online projet-based learning are. This questionnaire consists of 20 items divided into two parts. The first part consists of 10 items related to teachers' percpetions about their responsibilities in online project learning, and the second part also consists of 10 items related to teachers' perceptions about students' responsibilities in online project-based learning (Table 1, Appendix I). The items of this questionnaire were rated with a five point Likert Scale ranged from absolutely agree to absolutely disagree. This questionnaire was given to the teachers in three groups (A2, B1, and B2). Then the results obtained from this questionnaire were entered into SPSS program to be analyzed statistically. It should be mentioned that the Cronbach alpha coefficient was calculated as .80 for this study indicating the relatively high internal consistency of the test items.

The frequency, percentage, arithmetic mean, and standard deviation were obtained by using SPSS software package. The results obtained from this questionnaire are used to answer the first question of this study. The results of analysis of this questionnaire are presented in the following in detail.

4.2.1. Instructors' Views on their and Students' Responsibilities in Group A2

The followings are the results obtained from the questionnaire relate to the instructors' views on the responsibilities of both teachers and students in online project-based learning from group level A2.

Table 4.1. ELT instructors' attitudes on teachers and students' responsibilities:

EFL instructors' attitudes on online project-based studies (Group A2, 3 instructors)					
Instructors' Responsibilities:	Options	N	%	Mean	St. Deviation
1. I determine and share the purpose of the projects with the students.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	2	66.60		
2. After the topic of the project is determined, I prepare questions to help students' research.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	2	66.70		
	Absolutely agree	1	33.30		
3. I explain the steps students should take in the projects.	Absolutely disagree	0	0.00	0.60	1.34
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	0	0.00		
	Absolutely agree	3	100.00		
4. I help students to do their projects in cooperation with their friends.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	1	33.30		
	Undecided	0	0.00		
	Agree	0	00.00		
	Absolutely agree	2	66.70		
5. I ignore the shortcomings of students in their projects.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	00.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	2	66.70		
6. Instructor's responsibility increases in project work.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	2	66.70		
	Absolutely disagree	0	0.00	0.60	1.34

7. In the presentation of the projects, I get students to use supporting visual materials.	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	0	0.00		
	Absolutely agree	3	100.00		
8. I get students to prepare summaries while presenting their projects.	Absolutely disagree	0	0.00	0.60	0.55
	Disagree	0	00.00		
	Undecided	1	33.30		
	Agree	1	33.30		
	Absolutely agree	1	33.30		
9. Products and processes are evaluated separately in the projects.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	2	66.70		
10. Class discipline must always be maintained while students are presenting their projects.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	2	66.70		
	Absolutely agree	1	33.30		
Student's Responsibilities:					
1. It is not necessary to take the opinions of the students while the topic of the projects is determined.	Absolutely disagree	2	66.70	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	0	0.00		
2. Students form tools (map, figure, picture, model etc.) related to project research.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	2	66.70		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	0	0.00		
3. Online projects increase student's creativity and motivation.	Absolutely disagree	0	0.00	0.60	0.55
	Disagree	0	0.00		
	Undecided	1	33.30		
	Agree	1	33.30		
	Absolutely agree	1	33.30		
4. Large discussion groups among students are created after each presentation.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	2	66.70		
	Undecided	0	0.00		
	Agree	0	0.00		

	Absolutely agree	1	33.30		
5. Students should be under more strict discipline than other forms of teaching while they are doing their projects.	Absolutely disagree	1	33.30	0.60	0.55
	Disagree	1	33.30		
	Undecided	0	0.00		
	Agree	0	0.00		
	Absolutely agree	1	33.30		
6. Students work as a team in online project-based studies; they comply with the group.	Absolutely disagree	1	33.30	0.60	0.55
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	1	33.30		
7. With the online-project work, students do not forget immediately their experiences and learning; they remember them later.	Absolutely disagree	0	0.00	0.60	0.55
	Disagree	1	33.30		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	1	33.30		
8. Students search for information about the project and establish clear links with previously learnt information.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	2	66.70		
	Absolutely agree	1	33.30		
9. While preparing the projects, students are encouraged to make their own decisions as part of their responsibilities.	Absolutely disagree	0	0.00	0.60	0.89
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	2	66.70		
10. Students have a sense of responsibility, and they perform the tasks that are required from them successfully.	Absolutely disagree	0	0.00	0.66	0.55
	Disagree	1	33.30		
	Undecided	0	0.00		
	Agree	1	33.30		
	Absolutely agree	1	33.30		

As shown in table 4.1, 3 EFL teachers were asked to express their opinions about the responsibilities of both teachers and students in online project-based learning based on 20 items in the questionnaire for which they need to provide their ideas by the options of absolutely disagree, disagree, undecided, agree, and absolutely agree. According to the results obtained

from this questionnaire for group A2, the following results were obtained related to the EFL teachers' views on teachers and students' responsibilities in online project-based learning.

4.2.1.1. Instructors' Views on their Responsibilities in Online Project-based Learning in Group A2

According to table 4.1, the following results can be extracted about teachers' views on their responsibilities in online project-based learning.

Considering the issue of determining and sharing of the purpose of the projects with the students, 100% of teachers agreed on it. Considering item 2, again 100% of teachers believed that they should prepare questions after determining the topic of the project to help students' research. Teachers' views on item 3 shows that all the teachers (100%) believe that it is their responsibility to explain the steps students need to take in the projects. The results for item-4 indicate that most teachers (about 70%) believe that it is their responsibility to help students to do their projects in cooperation with their peers. The answers to item-5 shows that all three teachers (100%) prefer to ignore their students' shortcomings in their projects and all of them (100%) also believed that their responsibilities increase in online project-based learning. They all (100%) also stated that they want their students to make use of visual aids in their presentations. About 70% of teachers wanted their students to prepare summaries while presenting their projects. On the other hand, all of three teachers (100%) believe that products and processed need to be evaluated separately and they also believe that it is necessary to keep the discipline of class while presenting the projects.

Considering the answers of the teachers related to their responsibilities in online project-based learning, it can be stated that the majority of teachers consider the following tasks as their responsibilities: (1) determining and sharing the purpose of the projects with students, (2) preparing questions to help students' research, (3) explaining the steps in the projects to the students, (4) helping students to do the projects in cooperation with their peers, (5) ignoring the

shortcomings of students in their projects, (6) getting students to use visual aids, (7) evaluating products and processes separately, and (8) maintaining the class discipline while presenting the projects.

4.2.1.2. Instructors' Views on Students' Responsibilities in Online Project-Based Learning in Group A2

Considering the students' responsibilities in online project-based learning in the view of teachers, the following results were obtained for teachers in group A2 according to the results in table 4.1.

About 70% of instructors believed that is not necessary to take the opinions of the students while the topic of the projects is determined, while about 30% of them agreed on it. Considering item 2, 66.70% of teachers showed their disagreement on allowing students to form tools related to project research, while 33.30% of them thought it is the responsibility of students to form these tools. The majority of the teachers (about 70%) believed that online projects increase student's creativity and motivation. Related to the creation of large discussion groups after presentation, 66.70% of teachers did not agree on it and did not consider it as students' responsibilities, while 33.30% agreed it. Considering teachers' answer to item 5, 33.30% of teachers believed that students should be under more strict discipline while doing projects, while 33.30% strongly disagreed the existence of such strict disciplines. On the other hand, 66.70% of teachers believed that it is students' responsibility to work as a team in online project-based learning and comply with the group, while 33.30% of them did not see this item as students' responsibilities. Considering item 7 in the questionnaire, about 70% of teachers believed that project-based learning enhances students' the knowledge obtained through doing projects, while about 30% did not accept it. The answers of teachers to item 8 shows that all the teachers (100%) see it as the responsibility of students to search for information about the projects and believed that this enables students to make a connection between the projects and

their previous knowledge and experience. Related to item 9, all the teachers (100%) it is responsibility of students to make their decisions in preparing their projects and agreed the encouragement of students to do so. And finally, about 70% of teachers understood that students have a sense of responsibility and perform their tasks successfully, while about 30% of them disagreed this item.

To put into the nutshell, the following can be considered as the responsibilities of students in online project-based learning in the view of their teachers: (1) form tools related to project research, (2) working as a team, (3) searching for information about the projects, (4) making their own decisions as a part of their responsibilities, and (5) having sense of responsibility and performing tasks successfully. Also it has been detected that all A2 level teachers have uniform decisions that agree with each other responses.

4.2.2. Instructors' Views on themselves and Students' Responsibilities in Group B1

The followings are the results obtained from the questionnaire relate to the teacher's views on the responsibilities of both teachers and students in online project-based learning from group level B1.

Table 4.2. ELT instructors' attitudes on teachers and students' responsibilities in Group B1.

ELT instructors' attitudes on online project-based studies (Group B1, 5 instructors)					
Instructors' Responsibilities:	Options	N	%	Mean	St. Deviation
1. I determine and share the purpose of the projects with the students.	Absolutely disagree	1	20.00	1.00	0.00
	Disagree	1	20.00		
	Undecided	1	20.00		
	Agree	1	20.00		
	Absolutely agree	1	20.00		
2. After the topic of the project is determined, I prepare questions to help students' research.	Absolutely disagree	0	0.00	1.00	1.00
	Disagree	2	40.00		
	Undecided	0	0.00		
	Agree	2	40.00		
	Absolutely agree	1	20.00		
3. I explain the steps students should take in the projects.	Absolutely disagree	0	0.00	1.00	2.24
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	0	0.00		
	Absolutely agree	5	100.00		
4. I help students to do their projects in cooperation with their friends.	Absolutely disagree	0	0.00	1.00	1.41.
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	2	40.00		
	Absolutely agree	3	60.00		
5. I ignore the shortcomings of students in their projects.	Absolutely disagree	0	0.00	1.00	1.22
	Disagree	1	20.00		
	Undecided	0	0.00		
	Agree	1	20.00		
	Absolutely agree	3	60.00		
6. Teacher's responsibility increases in project work.	Absolutely disagree	0	0.00	1.00	1.00
	Disagree	2	40.00		
	Undecided	0	0.00		
	Agree	1	20.00		
	Absolutely agree	2	40.00		
	Absolutely disagree	0	0.00	1.00	1.41

7. In the presentation of the projects, I get students to use supporting visual materials.	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	3	60.00		
	Absolutely agree	2	40.00		
8. I get students to prepare summaries while presenting their projects.	Absolutely disagree	0	0.00	1.00	1.22
	Disagree	1	20.00		
	Undecided	3	60.00		
	Agree	0	0.00		
	Absolutely agree	1	20.00		
9. Products and processes are evaluated separately in the projects.	Absolutely disagree	0	0.00	1.00	1.00
	Disagree	0	0.00		
	Undecided	1	20.00		
	Agree	2	40.00		
	Absolutely agree	2	40.00		
10. Class discipline must always be maintained while students are presenting their projects.	Absolutely disagree	0	0.00	1.00	1.73
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	4	80.00		
	Absolutely agree	1	20.00		
Student's Responsibilities:					
1. It is not necessary to take the opinions of the students while the topic of the projects is determined.	Absolutely disagree	5	100.00	1.00	2.24
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	0	0.00		
	Absolutely agree	0	0.00		
2. Students form tools (map, figure, picture, model etc.) related to project research.	Absolutely disagree	0	0.00	1.00	1.73
	Disagree	0	0.00		
	Undecided	1	20.00		
	Agree	4	80.00		
	Absolutely agree	0	0.00		
3. Online projects increase student's creativity and motivation.	Absolutely disagree	0	0.00	1.00	1.22
	Disagree	1	20.00		
	Undecided	1	20.00		
	Agree	3	60.00		
	Absolutely agree	0	0.00		
4. Large discussion groups among students are created after each presentation.	Absolutely disagree	0	0.00	1.00	1.00
	Disagree	2	40.00		
	Undecided	2	40.00		
	Agree	1	20.00		

	Absolutely agree	0	0.00		
5. Students should be under more strict discipline than other forms of teaching while they are doing their projects.	Absolutely disagree	0	0.00	1.00	1.41
	Disagree	3	60.00		
	Undecided	2	40.00		
	Agree	0	0.00		
	Absolutely agree	0	0.00		
6. Students work as a team in online project-based studies; they comply with the group.	Absolutely disagree	0	0.00	1.00	0.71
	Disagree	1	20.00		
	Undecided	2	40.00		
	Agree	1	20.00		
	Absolutely agree	1	20.00		
7. With the online-project work, students do not forget immediately their experiences and learning; they remember them later.	Absolutely disagree	0	0.00	1.00	1.00
	Disagree	0	0.00		
	Undecided	2	40.00		
	Agree	2	40.00		
	Absolutely agree	1	20.00		
8. Students search for information about the project and establish clear links with previously learnt information.	Absolutely disagree	0	0.00	1.00	1.73
	Disagree	0	0.00		
	Undecided	1	20.00		
	Agree	4	80.00		
	Absolutely agree	0	0.00		
9. While preparing the projects, students are encouraged to make their own decisions as part of their responsibilities.	Absolutely disagree	0	0.00	1.00	1.41
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	2	40.00		
	Absolutely agree	3	60.00		
10. Students have a sense of responsibility, and they perform the tasks that are required from them successfully.	Absolutely disagree	0	0.00	1.00	1.22
	Disagree	1	20.00		
	Undecided	3	60.00		
	Agree	1	20.00		
	Absolutely agree	0	0.00		

Table 4.2. shows the results of questionnaire for the teachers in group B1. According to table 4.2, teachers in group B1 consisting of 5 EFL teachers were also asked to express their opinions about the responsibilities of both teachers and students in online project-based learning based on this 20-item the questionnaire for which they need to provide their ideas by the options of absolutely disagree, disagree, undecided, agree, and absolutely agree.

According to the results obtained from this questionnaire for group B1, the following results were obtained related to the EFL teachers' views on teachers and students' responsibilities in online project-based learning.

4.2.2.1. Instructors' Views on their Responsibilities in Online Project-based Learning in Group B1

According to table 4.2, the following results can be drawn about teachers' views on their responsibilities in online project-based learning.

Considering the issue of determining and sharing of the purpose of the projects with the students, 40% of teachers agreed with it, while 40% disagreed about it. Related to item 2, 60% of teachers believed that it is duty of teacher to prepare questions to help students' research, while 40 did not accept this task. Teachers' views on item 3 shows that all the teachers (100%) believe that it is their responsibility to explain the steps students need to take in the projects. The results for item 4, all the teachers (100%) expressed that it is their responsibility to help students to do their projects in cooperation with their peers. Considering teachers' answers to item 5, 80% of teachers agreed on ignoring the shortcomings of students in their projects, and in item 6, 60% of teachers believed that their responsibilities are increased in project work, while 40% disagreed. Considering the use of visual materials, all the teachers (100%) stated that they ask students to use visual aids in their presentations. Teachers' answers to item 8 showed that most of them believed that it is not necessary to ask students to prepared summaries while presenting their projects (disagree= 20%, undecided= 60%, agree = 20%). Also, 80% of teachers believed that it is necessary to evaluate products and process in the projects, separately. Considering the class discipline, all the teachers (100%) agreed on the maintenances of the class discipline while presenting projects by students.

In sum, considering the answers of the teachers, it can be said that teachers totally see the following items are their responsibilities in online project-based learning: (1) determining and sharing the purpose of the projects with students, (2) preparing questions to help students'

research, (3) explaining the steps in the projects to the students, (4) helping students to do the projects in cooperation with their peers, (5) ignoring the shortcomings of students in their projects, (6) getting students to use visual aids, (7) evaluating products and processes separately, and (8) maintaining the class discipline while presenting the projects. However, they had different views about the workload.

4.2.2.2. Instructors' Views on Students' Responsibilities in Online Project-Based Learning in Group B1

Considering the students' responsibilities in online project-based learning in the view of teachers, the following results were obtained according to results in table 4.2.

All the teachers (100%) expressed their disagreement about the issue that It is not necessary to take the opinions of the students while the topic of the projects is determined. Considering item 2, 80% of teachers showed their agreement on allowing students to form tools related to project research, and only 20% could not express their exact opinion about it. About students' creativity and motivation, 60% of teachers believed that online projects increase students' creativity and motivation, and 40% were disagree and undecided about this effect of online project learning. Most teachers did not have a positive attitude towards the creating of large discussion groups by students after presentation and only 20% of them have a positive view about occurring in this discussion group formation. Related to the existence of more strict discipline, 60% of teachers did not agree on the existence of more strict discipline for students while doing projects and 40% was undecided about this issue. On the other hand, 40% of teachers believe that students have responsibility of doing team works and complying with the group, while only 20% of them disagree about this responsibility for students and other remaining 20% did not express their clear opinion on this issue. Considering item 7, 60% of teachers believed that doing online project work help students not to forget their acquired knowledge immediately, while 40% of teachers did not a clear idea about this aspect of online

project work. Moreover, 80% of teachers expressed that it is responsibility of students to search for information about projects and make a connection with their previous information to do the projects. Considering item 9, all of teachers (100%) accepted that students are responsible to make their own decision while preparing projects. Related to the sense of responsibility in students, 60% of teachers did not have any idea about this aspect and 20% of them expressed their disagreement and 20% agreed on it.

Totally, considering the results for teachers' views on students' responsibilities in online project learning, the following results can be concluded: (1) it is not necessary to take students' opinions about the topic of project and it is not considered as their duty, (2) students are responsible to form tools related to project research, (3) students are not responsible to hold discussion groups after presentations, (4) students need to work as a team and comply with it, (5) students are responsible to search for information about the projects, (6) students are responsible to make their own decisions in preparing the projects, and (7) students are responsible to perform the required tasks successfully.

4.2.3. Instructors' Views on themselves and Students' Responsibilities in Group B2

The followings are the results obtained from the questionnaire relate to the teacher's views on the responsibilities of both teachers and students in online project-based learning from group level B2.

Table 4.3. EFL instructors' attitudes on teachers and students' responsibilities in group B2

EFL instructors' attitudes on online project-based studies (Group B2, 18 instructors)					
Instructors' Responsibilities:	Options	N	%	Mean	St. Deviation
1. I determine and share the purpose of the projects with the students.	Absolutely disagree	1	5.60	3.60	3.78
	Disagree	2	11.10		
	Undecided	0	0.00		
	Agree	6	33.30		
	Absolutely agree	9	50.00		
2. After the topic of the project is determined, I prepare questions to help students' research.	Absolutely disagree	0	0.00	3.60	3.51
	Disagree	5	27.80		
	Undecided	2	11.10		
	Agree	9	50.00		
	Absolutely agree	2	11.10		
3. I explain the steps students should take in the projects.	Absolutely disagree	0	0.00	3.60	7.50
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	1	05.60		
	Absolutely agree	17	94.40		
4. I help students to do their projects in cooperation with their friends.	Absolutely disagree	0	0.00	3.60	5.37
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	6	33.30		
	Absolutely agree	12	66.70		
5. I ignore the shortcomings of students in their projects.	Absolutely disagree	1	5.60	3.60	4.51
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	8	44.40		
	Absolutely agree	9	50.00		
6. Teacher's responsibility increases in project work.	Absolutely disagree	1	5.60	3.60	3.21
	Disagree	2	11.10		
	Undecided	2	11.10		
	Agree	4	22.20		
	Absolutely agree	9	50.00		
	Absolutely disagree	0	0.00	3.60	5.50

7. In the presentation of the projects, I get students to use supporting visual materials.	Disagree	1	5.60		
	Undecided	0	0.00		
	Agree	4	22.20		
	Absolutely agree	13	72.20		
8. I get students to prepare summaries while presenting their projects.	Absolutely disagree	1	5.60	3.60	2.88
	Disagree	0	0.00		
	Undecided	6	33.30		
	Agree	5	27.80		
	Absolutely agree	6	33.30		
9. Products and processes are evaluated separately in the projects.	Absolutely disagree	0	0.00	3.60	2.88
	Disagree	2	11.10		
	Undecided	3	16.70		
	Agree	6	33.30		
	Absolutely agree	7	38.90		
10. Class discipline must always be maintained while students are presenting their projects.	Absolutely disagree	0	0.00	3.60	4.34
	Disagree	0	0.00		
	Undecided	2	11.10		
	Agree	6	33.30		
	Absolutely agree	10	55.60		
Student's Responsibilities:					
1. It is not necessary to take the opinions of the students while the topic of the projects is determined.	Absolutely disagree	7	38.90	13.60	4.10
	Disagree	9	50.00		
	Undecided	1	5.60		
	Agree	0	0.00		
	Absolutely agree	1	5.60		
2. Students form tools (map, figure, picture, model etc.) related to project research.	Absolutely disagree	0	0.00	3.60	4.10
	Disagree	0	0.00		
	Undecided	2	11.10		
	Agree	8	44.40		
	Absolutely agree	8	44.40		
3. Online projects increase student's creativity and motivation.	Absolutely disagree	0	0.00	3.60	4.10
	Disagree	1	5.60		
	Undecided	7	38.90		
	Agree	9	50.00		
	Absolutely agree	1	5.60		
4. Large discussion groups among students are created after each presentation.	Absolutely disagree	0	0.00	3.60	3.21
	Disagree	7	38.90		
	Undecided	7	38.90		
	Agree	2	11.10		

	Absolutely agree	2	11.10		
5. Students should be under more strict discipline than other forms of teaching while they are doing their projects.	Absolutely disagree	2	11.10	3.60	4.98
	Disagree	12	66.70		
	Undecided	4	22.20		
	Agree	0	0.00		
	Absolutely agree	0	0.00		
6. Students work as a team in online project-based studies; they comply with the group.	Absolutely disagree	1	5.60	3.60	3.78
	Disagree	2	11.10		
	Undecided	1	5.60		
	Agree	10	55.50		
	Absolutely agree	4	22.20		
7. With the online-project work, students do not forget immediately their experiences and learning; they remember them later.	Absolutely disagree	1	5.60	3.60	2.07
	Disagree	2	11.10		
	Undecided	4	22.20		
	Agree	5	27.80		
	Absolutely agree	6	33.30		
8. Students search for information about the project and establish clear links with previously learnt information.	Absolutely disagree	1	5.60	3.60	3.65
	Disagree	2	11.10		
	Undecided	2	11.10		
	Agree	10	55.60		
	Absolutely agree	3	16.70		
9. While preparing the projects, students are encouraged to make their own decisions as part of their responsibilities.	Absolutely disagree	0	0.00	3.60	4.10
	Disagree	0	0.00		
	Undecided	2	11.10		
	Agree	8	44.40		
	Absolutely agree	8	44.40		
10. Students have a sense of responsibility, and they perform the tasks that are required from them successfully.	Absolutely disagree	1	5.60	3.60	2.70
	Agree	2	11.10		
	Undecided	4	22.20		
	Agree	8	44.40		
	Absolutely agree	3	16.70		

4.2.3.1. Instructors' Views on their Responsibilities in Online Project-Based Learning in Group B2

According to table 4.3, the following results can be extracted about teachers' views on their responsibilities in online project-based learning.

Considering the issue of determining and sharing of the purpose of the projects with the students, about 83% of teachers agreed on it, while only about 16% expressed their disagreement. The answers of teachers to item 2 shows that about 60% of them accepted it is as their responsibility to prepare questions after determining the topic of project in order to help students' research, while only about 27% did not accept it as their responsibility and 11% of them were undecided. Related to item 3, all the teachers (100%) accepted it as their responsibility to explain the steps in the projects. The results for item 4 show that all teachers (100%) accepted it as their responsibilities to help students to do their projects in cooperation with their peers. Considering item 5, it was indicted that about 94% of teachers prefer to ignore students' shortcomings in their projects, while only 5.60% of them did not accept it. About 72% of teachers believed that their responsibilities increase in project work; while only 16.70% showed their disagreement and 11% were undecided. Related to item 7, about 95% of teachers accepted it as their responsibility to ask students to use visual aids in their presentations, while only 5.60% disagreed it. The answers of teachers to item 8 showed that about 60% of teachers viewed it as their responsibility to ask students to prepare summaries while presenting their projects, and only 5.60% expressed their disagreement and about 33% were undecided. Different answers were obtained for item 9, so that about 72% of teachers agreed on evaluation of products and processes separately, while 16.70% and 11.10% were undecided and disagreed, respectively. Finally, the results for item 10 show that about 88% of teachers it is their responsibility to maintain class discipline while students are presenting their projects.

Overall, the majority of teachers recognized the following items as their responsibilities in online project-based learning: (1) determining and sharing the purpose of the projects with students, (2) preparing questions to help students' research, (3) explaining the steps students need to take in projects, (4) helping students to do their projects in cooperation with their peers, (5) ignoring the shortcomings of students in their projects, (6) increasing their responsibilities

in project work, (7) getting students to use supporting visual materials, (8) get students to prepare summaries while presenting their projects, (9) evaluating products and projects separately, and (10) maintaining the class discipline while students' presentations.

4.2.3.2. Instructors' Views on Students' Responsibilities in Online Project-Based Learning in Group B2

Considering the students' responsibilities in online project-based learning in the view of teachers, the following results were obtained for teachers in group A1 according to the results in table 4.1.

In B2 level teachers, it has been observed that they showed even more diverse viewpoints about online PBL practice, due to the increasing number of teachers (18 instructors). About 88% of teachers expressed their disagreement on item 1. Considering item 2, about 88% of teachers showed it as the responsibility of students to form tools relate to project research. On the other hand, about 55% of teachers believed that online projects increase students' creativity and motivation, while 5.60 and 38.90% of them were disagreed and undecided, respectively. The answers of teachers to item 4 shows that about 22% of them it is responsibility of students to create large discussion groups after each presentation, while 38.90 and 38.90% were disagreed and undecided, respectively. Relating to the existence of stricter disciple, about 77% of teachers disagreed on this issue, while 22% were undecided. Results for item 6 shows that about 77% of teachers accepted it as students' responsibilities to work in team and comply with the group, while only about 16% disagreed it. Considering item 7, about 60% of teachers believed that online project work strengthens students' experience and memory, while only 5.60% and 11.10% were disagreed and undecided, respectively. On the other hand, about 72% of teachers understood it was students'' responsibility to search for information about the projects and establish clear links with their previous knowledge learned. The answers to item 9 show that about 88% of teachers believed that projects encourage student to make decisions

and it is their responsibility to take their own decisions, while 11% were undecided. Lastly, about 60% of teachers believed that students have a sense of responsibility to perform takes and it is their responsibility to complete them successfully, while about 16% and 11% were disagreed and undecided respectively.

Considering the results obtained from second part of questionnaire related to teachers' view on students' responsibilities in online project-based learning, the following results can be inferred: (1) forming tools related to project research, (2) creating discussion groups after presentations, (3) working as a team and complying with it, (4) searching for information about projects, (5) making their own decisions in preparing the projects, and (6) performing the tasks successfully.

4.3. Answer Research Question 2

R Q.1: 2. What are the students' perceptions about contributions to online project-based learning?

a. What are perceptions of students about teacher's contribution to online project-based learning?

b. What are perceptions of students about their contributions to online project-based learning?

The questionnaire of Students' attitudes towards project-based learning was used to examine what are the perspectives of Turkish students about teachers and students' contributions to online project-based learning. This questionnaire consists of 20 items divided into two parts. The first part consists of 10 items related to students' perceptions about their contributions to online project learning, and the second part also consists of 10 items related to students' perceptions about teachers' contributions online project-based learning (Appendix II). The items of this questionnaire were rated with a five-point Likert Scale ranged from absolutely agree to absolutely disagree. This questionnaire was given to the teachers in three groups (A2, B1, and B2). Then the results obtained from this questionnaire were entered into SPSS program

to be analyzed statistically. It should be mentioned that the Cronbach alpha coefficient was calculated as .80 for this study indicating the relatively high internal consistency of the test items.

The frequency, percentage, arithmetic mean, and standard deviation were obtained by using SPSS software package. The results obtained from this questionnaire are used to answer the first question of this study. The results of analysis of this questionnaire are presented in the following in detail.

4.3.1. Students' Views on their and Instructors' Contributions to Online Project-Based Learning (Group A2)

The followings are the results obtained from the questionnaire relate to the students' views on contributions of both teachers and students in online project-based learning from group level A2.

Table 4.4. EFL students' attitudes on students and teachers' contributions to online project-based learning in group A2.

Students' attitudes on online project-based studies (A2)					
Student's contributions	Options	N	%	Mean	SD
1. We know why we do our projects.	Absolutely disagree	0	0.00	1.80	1.30
	Disagree	2	22.20		
	Undecided	1	11.10		
	Agree	3	33.30		
	Absolutely agree	3	33.30		
2. Projects allow me to look at the topic from different angles.	Absolutely disagree	0	0.00	1.80	2.49
	Disagree	1	11.10		
	Undecided	0	0.00		
	Agree	2	22.20		
	Absolutely agree	6	66.70		
3. With online projects, I learn better, and my learning is more permanent.	Absolutely disagree	1	11.10	1.80	1.64
	Disagree	0	0.00		
	Undecided	1	11.10		
	Agree	4	44.40		
	Absolutely agree	3	33.30		
4. We do the projects with the help of each other.	Absolutely disagree	0	0.00	1.80	2.05
	Disagree	0	0.00		
	Undecided	1	11.10		
	Agree	4	44.40		
	Absolutely agree	4	44.40		
5. Projects reduce my enthusiasm to produce new products.	Absolutely disagree	1	11.10	1.80	0.84
	Disagree	2	22.20		
	Undecided	3	33.30		
	Agree	2	22.20		
	Absolutely agree	1	11.10		
6. We conduct deep research on the subject while doing the projects.	Absolutely disagree	0	0.00	1.80	2.68
	Disagree	0	00.00		
	Undecided	0	0.00		
	Agree	3	33.30		
	Absolutely agree	6	66.70		
7. We discuss about the topic with our friends after the presentation of the projects.	Absolutely disagree	1	11.10	1.80	2.17
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	3	33.30		
	Absolutely agree	5	55.60		

8. I can do what I am told to do in projects.	Absolutely disagree	0	0.00	1.80	2.17
	Disagree	0	0.00		
	Undecided	1	11.10		
	Agree	5	55.60		
	Absolutely agree	3	33.30		
9. I do not prefer to do online projects unless I have to.	Absolutely disagree	2	22.20	1.80	0.84
	Disagree	1	11.10		
	Undecided	1	11.10		
	Agree	2	22.20		
	Absolutely agree	3	33.30		
10. I have the necessary environment at home where I can do the given projects. (computer, internet etc.)	Absolutely disagree	0	0.00	1.80	1.79
	Disagree	0	0.00		
	Undecided	3	33.30		
	Agree	2	22.20		
	Absolutely agree	4	44.40		
Instructors' contributions					
1. Our teacher determines the topics of projects by asking questions to us.	Absolutely disagree	0	0.00	1.60	3.05
	Disagree	0	0.00		
	Undecided	1	12.50		
	Agree	1	12.50		
	Absolutely agree	7	87.50		
2. Our teacher uses our views before determining the topic of the project.	Absolutely disagree	0	0.00	1.60	1.67
	Disagree	0	0.00		
	Undecided	2	25.00		
	Agree	2	25.00		
	Absolutely agree	4	50.00		
3. After the topic of the project is determined, our teacher prepares questions we need to investigate.	Absolutely disagree	0	0.00	1.80	1.79
	Disagree	0	0.00		
	Undecided	2	22.20		
	Agree	3	33.30		
	Absolutely agree	4	44.40		
4. Our teacher identifies the materials needed for the projects.	Absolutely disagree	0	0.00	1.80	2.17
	Disagree	0	0.00		
	Undecided	1	11.10		
	Agree	3	33.30		
	Absolutely agree	5	55.60		
5. After the selection of the project topic, our teacher informs us about the project topic.	Absolutely disagree	0	0.00	1.80	3.03
	Disagree	0	00.00		
	Undecided	0	00.00		

	Agree	2	22.20		
	Absolutely agree	7	77.80		
6. Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth.	Absolutely disagree	1	11.10	1.80	2.39
	Disagree	0	00.00		
	Undecided	1	11.10		
	Agree	1	11.10		
	Absolutely agree	6	66.70		
7. We discuss about the topic with our teachers after the presentation of the projects.	Absolutely disagree	1	11.10	1.80	1.30
	Disagree	0	0.00		
	Undecided	2	22.20		
	Agree	3	33.30		
	Absolutely agree	3	33.30		
8. The projects that our teacher gives in English lesson prevent me from learning better.	Absolutely disagree	3	33.30	1.80	0.84
	Disagree	1	11.10		
	Undecided	2	22.20		
	Agree	1	11.10		
	Absolutely agree	2	22.20		
9. Others (teachers, family, friends etc.) make the decisions that I should make about my duties while working on the projects	Absolutely disagree	1	11.10	1.80	0.84
	Disagree	1	11.10		
	Undecided	2	22.20		
	Agree	3	33.30		
	Absolutely agree	2	22.20		
10. Teachers carefully evaluate and grade our projects.	Absolutely disagree	0	0.00	1.80	2.49
	Disagree	0	00.00		
	Undecided	1	11.10		
	Agree	2	22.20		
	Absolutely agree	6	66.70		

As shown in table 4.4, students in group A2 consisting of 9 EFL students were asked to express their opinions about the contributions of both teachers and students to online project-based learning based on 20 items in the questionnaire for which they need to provide their ideas by the options of absolutely disagree, disagree, undecided, agree, and absolutely agree. According to the results obtained from this questionnaire for group A2, the following results were obtained related to the EFL students' views on teachers and students' contributions online project-based learning.

4.3.1.1. Students' Views on their Contributions to Online Project-based Learning (Group A2)

According to table 4.4, the following results can be extracted about students' views on their contributions to online project-based learning.

Considering item 1, 66.60% of students stated that they know why they do their projects, while 22.20% and 11.10% of them were disagreed and undecided on this item, respectively. About 88% of students expressed those projects allow them to look at the topic from different angles, and only 11.10% was disagreed. The answers of students to item 3 show that about 77% of students stated that online projects help them learn better and make it more permanent, while 11.10% and 11.10% of them were disagreed and undecided about this effect of online project-based learning. About 88% of students stated that they do projects with the help of each other, while only 11.10% were undecided. About the effect of projects on enthusiasm to produce new products, 33% of students expressed their disagreement, while 33% agreed on this effect and about 33% were also undecided. Related to item 6, all the teachers stated that they conduct deep research on the subject while doing the projects. About 89% of students expressed that they discuss about the topic with their friends after presentation of the projects and only 11% showed their disagreement. Considering the understanding of the projects, about 89% of them stated that they can do what they are told to do in projects, and only 11% were undecided. Considering item 9, about 55% of students expressed that they don't prefer to do online projects unless they must, while about 33% and 11% were disagreed and undecided, respectively. About the necessary environment and devices to do projects, about 66% of students expressed that they had necessary environment at home, while 33% of them were undecided.

Considering the answers of the students related to their contributions to online project-based learning, the study students confirmed the following issues as their contributions to online project learning: (1) they know why they do their projects, (2) projects allow them to look at the topic from different angles, (3) they learn better with online projects and these

projects make their learning more permanent, (4) they do the projects with the help of their peers, (5) they conduct deep research on the subject while doing the projects, (6) they discuss about the topic with their friends after presentation of the projects, (7) they can do what they are told to do in projects, and (8) they have necessary environment at home. However,

4.3.1.2. Students' Views on Instructors' Contributions to Online Project-Based Learning (Group A2)

Considering the teachers' contributions to online project-based learning in the view of students, the following results were obtained for students in group A1 according to the results in table 4.4.

Most students believed that it is their teacher who determined the topic of projects by asking questions to them. 75% of students stated that their teacher uses their views before determining the topic of the projects, while 25% of them were undecided. Related to item 3, about 77% of students expressed that their teacher prepares questions they need to investigate after determining the topic of the project, while 22% were undecided. About 89% of students stated that their teacher identifies the materials needed for the projects. Considering item 5, all of the students (100%) stated that their teacher informs them about the project's topic after selecting the project topic. Moreover, about 77% of students said that their teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth, while only 11.10% were disagreed. On the other hand, about 66% of students stated that they discuss about the topic with their teachers after presentation of the projects, while only 11.10% were undecided and 22.20% were undecided. About 44% of students expressed their disagreement on item 8 that projects prevent them from learning better, while about 33% were agreed and 22.20% were undecided. Related to item 9, about 55% of students states that others make decisions instead of them about their duties while working on the projects, while 22%

disagreed and 11.10% were undecided. Finally, about 89% of students stated that teachers carefully evaluate and grade their projects, and only 11% were undecided.

To put into the nutshell, the following can be considered as the contributions of teachers to online project-based learning in the view of students: (1) determining the topics of projects by asking questions to them, (2) using their views before determining the topic of the projects, (3) preparing questions they need to investigate, (4) identifying the materials needed for the projects, (5) informing them about the project topic after its selection, (6) providing initial information about the topic before giving the project, (7) discussing the topic with students after presentation of the projects, (8) making decisions about students' duties, and (9) evaluating and grading their projects.

4.3.2. Students' Views on their and Instructors' Contributions to Online Project-Based Learning (Group B1)

The followings are the results obtained from the questionnaire relate to the students' views on contributions of both teachers and students in online project-based learning from group level B1.

Table 4.5. EFL students' attitudes on students and teachers' contributions to online project-based learning in group B1.

Students' attitudes on online project-based studies (B1, 14 students)					
Student's contributions	Options	N	%	Mean	SD
1. We know why we do our projects.	Absolutely disagree	1	7.10	2.80	3.83
	Disagree	0	0.00		
	Undecided	0	0.00		
	Agree	9	64.30		
	Absolutely agree	4	28.60		
2. Projects allow me to look at the topic from different angles.	Absolutely disagree	1	7.10	2.80	3.03
	Disagree	1	7.10		
	Undecided	0	0.00		
	Agree	7	50.00		
	Absolutely agree	5	35.70		
3. With online projects, I learn better, and my learning is more permanent.	Absolutely disagree	1	7.10	2.80	2.77
	Disagree	0	0.00		
	Undecided	2	14.30		
	Agree	7	50.00		
	Absolutely agree	4	28.60		
4. We do the projects with the help of each other.	Absolutely disagree	1	7.10	2.80	3.27
	Disagree	1	7.10		
	Undecided	0	0.00		
	Agree	8	57.10		
	Absolutely agree	4	28.60		
5. Projects reduce my enthusiasm to produce new products.	Absolutely disagree	0	0.00	2.80	2.17
	Disagree	4	28.60		
	Undecided	5	35.70		
	Agree	4	28.60		
	Absolutely agree	1	7.10		
6. We conduct deep research on the subject while doing the projects.	Absolutely disagree	1	7.10	2.80	2.77
	Disagree	2	14.30		
	Undecided	0	0.00		
	Agree	7	50.00		
	Absolutely agree	4	28.60		
	Absolutely disagree	1	7.10	2.80	2.68
	Disagree	0	0.00		
	Undecided	3	21.40		

7. We discuss about the topic with our friends after the presentation of the projects.	Agree	7	50.00		
	Absolutely agree	3	21.40		
8. I can do what I am told to do in projects.	Absolutely disagree	0	0.00	2.80	24.09
	Disagree	0	0.00		
	Undecided	0	11.10		
	Agree	9	64.30		
	Absolutely agree	5	35.70		
9. I do not prefer to do online projects unless I have to.	Absolutely disagree	0	0.00	2.80	1.92
	Disagree	4	28.60		
	Undecided	5	35.70		
	Agree	3	21.40		
	Absolutely agree	2	14.30		
10. I have the necessary environment at home where I can do the given projects. (computer, internet etc.)	Absolutely disagree	0	0.00	2.60	2.70
	Disagree	1	7.70		
	Undecided	1	7.70		
	Agree	5	3.50		
	Absolutely agree	6	46.20		
Instructors' contributions					
1. Our teacher determines the topics of projects by asking questions to us.	Absolutely disagree	0	0.00	2.80	3.35
	Disagree	0	0.00		
	Undecided	2	14.30		
	Agree	8	57.10		
	Absolutely agree	4	28.60		
2. Our teacher uses our views before determining the topic of the project.	Absolutely disagree	0	0.00	2.80	2.68
	Disagree	0	0.00		
	Undecided	4	28.60		
	Agree	4	28.60		
	Absolutely agree	6	42.90		
3. After the topic of the project is determined, our teacher prepares questions we need to investigate.	Absolutely disagree	0	0.00	2.80	4.21
	Disagree	0	0.00		
	Undecided	1	7.10		
	Agree	10	71.40		
	Absolutely agree	3	21,40		
4. Our teacher identifies the materials needed for the projects.	Absolutely disagree	0	0.00	2.80	2.59
	Disagree	1	7.10		
	Undecided	2	14.30		
	Agree	6	42.90		
	Absolutely agree	5	35.70		
	Absolutely disagree	0	0.00	2.80	3.11

5. After the selection of the project topic, our teacher informs us about the project topic.	Disagree	2	14.30		
	Undecided	0	0.00		
	Agree	7	50.00		
	Absolutely agree	5	35.70		
6. Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth.	Absolutely disagree	0	0.00	2.80	3.35
	Disagree	0	0.00		
	Undecided	2	14.30		
	Agree	8	57.10		
	Absolutely agree	4	28.60		
7. We discuss about the topic with our teachers after the presentation of the projects.	Absolutely disagree	0	0.00	2.60	2.79
	Disagree	0	0.00		
	Undecided	2	15.40		
	Agree	6	46.20		
	Absolutely agree	5	38.50		
8. The projects that our teacher gives in English lesson prevent me from learning better.	Absolutely disagree	2	14.30	2.80	1.79
	Disagree	2	14.30		
	Undecided	2	14.30		
	Agree	6	42.90		
	Absolutely agree	2	14.30		
9. Others (teachers, family, friends etc.) make the decisions that I should make about my duties while working on the projects	Absolutely disagree	2	14.30	2.80	1.64
	Disagree	1	7.10		
	Undecided	4	28.60		
	Agree	5	35.70		
	Absolutely agree	2	14.30		
10. Teachers carefully evaluate and grade our projects.	Absolutely disagree	0	0.00	2.80	3.42
	Agree	0	0.00		
	Undecided	1	7.10		
	Agree	7	50.00		
	Absolutely agree	6	42.90		

As shown in table 4.5, students in group B1 consisting of 14 EFL students were asked to express their opinions about the contributions of both teachers and students to online project-based learning based on 20 items in the questionnaire for which they need to provid their ideas by the options of absolutely disagree, disagree, undecided, agree, and absolutely agree. According to the results obtained from this questionnaire for group B1, the following results

were obtained related to the EFL students' views on teachers and students' contributions online project-based learning.

4.3.2.1. Students' Views on their Contributions to Online Project-Based Learning (Group B1)

According to table 4.5, the following results can be extracted about students' views on their contributions to online project-based learning.

Considering item 1, about 93% of students stated that they know why they do their projects, while only 7.10% of them were disagreed on this item. About 85% of students expressed those projects allow them to look at the topic from different angles, and only 11.10% were disagreed. The answers of students to item 3 show that 78% of students stated that online projects help them learn better and make it more permanent, while 7.10% and 14.30% of them were disagreed and undecided about this effect of online project-based learning. About 85% of students stated that they do projects with the help of each other, while only 14.20% were disagreed. About the effect of projects on enthusiasm to produce new products, 28.60% of students expressed their disagreement, while about 35% agreed on this effect and about 35.7% were also undecided.

Related to item 6, 78% stated that they conduct deep research on the subject while doing the projects, and only 21% were disagreed. About 71% of students expressed that they discuss about the topic with their friends after presentation of the projects and only 21% were undecided. Considering the understanding of the projects, all of them (100%) stated that they can do what they are told to do in projects. Considering item 9, about 35% of students expressed that they don't prefer to do online projects unless they have to, while about 28% and 35% were disagreed and undecided, respectively.

The results of students related to the necessary environment and devices to do projects, about 81% of students expressed that they had necessary environment at home, only 15% them were undecided and disagreed.

Considering the answers of the students related to their contributions to online project-based learning, the study students confirmed the following issues as their contributions to online project learning: (1) they know why they do their projects, (2) projects allow them to look at the topic from different angles, (3) they learn better with online projects and these projects make their learning more permanent, (4) they do the projects with the help of their peers, (5) they conduct deep research on the subject while doing the projects, (6) they discuss about the topic with their friends after presentation of the projects, (7) they can do what they are told to do in projects, and (8) they have necessary environment at home.

4.3.2.2. Students' Views on Instructors' Contributions to Online Project-based Learning (Group B1)

Considering the teachers' contributions to online project-based learning in the view of students, the following results were obtained for students in group B1 according to the results in table 4.5.

Students' answers to item one shows that about 85% of students believed that it is their teacher who determined the topic of projects by asking questions to them. About 70% of students stated that their teacher uses their views before determining the topic of the projects, while 28% of them were undecided. Related to item 3, about 92% of students expressed that their teacher prepares questions they need to investigate after determining the topic of the project. 80% of students stated that their teacher identifies the materials needed for the projects. Considering item 5, 85% of students stated that their teacher informs them about the project's topic after selecting the project topic. Moreover, about 85% said that their teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth, and only 14% were undecided. On the other hand, about 84% of students stated that they discuss about the topic with their teachers after presentation of the projects, while only 15.40% were undecided. About 28% of students expressed their disagreement on item 8 that projects

prevent them from learning better, while about 56% were agreed and 14.30% were undecided. Related to item 9, about 50% of students stated that others make decisions instead of them about their duties while working on the projects, while 7% disagreed and 28% were undecided. Finally, 92% of students stated that teachers carefully evaluate and grade their projects, and only 7% were undecided.

In sum, the following can be considered as the contributions of teachers to online project-based learning in the view of students: (1) determining the topics of projects by asking questions to them, (2) using their views before determining the topic of the projects, (3) preparing questions they need to investigate, (4) identifying the materials needed for the projects, (5) informing them about the project topic after its selection, (6) providing initial information about the topic before giving the project, (7) discussing the topic with students after presentation of the projects, (8) making decisions about students' duties, and (9) evaluating and grading their projects.

4.3.3. Students' Views on their and Instructors' Contributions to Online Project-based Learning (Group B2)

The followings are the results obtained from the questionnaire relate to the students' views on contributions of both teachers and students in online project-based learning from group B2.

Table 4.6. EFL students' attitudes on students and teachers' contributions to online project-based learning in group B

Students' attitudes on online project-based studies (B2, 152 students)					
Student's contributions	Options	N	%	Mean	SD
1. We know why we do our projects.	Absolutely disagree	4	2.63	14.60	13.30
	Disagree	7	4.60		
	Undecided	18	11.84		
	Agree	70	46.05		
	Absolutely agree	51	33.55		
2. Projects allow me to look at the topic from different angles.	Absolutely disagree	8	5.26	14.20	12.01
	Disagree	8	5.26		
	Undecided	20	13.15		
	Agree	68	44.73		
	Absolutely agree	46	30.26		
3. With online projects, I learn better, and my learning is more permanent.	Absolutely disagree	35	23.02	14.40	6.30
	Disagree	19	12.49		
	Undecided	39	25.65		
	Agree	44	28.94		
	Absolutely agree	35	23.02		
4. We do the projects with the help of each other.	Absolutely disagree	8	5.26	14.20	10.85
	Disagree	5	3.28		
	Undecided	16	10.52		
	Agree	55	36.18		
	Absolutely agree	65	42.76		
5. Projects reduce my enthusiasm to produce new products.	Absolutely disagree	26	17.10	14.40	7.70
	Disagree	28	18.42		
	Undecided	36	23.68		
	Agree	44	28.94		
	Absolutely agree	16	10.52		
6. We conduct deep research on the subject while doing the projects.	Absolutely disagree	6	3.94	14.40	14.06
	Disagree	1	0.65		
	Undecided	23	15.13		
	Agree	65	42.76		
	Absolutely agree	55	36.18		
	Absolutely disagree	12	7.89	14.40	6.62
	Disagree	10	6.57		
	Undecided	23	15.13		

7. We discuss about the topic with our friends after the presentation of the projects.	Agree	53	34.86		
	Absolutely agree	52	34.21		
8. I can do what I am told to do in projects.	Absolutely disagree	1	0.65	14.40	16.27
	Disagree	2	1.31		
	Undecided	13	8.55		
	Agree	66	43.42		
	Absolutely agree	68	44.73		
9. I do not prefer to do online projects unless I have to.	Absolutely disagree	7	4.60	14.20	6.83
	Disagree	17	11.18		
	Undecided	60	39.47		
	Agree	39	25.65		
	Absolutely agree	26	17.10		
10. I have the necessary environment at home where I can do the given projects. (computer, internet etc.)	Absolutely disagree	5	3.28	14.40	12.82
	Disagree	7	4.60		
	Undecided	17	11.18		
	Agree	64	42.10		
	Absolutely agree	57	37.49		
Instructors' contributions					
1. Our teacher determines the topics of projects by asking questions to us.	Absolutely disagree	2	1.31	14.40	15.27
	Disagree	2	1.31		
	Undecided	17	11.18		
	Agree	60	39.47		
	Absolutely agree	70	46.05		
2. Our teacher uses our views before determining the topic of the project.	Absolutely disagree	3	1.97	2.14.20	13.68
	Disagree	4	2.63		
	Undecided	12	7.89		
	Agree	58	38.15		
	Absolutely agree	72	47.36		
3. After the topic of the project is determined, our teacher prepares questions we need to investigate.	Absolutely disagree	2	1.31	14.20	11.82
	Disagree	6	3.94		
	Undecided	17	11.18		
	Agree	59	38.81		
	Absolutely agree	66	43.42		
4. Our teacher identifies the materials needed for the projects.	Absolutely disagree	4	2.63	14.00	12.98
	Disagree	4	2.63		
	Undecided	13	8.55		
	Agree	61	40.13		
	Absolutely agree	68	44.73		
	Absolutely disagree	2	1.31	14.20	15.96

5. After the selection of the project topic, our teacher informs us about the project topic.	Disagree	2	1.31		
	Undecided	9	5.92		
	Agree	62	40.78		
	Absolutely agree	75	49.34		
6. Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth.	Absolutely disagree	2	1.31	14.20	13.59
	Disagree	2	1.31		
	Undecided	24	15.78		
	Agree	64	42.10		
	Absolutely agree	58	38.15		
7. We discuss about the topic with our teachers after the presentation of the projects.	Absolutely disagree	4	2.63	14.20	12.15
	Disagree	7	4.60		
	Undecided	18	11.84		
	Agree	61	40.13		
	Absolutely agree	60	39.47		
8. The projects that our teacher gives in English lesson prevent me from learning better.	Absolutely disagree	22	14.47	14.20	14.27
	Disagree	18	11.84		
	Undecided	51	33.55		
	Agree	33	21.71		
	Absolutely agree	26	17.10		
9. Others (teachers, family, friends etc.) make the decisions that I should make about my duties while working on the projects	Absolutely disagree	13	8.55	14.20	7.12
	Disagree	26	17.10		
	Undecided	44	28.94		
	Agree	36	23.68		
	Absolutely agree	31	20.39		
10. Teachers carefully evaluate and grade our projects.	Absolutely disagree	2	1.31	14.00	14.44
	Agree	1	0.065		
	Undecided	16	10.52		
	Agree	57	37.49		
	Absolutely agree	74	48.68		

As shown in table 4.6, students in group B2 consisting of 152 EFL students were asked to express their opinions about the contributions of both teachers and students to online project-based learning based on 20 items in the questionnaire for which they need to provide their ideas by the options of absolutely disagree, disagree, undecided, agree, and absolutely agree. According to the results obtained from this questionnaire for group B2, the following results

were obtained related to the EFL students' views on teachers and students' contributions online project-based learning.

4.3.3.1. Students' Views on their Contributions to Online Project-Based Learning (Group B2)

According to table 4.6, the following results can be extracted about students' views on their contributions to online project-based learning.

Considering item 1, about 80% of students stated that they know why they do their projects, while only 7% of them were disagreed on this item and 11.84% were undecided. About 74% of students expressed that the projects allow them to look at the topic from different angles, and only 10 % and 13% were disagreed and undecided, respectively. The answers of students to item 3 show that about 51% of students stated that online projects help them learn better and make it more permanent, while 35% and 25% of them were disagreed and undecided about this effect of online project-based learning. About 78% of students stated that they do projects with the help of each other, while only 8% were disagreed and 10% was undecided. About the effect of projects on enthusiasm to produce new products, 41% of students expressed their disagreement, while about 39% agreed on this effect and about 23% were also undecided. Related to item 6, 78% stated that they conduct deep research on the subject while doing the projects, and only 1% and 15% were disagreed and undecided, respectively. About 69% of students expressed that they discuss about the topic with their friends after presentation of the projects and only 14% and 15% were disagreed and undecided. Considering the understanding of the projects, 88% of students stated that they can do what they are told to do in projects and only about 2% and 8% were disagreed and undecided, respectively. Related item 9, about 42% of students expressed that they do not prefer to do online projects unless they must, while about 11% and 39% were disagreed and undecided, respectively. The answers of students related to the necessary environment and devices to do projects, about 80% of students expressed that

they had necessary environment at home, only 11% and 7% them were undecided and disagreed.

Overall, considering the answers of the students related to their contributions to online project-based learning, the study students confirmed the following issues as their contributions to online project learning: (1) they know why they do their projects, (2) projects allow them to look at the topic from different angles, (3) they learn better with online projects and these projects make their learning more permanent, (4) they do the projects with the help of their peers, (5) they conduct deep research on the subject while doing the projects, (6) they discuss about the topic with their friends after presentation of the projects, (7) they can do what they are told to do in projects, and (8) they have necessary environment at home.

4.3.3.2. Students' Views on Instructors' Contributions to Online Project-Based Learning (Group B2)

Considering the instructors' contributions to online project-based learning in the view of students, the following results were obtained for students in group B2 according to the results in table 4.6

Students' answers to item 1 shows that about 85% of students believed that it is their teacher who determined the topic of projects by asking questions to them. Also, about 85% of students stated that their teacher uses their views before determining the topic of the projects, while only about 4% and 7% of them were disagreed and undecided.

Related to item 3, about 81% of students expressed that their teacher prepares questions they need to investigate after determining the topic of the project. Moreover, 84% of students stated that their teacher identifies the materials needed for the projects. Considering item 5, 89% of students stated that their teacher informs them about the project's topic after selecting the project topic. On the other hand, about 77% said that their teacher provides preliminary

information about the topic before giving the project so that it can be discussed in depth. About 79% of students stated that they discuss about the topic with their teachers after presentation of the projects, while only 7% and 11% were disagreed and undecided. About 25% of students expressed their disagreement on item 8 that projects prevent them from learning better, while about 38% were agreed and 33% were undecided. Related to item 9, 43% of students stated that others make decisions instead of them about their duties while working on the projects, while 25% disagreed and 28% were undecided. Finally, 85% of students stated that teachers carefully evaluate and grade their projects, and only 1% and 10% were disagreed and undecided.

In sum, the following can be considered as the contributions of teachers to online project-based learning in the view of students: (1) determining the topics of projects by asking questions to them, (2) using their views before determining the topic of the projects, (3) preparing questions they need to investigate, (4) identifying the materials needed for the projects, (5) informing them about the project topic after its selection, (6) providing initial information about the topic before giving the project, (7) discussing the topic with students after presentation of the projects, (8) making decisions about students' duties, and (9) evaluating and grading their projects.

CHAPTER FIVE

DISCUSSION

5.1. Discussion

In this chapter, conclusions are reached based on existing literature comments and findings from quantitative data collected during the study, and they are discussed based on the study's findings. The findings will be analyzed and assessed in terms of their practical and pedagogical consequences in the teaching of a foreign language to EFL preparatory students in Turkish universities through online project-based learning. Suggestions for further research will be also made based on the findings. To begin, the findings based on quantitative data obtained from questionnaires will be discussed in relation to the study topics.

5.2. What are Instructors' Perceptions about Online Project-based Learning?

To investigate Turkish EFL instructors' perceptions about online project-based learning in universities in Turkey, a questionnaire consisting of two sections (section 1 consisted of 10 items related to teachers' responsibilities and section 2 consisted of 10 items related to students' responsibilities in the view of teachers) were applied. The discussion of the findings of this questionnaire are presented in this part as follows.

5.2.1. What are Instructors' Views about their Own Responsibility in Online Project-based Learning?

This questionnaire was administrated into three groups, including Group A2, Group B1, and Group B2. The findings from this questionnaire shed light on the effectiveness of online project-based learning for Turkish preparatory EFL students in the view of Turkish EFL teachers' and students' responsibilities in online project-based learning. As a result, the data in this part is discussed.

With the aim of investigating the attitudes of EFL learners towards online project learning in terms of teacher and student's responsibilities, the questionnaire was administrated with 26 teachers in Istanbul, Turkey. These teachers were taught to three different classes in different levels of English language proficiency. Therefore, there were totally three groups in this study (i.e. Group A2, Group B1, and Group B2) whose results obtained from the questionnaire are shown in table 5.1.

Table 5.1. Teachers' view on their responsibilities in online project-based learning for three groups.

Group A2	**Group B1**	**Group B2**
determining and sharing the purpose of the projects with students	determining and sharing the purpose of the projects with students	determining and sharing the purpose of the projects with students
preparing questions to help students' research	preparing questions to help students' research	preparing questions to help students' research
explaining the steps in the projects to the students	explaining the steps in the projects to the students	explaining the steps students need to take in projects
helping students to do the projects in cooperation with their peers	helping students to do the projects in cooperation with their peers	helping students to do their projects in cooperation with their peers
ignoring the shortcomings of students in their projects	ignoring the shortcomings of students in their projects	ignoring the shortcomings of students in their projects
getting students to use visual aids	getting students to use visual aids	getting students to use visual aids
get students to prepare summaries while presenting their projects	evaluating products and processes separately	get students to prepare summaries while presenting their projects
evaluating products and processes separately	maintaining the class discipline while presenting the projects	evaluating products and projects separately
maintaining the class discipline while students' presentations	maintaining the class discipline while students' presentations	maintaining the class discipline while students' presentations

As table 5.1 shows, almost all teachers in three A2, B1, and B2 groups recognized the tasks above as their responsibilities in online project-based learning and had a positive view about online project-based learning. As revealed in the findings, determining and sharing the purpose of the projects with students, preparing questions to help students' research, explaining the steps in the projects to the students, helping students to do the projects in cooperation with

their peers, ignoring the shortcomings of students in their projects, getting students to use visual aids, evaluating products and processes separately, get students to prepare summaries while presenting their projects , and maintaining the class discipline while presenting the projects are responsibilities that teachers in all three groups agreed on them as their responsibilities in online project-based learning. Totally, from the answers of teachers to the items in the questionnaire it can be inferred that teachers prefer to lead students through the learning process rather than explicitly instructing them on the material and help students to work in cooperation with their peers. These findings are in accordance with the findings of Avşar (2017) who conducted a study on investigating the implementation of project-based learning in Turkey. His results indicate that in online project-based learning, they are students that take the responsibility of learning during the learning process, and they are only guided and directed by their teachers to do the projects in a teamwork style. Boss (2018) also defines the following roles for teachers in project-based learning that are in line with the finding of this study. According to Boss (2018), teachers play the role of a facilitator in project-based learning that facilitate learning with using technology to support students' achievement, they manage activities and use strategies for improving teamwork and integrating tools, and they also ask students' opinions in designing and improving the projects that all these roles were identified as teachers' responsibilities through teachers' answers to items in the questionnaire. Larmer, Mergendoller, and Boss (2015) also define same responsibilities for teachers in project-based learning, including designing and panning projects with allowing for some degree of student's voice and choice in this process, promoting students' independence and team spirit, working with students, engaging in learning and creating and coaching students as well as assessing students learning.

Barbetta, Norona, and Bicard (2005) state that "as instructors, one of our primary tasks is to assist our pupils in learning." In chaotic surroundings, learning is difficult." Excellent classroom management has a significant impact on how all students behave while executing a

task. As a result, when students work on a task in a classroom that uses a project-based learning technique, learning becomes simpler and bad behaviors may diminish (Ward, 2015).

5.2.2. What are Perceptions of EFL Instructors about Students' Responsibility in Online Project-Based Learning?

According to the results obtained from the teacher's views on teacher and student's responsibilities in online project-based learning, the following results can be considered as an answer to the question "what are teacher's views on student's role in online project-based learning?", which are shown in table 5.2.

Table 5.2. Teachers' view on students' responsibilities in online project-based learning for three groups.

Group A2	**Group B1**	**Group B2**
form tools related to project research	students are responsible to form tools related to project research,	forming tools related to project research
working as a team and comply with it	students are not responsible to hold discussion groups after presentations	creating discussion groups after presentations
searching for information about the projects	students need to work as a team and comply with it	working as a team and complying with it
making their own decisions as a part of their responsibilities	students are responsible to search for information about the projects	searching for information about projects
having sense of responsibility and performing tasks successfully	students are responsible to make their own decisions in preparing the projects,	making their own decisions in preparing the projects
	students are responsible to perform the required tasks successfully.	performing the tasks successfully

As seen in Table 5.2, teachers in 3 groups were asked to provide their opinions on 10 items within the spectrum of absolutely agree, agree, undecided, disagree, and absolutely disagree choices. According to the findings, the following judgments can be concluded from their answers related to students' responsibilities in online project-based learning.

According to table 5.2, almost all teachers in three A2, B1, and B2 groups recognized the tasks above as students' responsibilities in online project-based learning. As revealed in the findings, forming tools related to project research, working as a team, searching for information about the projects, making their own decisions as a part of their responsibilities, having a sense of responsibility and performing tasks successfully, and creating discussion groups after presentations are responsibilities that teachers in all three groups agreed on them as students' responsibilities in online project-based learning. In sum, from the answers of teachers to the items in the questionnaire it can be stated that teachers recognize these responsibilities for students in their learning process in online project-based learning and they recognize the teamwork nature of doing projects in this method of learning. These findings again are in an agreement with the findings form the study conducted by Ozgur Avsar (2017). In his study, he revealed that throughout the course of the project, students take these kinds of responsibilities for their own learning. Yurttepe (2007) also states that in project-based learning the main purpose is to help students acquire skills and discover their learning type and method, work cooperatively and taking part in activities after determination of questions by their teachers that are considered as their responsibilities.

5.3. What are Students' Perceptions about Online Project-based Learning?

For the purpose of investigating Turkish EFL students' perceptions about online project-based learning in terms of teachers and students 'contributions to online project-based learning, a questionnaire consisting of two sections (section 1 consisted of 10 items related to students' contributions and section 2 consisted of 10 items related to teachers' contributions in the view of students) were applied. The discussion of the findings of this questionnaire are presented in this part as follows.

5.3.1. What are Students' Views about their Contributions to Online Project-based Learning?

A questionnaire related to the students' views on their and instructors' contributions to online project-based learning was also administrated to 175 students into three groups, including Group A2, Group B1, and Group B2. The findings from this questionnaire shed light on the effectiveness of online project-based learning for Turkish preparatory EFL students in terms of teacher and students' contributions to online project-based learning and their results are shown in table 5.3 and discussed here in detail.

Table 5.3. Students' view on their contributions to online project-based learning for all three groups.

Group A2	**Group B1**	**Group B2**
they know why they do their projects	they know why they do their projects	they know why they do their projects
projects allow them to look at the topic from different angles	projects allow them to look at the topic from different angles	projects allow them to look at the topic from different angles,
they learn better with online projects and these projects make their learning more permanent	they learn better with online projects and these projects make their learning more permanent	they learn better with online projects and these projects make their learning more permanent
they do the projects with the help of their peers	they do the projects with the help of their peers	they do the projects with the help of their peers
they conduct deep research on the subject while doing the projects	they conduct deep research on the subject while doing the projects	they conduct deep research on the subject while doing the projects
they discuss about the topic with their friends after presentation of the projects	they discuss about the topic with their friends after presentation of the projects	they discuss about the topic with their friends after presentation of the projects
they can do what they are told to do in projects	they can do what they are told to do in projects	they can do what they are told to do in projects
they have necessary environment at home	they have necessary environment at home	they have necessary environment at home

As table 5.3 shows, the majority of students in three A2, B1, and B2 groups recognized the tasks above as their contributions online project-based learning and had also a positive view about online project-based learning. However, in items 5 and 9 have been used to double-check their views and some confusions are detected. This might indicate that students have

subconsciously negative views about PBL practice. As revealed in the findings, knowing why they do their projects, looking at the topic from different angels through doing projects, learning better with online project and making their learning more permanent, doing projects with the help of their peers, conducting deep research on the subject while doing the projects, discussing about the topic with their friends after presentation of the projects, doing what they are told to do in projects, and having necessary environment at home are contributions that students in all three groups agreed on them as their contributions to online project-based learning. In sum, from the answers of students to the items in this questionnaire it can be inferred that students know what they need to do in completing the projects, and actively contribute to doing online projects and doing the projects in cooperation with their peers, conducting research on the subject, and discussing the topics with their peers

These findings are again in accordance with the findings of Avşar (2017) who concluded that students know their responsibilities and contributions and cooperative with their classmates to do the projects. In another study conducted by Sulaiman (2011), it was concluded that students learn to get more information online and do deep research on the topics of projects that is in line with the findings of this study.

5.3.2. What are Perceptions of Students about Instructors' Contributions to Online Project-Based Learning?

According to the results obtained from the students' views on teacher and student's contributions online project-based learning, the following results can be considered as an answer to the question "what are students' views on teachers' contributions to online project-based learning?", that are shown in table 5.4.

Table 5.4 Students' view on teacher's contributions to online project-based learning for three groups.

Group A2	**Group B1**	**Group B2**
determining the topics of projects by asking questions to them	determining the topics of projects by asking questions to them	determining the topics of projects by asking questions to them
using their views before determining the topic of the projects	using their views before determining the topic of the projects	using their views before determining the topic of the projects
preparing questions they need to investigate	preparing questions they need to investigate	preparing questions they need to investigate
identifying the materials needed for the projects	identifying the materials needed for the projects	identifying the materials needed for the projects
informing them about the project topic after its selection	informing them about the project topic after its selection	informing them about the project topic after its selection
providing initial information about the topic before giving the project	providing initial information about the topic before giving the project	providing initial information about the topic before giving the project
discussing the topic with students after presentation of the projects	discussing the topic with students after presentation of the projects	discussing the topic with students after presentation of the projects
making decisions about students' duties	making decisions about students' duties	making decisions about students' duties
evaluating and grading their projects	evaluating and grading their projects	evaluating and grading their projects

As seen in Table 5.4, students in 3 groups were asked to provide their opinions on 10 items within the spectrum of absolutely agree, agree, undecided, disagree, and absolutely disagree choices. According to the findings, the following judgments can be concluded from their answers related to teachers' contributions to online project-based learning.

According to table 5.4, most students in all three A2, B1, and B2 groups recognized the tasks above as their teacher's contributions to online project-based learning. As revealed in the findings, (1) determining the topics of projects by asking questions to them, (2) using their views before determining the topic of the projects, (3) preparing questions they need to investigate, (4) identifying the materials needed for the projects, (5) informing them about the project topic after its selection, (6) providing initial information about the topic before giving

the project, (7) discussing the topic with students after presentation of the projects, (8) making decisions about students' duties, and (9) evaluating and grading their projects are contributions that teachers have in online project-based learning. Therefore, from the answers of students it can be concluded that students view their teacher as a guidance who determines the project's topic by asking their opinions, giving directions to them to do their research, determines the necessary tool and information they need to have in hand to do the projects, and evaluates their activities. These findings about teacher's contributions to online project-based learning is in line with Block (2015) and Lakey (2010) who recognize the following tasks and contributions for teacher to project-based learning, including designing and providing questions to farm the learning, increase students' participation in their learning process, and encourage students to develop ideas and questions of their own that they then pursue through projects they create.

CHAPTER VI

CONCLUSION & RECOMMENDATION

6.1. Conclusion

An overview of the current study, as well as its results and comments, are offered in this chapter, which is followed by implications for English language instruction and ideas for future research.

6.2. Conclusion and Discussion

Working on group projects, rather than individual ones, is at the heart of project-based education since it encourages students to take an active role in their education rather than just passively memorize facts and memorize answers. Although including projects in the curriculum is not a novel concept, project-based learning stands out since it is an entire educational approach rather than merely an addition to the lesson. Since today's students come from a diverse range of socioeconomic, cultural, and ethnic origins, and have varying degrees of aptitude, this method is becoming increasingly popular among educators. Individuals must be able to investigate, better themselves, speak publicly, solve issues, think creatively, and actively participate in individual and group tasks if they are to stay up with the rapid changes of the times. Students will only thrive in school if they can put these abilities into action and develop a desire to study. In addition to this, students must be able to construct their own self-learning procedures under the direction of their professors and work together when they encounter a challenge. Finally, these characteristics point to a modern educational system in which students take charge of their own education and teachers and parents work together to ensure that students get the most out of available technology tools to accelerate their learning. A greater emphasis on project-based learning in educational settings is therefore critical.

According to Doppelt (2003), students' desire to understand their field and their readiness to concentrate on their projects for extended periods of time show that they act as high achievers. According to research, there is direct and indirect evidence that project-based learning is more popular than conventional methods of education, and Thomas (2000) further claims that both students and instructors believe it to be a beneficial and effective instructional technique.

Tamim and Grant (2012) also stated that all the teachers are on board with project-based learning. Thus, they have a favorable view of it from a pedagogical standpoint. These teachers have a basic understanding of constructivism, but they lack the ability to conduct project-based learning in a systematic manner. Without any professional development in its specifics, they utilize project-based learning as effectively as they can. Due to this, project-based learning may not be used consistently, which may be explained by a lack of awareness of its advantages. This discrepancy might also be the result of divergent views on the ideal position to situate project-based learning in the educational process.

The current study, which sought to examine the views of both EFL instructors and students at preparatory school at a foundation university in terms of their responsibilities and contributions to online project-based learning, employed two distinct questionnaires, one for instructors and one for students, to elicit the necessary data for a deeper analysis. The two research questions below were the main focus of this study's major objective:

What are the EFL instructors' perceptions about online project-based learning?

1.1. What are perceptions of teachers about their own responsibility in online project-based learning?
1.2. What are perceptions of EFL instructors about their students' responsibility in online project-based learning?

2. What are the students' perceptions about contributions to online project-based learning?

    2.1. What are perceptions of students about their instructors' contribution to online project-based learning?

Considering first research question, according to the data collected from teachers' surveys aimed at eliciting their perspectives on project-based learning in terms of teacher and students' responsibilities, a questionnaire consisting of twenty items was used to elicit teachers' perspectives on responsibilities of both teachers and students in online project-based learning. Of the twenty statements directed at teachers for their opinions, nearly all received a common response ranging from agree to absolutely agree in terms of teacher and students' responsibilities, which clearly demonstrates that teachers are aware of these responsibilities and embrace project-based learning systems for a modern education system. According to the responses to first 10 items in this questionnaire directed at teachers evaluating their responsibilities throughout the project, it can be concluded that teachers recognized the following duties as their responsibilities: (1) determining and sharing the purpose of the projects with students, (2) preparing questions to help students' research, (3) explaining the steps in the projects to the students, (3) helping students to do the projects in cooperation with their peers, (4) ignoring the shortcomings of students in their projects, (5) getting students to use visual aids, (6) evaluating products and processes separately, (6) getting students to prepare summaries while presenting their projects , and (7) maintaining the class discipline while presenting the projects. Moreover, regarding the second part of questionnaire consisting of 10 items related to students' responsibilities in the view of teachers in online project-based learning, it can be concluded that all teachers almost recognized the following duties as students' responsibilities: (1) forming tools related to project research, (2) working as a team, (3) searching for information about the projects, (4) making their own decisions as a part of their responsibilities,

(5) having a sense of responsibility and performing tasks successfully, and (6) creating discussion groups after presentations. Overall, teachers value the constructivist elements of project-based learning. They incorporate it into their classes because of the advantages it has over the more conventional didactic method for the learning process. They start social learning, encourage students to use higher order thinking skills, demand that they create tangible products to demonstrate their knowledge, and measure learning outcomes outside the bounds of traditional testing. According to Duffy and Cunningham (2005), this is precisely what constructivism's literature says, given that it tries to construct knowledge from many viewpoints and within a social context. It depends on context and promotes self-awareness of knowledge and learning.

Regarding the second research question, which seeks to determine students' attitudes toward students and instructors' contribution to online, project-based learning using a questionnaire consisting of twenty items, it can be concluded that, students are somehow aware of teachers and students' contributions to online project-based learning. According to the responses to first 10 items in this questionnaire directed at students evaluating their contributions to project, it can be concluded that students recognized the following duties as their contributions to online project-based learning: (1) knowing why they do their projects, (2) looking at the topic from different angels through doing projects, (3) learning better with online project and making their learning more permanent, (4) doing projects with the help of their peers, (5) conducting deep research on the subject while doing the projects, (6) discussing about the topic with their friends after presentation of the projects, and (7) doing what they are told to do in projects. Moreover, regarding the second part of questionnaire consisting of 10 items related to teachers' contributions in the view of students in online project-based learning, it can be concluded that the majority of students recognized the following duties as teachers' contributions: (1) determining the topics of projects by asking questions to them, (2) using their

views before determining the topic of the projects, (3) preparing questions they need to investigate, (4) identifying the materials needed for the projects, (5) informing them about the project topic after its selection, (6) providing initial information about the topic before giving the project, (7) discussing the topic with students after presentation of the projects, (8) making decisions about students' duties, and (9) evaluating and grading their projects. Overall, it can be stated that in online project-based learning, students take an active role in their learning process and see their teacher as a facilitator and guidance who direct and help them during the process of doing projects and determines a clear roadmap step by step to help them to complete their projects successfully.

The analysis of data gathered through surveys indicates that project-based learning should be utilized more actively by educators for the current educational system. Teachers must first be prepared for the new system and told to abandon old methods of instruction before it can be put into practice. Furthermore, it is important to inform parents and other adults who are involved in learners' education about the advantages of project-based learning and to urge them to get involved by assisting students with their projects. To put into nutshell, in order to implement project-based learning effectively, it is possible to follow a two-step process, the first of which entails training and directing instructors who currently use traditional methods and techniques to gradually make the switch to the new, and the second of which involves training students who are currently being educated using these methods and techniques by professionals in the new methods and techniques' respective fields.

6.3. Educational Implications of the Study

Considering the results of these study, the following can be considered as this study implications:

1. Instructors that use project-based learning find it easier to hold their students' interest over the course of the class.

2. Working on online collaborative projects helps students to build new knowledge rather than simply share information with others.
3. Students become active builders and users of the language via the project work they complete. In other words, students are more engaged than instructors, and teachers are relegated to the role as facilitator.
4. The development of other abilities such as intellectual, and social should not be overlooked in addition to project-based learning instructional value because students, especially in elementary levels, are also developing a wide range of talents as they study.
5. Project-based learning should be taken into consideration by the authors of the textbooks. At the end of each course, they should assign students a little assignment to help them practice the skills they are learning.
6. Project-based learning should be communicated to instructors. Planned in-service training programs for language and other subject teachers can be a way to accomplish this.

6.4. Suggestions for Further Studies

In this section, we provide some ideas for more study on the subject. Firstly, the study's scope may be widened. PBL may be used in all grades of students to draw more accurate findings about its utility and efficacy. Therefore, to draw more accurate results, a more extensive and in-depth study may need to be conducted with more individuals.

Second, this study only used questionnaires to collect the data on the teacher and student's views on PBL in terms of teacher and student's responsibilities and contributions to online project-based learning. Therefore, it is possible to conduct survey and or interview with teachers, students, and additional people who have an interest in the topic. It is possible to learn more about foreign language instructors and students' viewpoints and experiences using PBL. However, this study was also limited by the fact that neither the instructors nor the students

evaluated via the two questionnaires had any prior project-based learning experience. It is likely that this study will provide information about the state of project-based learning today and act as a starting point for further investigation.

In addition, the present study only investigated the responsibilities and contributions of both teacher and students to online project-based learning for Turkish Preparatory students and did not consider the effect of online PBL on students' language development in all four language skills. Therefore, it is recommended to study the use of PBL in different areas of foreign language instruction in more diverse circumstances going forward.

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CURRICULUM VITAE

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WORK EXPERIENCE

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EXCHANGE PROGRAMS

2022 **:** Kodolanji Janos University, Hungary - Erasmus Staff Exchange

2010-2011 **:** Gimnazija Kranj, Slovenia – Comenius Assistantship

2009 **:** ESPN Zone - Baltimore, USA – Work and Travel

2007 **:** Kodolanji Janos University, Hungary - Erasmus Student Exchange

APPENDIX

Appendix I. Questionnaire of EFL instructors' attitudes on instructors' and students' responsibilities in online project-based learning.

EFL instructors' attitudes on online project-based studies:	**1**	**2**	**3**	**4**	**5**
Instructors' Responsibilities:					
1. I determine and share the purpose of the projects with the students.					
2. After the topic of the project is determined, I prepare questions to help students' research.					
3. I explain the steps students should take in the projects.					
4. I help students to do their projects in cooperation with their friends.					
5. I ignore the shortcomings of students in their projects.					
6. Teacher's responsibility increases in project work.					
7. In the presentation of the projects, I get students to use supporting visual materials.					
8. I get students to prepare summaries while presenting their projects.					
9. Products and processes are evaluated separately in the projects.					
10. Class discipline must always be maintained while students are presenting their projects.					
Students' Responsibilities:					
1. It is not necessary to take the opinions of the students while the topic of the projects is determined.					
2. Students form tools (map, figure, picture, model etc.) related to project research.					
3. Online projects increase student's creativity and motivation.					
4. Large discussion groups among students are created after each presentation.					
5. Students should be under more strict discipline than other forms of teaching while they are doing their projects.					
6. Students work as a team in online project-based studies; they comply with the group.					
7. With the online-project work, students do not forget immediately their experiences and learning; they remember them later.					
8. Students search for information about the project and establish clear links with previously learnt information.					
9. While preparing the projects, students are encouraged to make their own decisions as part of their responsibilities.					
10. Students have a sense of responsibility, and they perform the tasks that are required from them successfully.					

Appendix II. Questionnaire of EFL students' attitudes on instructors' and students' contributions to online project-based learning.

Students' attitudes on online project-based studies:	**1**	**2**	**3**	**4**	**5**
Students' contributions:					
1. We know why we do our projects.					
2. Projects allow me to look at the topic from different angles.					
3. With online projects, I learn better, and my learning is more permanent.					
4. We do the projects with the help of each other.					
5. Projects reduce my enthusiasm to produce new products.					
6. We conduct deep research on the subject while doing the projects.					
7. We discuss about the topic with our friends after the presentation of the projects.					
8. I can do what I am told to do in projects.					
9. I do not prefer to do online projects unless I have to.					
10. I have the necessary environment at home where I can do the given projects. (computer, internet etc.)					
Instructors' contributions:					
1. Our teacher determines the topics of projects by asking questions to us.					
2. Our teacher uses our views before determining the topic of the project.					
3. After the topic of the project is determined, our teacher prepares questions we need to investigate.					
4. Our teacher identifies the materials needed for the projects.					
5. After the selection of the project topic, our teacher informs us about the project topic.					
6. Our teacher provides preliminary information about the topic before giving the project so that it can be discussed in depth.					
7. We discuss about the topic with our teachers after the presentation of the projects.					
8. The projects that our teacher gives in English lesson prevent me from learning better.					
9. Others (teachers, family, friends etc.) make the decisions that I should make about my duties while working on the projects					
10. Teachers carefully evaluate and grade our projects.					

1 (Absolutely agree)
2 (Agree)
3 (Undecided)
4 (Disagree)
5 (Absolutely Disagree)

ETHICS COMMITTEE APPROVAL

T.C.

ALTINBAŞ ÜNİVERSİTESİ REKTÖRLÜĞÜ

Sayı : E-96136591-050.06.04-4998 28.04.2021

Konu : Kararlar

DAĞITIM YERLERİNE

Üniversitemiz Bilimsel Araştırma ve Yayın Etik Kurulu'nun 20.04.2021 tarihli ve 2021/8 sayılıtoplantısında alınan kararlar ekte yer almakta olup, bilgilerini ve gereğini rica ederim.

Prof.Dr. Çağrı ERHAN

Rektör

Ek:ETİK KURUL 2021-8 (2 sayfa)

Dağıtım:

Yüksekokullar Yabancı Diller Yüksekokulu

Müdürlüğüne

Öğretim Görevlisi İmran ÖZCAN

Prof.Dr. Ahmet Ercan GEGEZ

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ALTINBAŞ ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMA VE YAYIN ETİK KURUL TOPLANTISI KARAR TUTANAĞI

Toplantı No: 2021/8 Toplantı Tarihi: 20/04/2021 Toplantı Yeri: Çevirim içi

Kurul Başkan ve Üyeleri:

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Kararlar:

1. Yabancı Diller Yüksekokulu bünyesinde görev yapmakta olan Öğr. Gör. İmran Özcan'ın "Exploring the Attitudes of Preparatory School Instructors and Students Towards Online Project-Based Learning (İngilizce Öğretim Görevlilerinin ve Üniversite Hazırlık Sınıfı Öğrencilerin İnternet Üzerinden Proje Temelli Öğrenme ile İlgili Tutumlarının İncelenmesi)" başlıklı yüksek lisans tezi kapsamında Üniversitemiz Hazırlık Okulu öğrencilerine ve öğretim görevlilerine anket uygulamak suretiyle veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen kişilerden anket yoluyla veri toplanmasında etik açıdan herhangi bir sakınca bulunup bulunmadığı" hususuyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, öneride etiğe aykırı unsurlar tespit edilmediğinden uygun bulunmasına ve Rektörlük Makamına arz edilmesine karar verildi.

2. İşletme Fakültesi Öğretim Üyeleri Prof. Dr. A. Ercan Gegez, Dr. Öğr. Üyesi Hande Begüm Bumin Doyduk ve Dr. Öğr. Üyesi Murad Canbulut tarafından yapılacak "Kriz Zamanlarında Tüketici Davranışlarındaki Değişimler: Türkiye Tüketici Sınıflandırması" başlıklı akademik çalışma kapsamında anket yoluyla veri toplama önerisi görüşüldü. Araştırmanın bilimsel içeriği, metodolojisi, orijinalliği ve kaynakları etik onay kapsamı dışında olup, başvuru sahibinin sunduğu belgeler ışığında "belirtilen kişilerden anket yoluyla veri toplanmasında etik açıdan herhangi bir sakınca bulunup bulunmadığı" hususuyla ilgili değerlendirme yapıldı. Bu yönüyle yapılan değerlendirmede, öneride etiğe aykırı unsurlar tespit edilmediğinden uygun bulunmasına ve Rektörlük Makamına arz edilmesine karar verildi.

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