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The Effect of Using Project-Based Learning on EFL Students' Achievement.

Nuha Mukhlef Ali*

College of Education for Women - Tikrit University

E.mail: nuhaa91mukhlef@gmail.com

Dr. Prof. Kanaan K. Hasan (ph)

College of Education for Women - Tikrit University

E.mail: K.hasan@tu.edu.iq

<p>Keywords:</p> <ul style="list-style-type: none">- project-based-learning-EFL-Students-Achievement <p>Article Info</p> <p>Article history: Received: 12-9-2021 Accepted: 6-10-2021 Available online</p>	<p>Abstract Project-Based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students drive their own learning through inquiry, as well as work collaboratively to research and create projects that reflect their knowledge. From gleaning new, viable technology skills, to becoming proficient communicators and advanced problem solvers, students benefit from this approach to instruction.</p> <p>The current study aims at:</p> <ol style="list-style-type: none">1. Finding out the Effect of Using project based learning on EFL intermediate school student's achievement in vocabulary.2. Finding out whether there are any statistical significant differences between the achievement of the experimental group and that of the control group in the post test.3. Find out whether there is any statistical significant difference between students' achievement at the recognition level on one hand, and their achievement at the production level, on the other hand in English vocabulary. <p>To carry out the study, the hypotheses are posed as the following:</p> <ol style="list-style-type: none">1. There is no any statistical significant difference between the mean scores of the experimental group's achievement and that of the control group in the post-test.2. There is no any statistical significant difference between the mean scores of students' achievement at the recognition level and
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* Corresponding Author: Nuha Mukhlef Ali, E.Mail: nuhaa91mukhlef@gmail.com
Tel: +9647706638337 , Affiliation: Tikrit University -Iraq

	<p>that at the production level in English idioms.</p> <p>To achieve the aims and verify the hypotheses above, Non Randomized experimental group pretest and posttest design has been chosen .The pupils have been taught during the academic year 2020-2021. A sample consists of (50) pupils in fourth preparatory at Al shorouk school distributed into two groups.</p> <p>Group (A) represents experimental group that includes (25) pupils are taught according to project Based learning strategy.</p> <p>Group (B) represents control group which also include (25) pupils who are taught according to the traditional method.</p> <p>Both groups have been equalized in such variables from Educational level of parent, English grades achievement in previous schooling year, and the pretest of both groups. A unified posttest which contains six questions are constructed to collect data. Face and content validity have been attained. Reliability coefficient has been verified by using the split- half and the Alpha – Cronbach methods.</p> <p>The items have been analyzed statistically, the discrimination power and difficulty level for each items have been calculated. Thus, the whole sample has been exposed to posttest. The data collecting from results of the posttest have been analyzed statistically by using T- test of two independent and paired samples formula. The results explain that there is a statistically significant difference in the mean scores of the experimental group who is taught according to project Based learning strategy and the control group who is taught by using the traditional method, also there is a statistically significant difference between the mean scores of the experimental group in pre –posttests achievement. Based on the results and obtained conclusions in this work, suitable recommendations and suggestions for further studies are put forward.</p>
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تأثير استخدام التعلم المعتمد على المشروعات العملية
في إنجازات طلاب اللغة الإنجليزية كلفة أجنبية.

نهى مخلف علي

ا.د. كنعان خضير حسن

كلية التربية للبنات - جامعة تكريت

<p>الخلاصة : التعلم المعتمد على المشروعات (PBL) هو نهج مبتكر للتعلم يعلم العديد من الاستراتيجيات الحاسمة للنجاح في القرن الحادي والعشرين. يقود الطلاب التعلم الخاص بهم من خلال الاستفسار ، بالإضافة إلى العمل بشكل تعاوني للبحث وإنشاء المشاريع التي تعكس معرفتهم. من اكتساب مهارات تقنية جديدة وقابلة للتطبيق ، إلى أن يصبحوا متصلين بارعين ومحللين متقدمين للمشكلات</p>	<p>الكلمات الدالة:-</p> <p>-المعتمد على المشروعات التعلم -الإنجليزية كلفة أجنبية</p>
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<p>، يستفيد الطلاب من هذا النهج في التدريس . تهدف الدراسة الحالية إلى: 1- معرفة تأثير استخدام التعلم القائم على المشروع على طلاب المدارس المتوسطة في اللغة الإنجليزية كلغة أجنبية في المفردات. 2- معرفة هل توجد فروق ذات دلالة إحصائية بين تحصيل المجموعة التجريبية وتحصيل المجموعة الضابطة في الاختبار البعدي. 3- اكتشاف ما إذا كان هناك فرق كبير بين تحصيل الطلاب على مستوى الاعتراف من ناحية ، وإنجازهم على مستوى الإنتاج ، من ناحية أخرى في مفردات اللغة الإنجليزية لإجراء الدراسة تطرح الفرضيات على النحو التالي 1- لا توجد فروق ذات دلالة إحصائية بين متوسطات درجات تحصيل المجموعة التجريبية ومتوسط درجات تحصيل المجموعة الضابطة في الاختبار البعدي. 2- لا توجد فروق ذات دلالة إحصائية بين متوسط درجات تحصيل الطلاب على مستوى الاعتراف وتلك على مستوى الإنتاج في المصطلحات الإنجليزية لتحقيق الأهداف والتحقق من الفرضيات أعلاه ، تم اختيار تصميم الاختبار القبلي والبعدي للمجموعة التجريبية غير العشوائية ، حيث تم تدريس التلاميذ خلال العام الدراسي 2020-2021. عينة مكونة من (50) تلميذة في الصف الرابع الاعدادي في مدرسة الشروق موزعين على مجموعتين المجموعة (أ) تمثل مجموعة تجريبية تضم (25) تلميذاً يتم تدريسهم وفق إستراتيجية التعلم المبني على المشروع المجموعة (ب) تمثل المجموعة الضابطة والتي تضم أيضاً (25) تلميذاً يتم تدريسهم بالطريقة التقليدية تم معادلة كلا المجموعتين في مثل هذه المتغيرات من المستوى التعليمي للوالد ، وتحصيل درجات اللغة الإنجليزية في العام الدراسي السابق ، والاختبار القبلي لكلا المجموعتين. يتم إنشاء اختبار لاحق موحد يحتوي على ستة أسئلة لجمع البيانات. تم الحصول على</p>	<p>-الطلاب -التحصيل</p> <p>معلومات البحث تاريخ البحث: الاستلام: 2021_9_12 القبول: 2021_10_6 التوفر على النت</p>
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صلاحية الوجه والمحتوى. تم التحقق من معامل الموثوقية باستخدام طريقة تقسيم النصف وطريقة ألفا كرونباخ
تم تحليل العناصر إحصائياً ، وتم حساب قوة التمييز ومستوى الصعوبة لكل عنصر. وبالتالي ، تم إخضاع العينة بأكملها للاختبار اللاحق. تم تحليل البيانات التي تم جمعها من نتائج الاختبار البعدي إحصائياً باستخدام اختبار T لصيغتين مستقلتين ومزدوجتين. أوضحت النتائج أن هناك فروق ذات دلالة إحصائية في متوسطات درجات المجموعة التجريبية التي يتم تدريسها وفق إستراتيجية التعلم القائم على المشروع والمجموعة الضابطة التي يتم تدريسها بالطريقة التقليدية ، كما يوجد فرق ذو دلالة إحصائية بين المتوسطين . درجات المجموعة التجريبية في تحصيل ما قبل الاختبار. بناءً على النتائج والاستنتاجات التي تم الحصول عليها في هذا العمل ، يتم تقديم التوصيات والاقتراحات المناسبة لمزيد من الدراسات.

1.0 Introduction:

1.1 problems of the study

Language is the most significant device which is used by customers to communicate with each other orally or written. English language is one of the most required languages on the earth, mainly because it is the language of information, technology, business, trade...etc (White, 1988:9).

Understanding vocabulary words and how they relate to the context is essential for an individual to master reading. The importance of vocabulary knowledge along with reading comprehension is a fundamental factor in reading proficiency because as the text becomes more difficult and complex, the readers' comprehension success becomes challenged. The understanding of word meanings and the use of decoding skills provide reading fluency, and improve comprehension skills. Difficulties that exist with vocabulary development consist of skills deficits in reading comprehension, word recall, fluency, traditional methods, decoding, and phonetics. A lack of vocabulary knowledge is the main barrier in front of student to comprehend a text (Foil & Alber, 2002:131).

As it is known, the role of vocabulary in language acquisition is no more a controversial issue among scholars. However, which method to adopt is still a matter of debate. Learning a vocabulary item is not a simple process. It means much more than memorizing the word. It means recognizing its meaning when it occurs in context. Vocabulary items do not only have dictionary meanings but they have also stylistics collocative, connotative, figurative meanings and different forms in sentences. We can see these usages in context. The students cannot have an active vocabulary by memorizing the equivalents of the words in their mother tongue. Many teachers use this traditional way of teaching which is not meaningful. They do not

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

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

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

3-They cannot use the words for communication.

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

5- Vocabulary is generally taught by giving the new words as assignment to be done outside the classroom and a vast of time is consumed by explanation, definitions and long words lists instead of communicative activities. (Yildiz 2009:23)

As a result, students cannot learn new words permanently; they can forget them easily. They cannot recognize them in context and use them in real communication because of the traditional teaching method. In our study, these problems are tried to solve through Project-based learning. Project-based Learning engages students in gaining knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.(Ibid)

1.2 Aims of the study:

This study aims at

1. Finding out the Effect of using project based learning on EFL secondary school student's achievement in vocabulary.

2. Finding out whether there are statistical any significant differences between the achievement of the experimental group and that of the control group in the post-test.

3. Find out whether there is any statistical significant difference between students' achievement at the recognition level on one hand, and their achievement at the production level, on the other hand in English .

1.3 Hypotheses of the Study:

1. There is no any statistical significant difference between the mean scores of the experimental group's achievement and that of the control group in the post-test.

2. There is no any statistical significant difference between the mean scores of students' achievement at the recognition level and that at the production level in English idioms

1.4 Value of the study:

This study will be

1. Helping teachers to improve their vocabulary teaching techniques.

2. Encouraging teachers to use PBL activities with other English skills.

3. Encouraging teachers to improve PBL activities to use in other school Subjects.

4. Helping students to better learn new vocabulary.

5. Helping students to decrease the level of fear and stress toward learning vocabulary and English class in general.

1.5 Limits of the study

This study is limited to the following:

- 1) Fourth-year middle school students at Al-Shorouk School.
- 2) The unit one, two, and three of the 'English for Iraqi' textbook in the first semester of the academic year 2020-2021.
- 3) PBL strategies.

1.6 Procedures of the Study.

The researcher follows number of procedures in order to fulfill the aim of this study, they are:

- 1- The researcher chooses a sample of 50 students for the fourth year of preparatory school at Al Shorouk School.
- 2- Then the researcher will separate them into two groups (control and experimental) each group 25 students.
- 3- Both groups will be given pre-test to equalize their level in the English language; they should be same or near in the level.
- 4- Experimental group will be treated and teach on EFL vocabulary achievement by using project based strategies.
- 5- The two groups will take post-test in order to check the effect of using project based learning on EFL vocabulary achievement and how the methods and strategies improve their level.
- 6- The results of both tests will be collected and analyzed by using different statistical means then the two tests' results will be compared in order to reach to the conclusions of this study. , The researcher will give recommendations and suggestions.

1.7 Operationally Definition of Term:

1.7.1 Effects

Hornby (2000:97) states that “**effect**” is a change produced by an action or a cause; a result or an outcome. Nair and Bindu (2016:43) point out that the effect is the change that results when something happens such as an event, situation, or situation resulting from a particular cause.

The operationally definition of "effects" is the degree or levels to which the destination of an exercise are accomplishes and the degrees to which challenge understood.

1.7.2 Projects based learn strategy:

According to Hedge (2002), projects are extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning; the gathering of information through reading, listening, interviewing, and observing; group discussion of the information; problem solving; oral and written reporting; and display.

operationally definition of (PBL) as that Projects based learning strategy is the projects working which required student to use the 4 skills of speaks, listens, readied and writes in the 2nd language in carry's outs their projects assignment.

1.7.3 Achievement

Refer the accomplishments proficiencies of performances in a given skills or bodied of knowledge's (Goods and Markel, 1973:7).

Achievement refers "the mastery of what has been learned or the degree of acquisition achieved by an individual in any instructional material in a specific educational field"(Allam, 2000:305).

The operationally definition: It refers to the finals scores which intermediated schools student could get after study vocabulary by using the PBL.

1.7.4 E-Learning's:

Is a comprehensives term that describe learning done on a computers, usually connecting to a networks, giving pupils' opportunity to learn anytime and anywhere (Aristovnik et. al., 2017: 114).

The operationally definition of E-learning can be views as learn through electronics mean. It involves the acquisitions of knowledge's and skill use electronic technology such as computers and the internets. E-Learning refers to a set programs that uses more than one methods to transfers, communicated information in orders to activate learning outcomes by the interactions between both pupil and teachers.

SECTION TWO

Literature Review

2.1 concepts of project -based learning

PBL is learning's model that gives pupils an opportunity to learn by carrying out a project. The plan, implementation and evaluation of projects that apply in a real world beyond the classroom require students. This approach is focused on learners by asking one or more questions and working under the guidance of the teacher. A number of the advantages of project-based learning indicate that students can solve problems, make decisions and develop critical thinking during learning. (Affandi and Sukyadi, 2016:24)

According to Firwana (2016:12) Project-based education (PBL) is a built-in learning approach. It recognizes that teaching is not only a process in which knowledge is transmitted from teacher to learner. PBL is an activity that has a primary significance in task-based education; there is a certain kind of relation to the reality; completion of tasks is of some importance; and evaluation of task performance is in terms of the results of the task. Knowledge is shared by learners as well as teachers in this type of learning. One good aspect of project-based learning is that it moves away to student-centered classrooms and projects from traditional school-centered classrooms.

Markham (2003:31) defines it as structured teaching, method which engages students in accessing knowledge through multiple, complex multilayered steps about real questions, tasks and designed products.

Markham,(2011:38) Explains that it is an extended learning process which uses inquiry and challenge to stimulate development and skills management.

2.2 Project-Based vs. Traditional Instruction

Both traditional and project-based instruction may have the same course goals, objectives, and outcomes. Both have the same dilemma of getting students to learn the "need to know material" in a restricted time frame. Yet, there are several ways to distinguish between Traditional Instruction and PBL as tabulated by (Ziegenfuss, 2006:12)

Table
"Differences between Traditional Instruction and PBL"

PBL	Traditional
pupil-centered, helping all others and making learning easier	Teachers-Centered and teachers responsible for the learning
Constructing individual's knowledge's	Transmitting knowledge to a grouping
Focused on understanding of content	Focused on memorization of material

Profound Learning (through understanding of main concepts)	Surfaces learning (a little about a lot of concept)
Authentic learn in context	Learning out of contextual
Group Learning	Individuals learning
Performance-based assessments	Traditional Assessment

PBL is generally less structured than traditional, teacher-led classroom activities; in a project-based class, students often must organize their own work and manage their own time. Within the project based learning framework students collaborate, working together to make sense of what is going on. Project-based instruction differs from inquiry-based activity by its emphasis on collaborative learning. Additionally, Project-based instruction differs from traditional inquiry by its emphasis on students' own artifact construction to represent what is being learned. (Ziegenfuss, 2006:13)

Section Three

3. Methodology

3.1 The population and The Sample of the Study

3.1.1 The Population

The population can be defined as any set of items, individuals ...etc. that share some common and observable characteristics, and from which a sample can be taken (Richards and Schmitt 2010:443). Also Lehman and Mehrens (1971:18) refer to the population that all the specified groups of objects usually persons.

The population of the present study includes EFL pupils of preparatory fourth year in Al-Askari neighborhood Town in Kirkuk Government. The total number of fourth grade pupils' population is (170) as shown below.

Table (2)
Population of the study

NO.	Preparatory school	Number of pupils
1-	Al-manolia secondary school for girls	35
2-	Al-Hariri secondary school for girls.	48
3-	Al-Granada secondary school for girls.	37
4-	Al-shorouk secondary school for girls.	50
Total		170

3.1.2 The Sample

Lehmann and Mehrens (1971:18) define the sample is a smaller number of elements selected from a population and is hopefully representative of that population. While Fry, et al (2000:125) define the sample as a subgroup of a population.

The sample of this study consists of (50) pupils who have been chosen from fourth grade at Al-shorouk School for Girls in Kirkuk. (25) Pupils have been chosen to be the experimental group and (25) pupils have been chosen to be the control group. Section (A) has been chosen to be the experimental group. Section (B) has been chosen to be the control group.

Table (3)
The Sample of the study

Groups	Section	Number of pupils
Experimental	A	25
Control	B	25
Total		50

3.3 Application of the Experiment

The application of the experiment started on the 24th, January of 2021. On that date, the pre-test has been applied. The experiment has lasted for eight weeks. The lessons have been organized for two groups as two hours per-week. Two hours were allotted for administering and practice the project-based strategies in classroom for the experimental group while, the control group has been taught the same units the utilizing technique of teaching. Finally, posttest has been applied.

The researcher followed the following procedures in teaching the project-based strategies:

1-The working steps are clarified to make the pupils familiar enough with the background of what they are going to do. The working steps are demonstrated and clarified to make the pupils familiar enough with the background of what they are going to do. The researcher has been started with the project based Instruction strategy.

2-The researcher encourages the pupils to use English language inside the classroom and outside.

3-The pupils are provided with problem-solving activities and asked to work in pairs or in groups to share their ideas.

4- Helping students with time management.

5-The pupils have watched animations and educational videos and video stories from "you tube" which illustrate and explain English grammar subject matters concerned. The pupils here focus on the learning content to which they are exposed. Learning through an educational video helps to overcome individual differences among pupils. If the pupil does not absorb part of the videos, he can simply return it, which helps each pupil learn at his own pace.

6- Each pupil is given a CD which contains a video story to watch at home and asked to focus on the grammatical rules they see in the story. Then the pupils are asked to generate new patterns and write these in their notebooks in order to discuss with the teacher in the class on the next day.

7-Guessing activity is an activity in which pupils watch pictures and asked to guess and describe the pictures in one correct grammatical sentence using a specific tense.

8-Competitions are used as an activity to make pupils train and apply what they learned previously and to motivate them to actively engage in the classroom.

9- At the end, both groups are post-tested, and the results are analyzed.

3.4 Lesson Planning

Teaching is best when teachers can draw their courses according to students' needs, interests and abilities. The plan of the lesson depends on the subject that the teachers want to teach. Certain topics may require detailing plan, while others need a short overview (AL-Mutawa & Kailani, 1989: 140).

“According to Harmer (2000:12), a plan provides a frame working for lesson and forms overall. A good teacher is flexible and creative about what is going on in school, but they also needs to think about their heads and to has a destinations to reaching their students and know how they will improve”.

“Hillocks (1995: 125) Assert that the objectives of the planning process will be to inventing materials and activity involving pupils by using specific processes and strategies relevant to specific written tasks”

Prepared previously were the necessary lessons plan. The lesson planning for the control team will be developed according to teacher guide instructions. According to the PBL strategy, the experimental group lesson plan is developed.

3.5 Final Administration of Instruments

The post-tests are given in the same place and on the same day by two groups, experimentally and under control.

Exams took only (90) minutes to completely reply to the test. Two preparatory teachers helped the researchers to supervise the classroom and explained the question to the pupils.

SECTION FOUR

4. Analysis of Data and Discussion of Results.

4.1 Discussion of the Obtained Results

This studies aims to explore the impact of project-based Learning on the achievement of EFL students. It also tries to demonstrate whether 2 groups, the experimentally and the controlling group, are significantly different for the performance of the schools.

1. The pupils of the PBL-strategy experimentally groups obtain good results than the controlling groups, who were taught according to the traditionally strategies in this performance.

2. Collaborative writing among participants has been developed by project-based learning strategy. The exchange of ideas and the correction of mistakes in the achievement of projects were clear for students.

3. To participate in the projects was to share ideas, work together, write in groups and develop writing mechanics throughout the interaction.

4. The classroom changes from dry and timeless environment to a warm environmental full of student's focus, involvement and production. This gave the students a better environment for learning that reflected their many listening skills.

5. Through projects, students were able to learn the lessons through interaction and communication with their peers in the groups. The learning process was based on the project.

6. In comparison with the classic English, the project allowed pupils to become more motivates actives and cooperative in the English language classes.

7. Students and researchers have chosen the projects to suit the level of thinking and speech of the students. The projects have been simple and easy to learn.

8- The activity, technique and the range of training aids used in the experimentally contributed to the improvement of the students' competencies in four areas: listening, reading, writing and speaking.

9. Projects have allowed students to build self-confidence without embarrassment or fear in the appropriate use of language.

10. In addition, the researcher (the teacher too), found that projects increased the motivation of students and increased their interests in English lessons..

11. Using project-oriented teaching strategies, anon-threatened educational environmental has been created that promotes interactions amongst pupils and educators enhance communicational, collaboration and teamwork's.

12. The strategy has also allowed students to express themselves free by writing and presenting their project orally as their can participates according to their skills and teaching styles since the individual differences between students were taken into account.

13. It offered students the opportunity to share personal information with members of their group in order to arranging their idea and to achieving their project.

SECTION FIVE

1.5 Conclusions

In the light of the result of the study based in test observation during teaching and testing by the scientist, the following conclusions can be drawn:

1. The studies providing importantly data on the implementation in English teaching of the PBL strategy. The results from the studies providing strong evidences of higher accomplishment in the 4 fields of "listening, reading, writing, speech" and languages: "vocabulary and grammar" in projects-based learning strategy. That was done by the traditional method.

2. In the context of this study, PBL doesn't simply have more positives affected on the academics level of students' performance, and has a better impact on the academically risk-taking, problems resolution and creative thinker capabilities of students. As pupils was exposed to ranges of skill and skill, examples collaborations, projects planning, decisions make, critically thinking and times managements in the project-based learning environmental. Cooperative learning enabled students to bounce each other's ideas, express their pinioning and negotiates solution.

3. Projects-oriented learning strategies enabled pupils to teach how to designs, carries on and evaluates a projects that requiring long term efforts in an authentic, challenged, multidisciplinary environmentally and to learns how to work, individually as well as in groups, with minimal external guidance to gain self-reliance, personal responsibility.

4. The students' motivation for learning and competition among the students has been enhanced by PBL strategy. In the course of the project, students competed with others friendly and tried hard to succeed.

5. The students played a number of roles in the class as thinkers, solvers and scientists through project based learning strategy. These roles have helped them to learn and use English in different situations more easily.

6. PBL strategies have given student pleasures, excitement and variations that is important sufficient to make a positive impact on students' performance. As pupils felts the pleasures of produced and showing something else that made them feel valuables, competent and knowledge?

7. The investigator also realized that the PBL strategies helped the students to acquire every skill such as intellectually, socials, emotionally and morally skills which were the qualifications that the students needed to development during schools training.

5.2 Recommendations

1. PBL strategies when teaching English is strongly recommending.

2. Professors should avoid classes centered on teachers and promote classes focused on students. Teachers should therefore recognize that the development of English skills in students and language areas is important for the project-driven learning strategy.

3. Teachers should know the needs and abilities of their students and help them to select the right projects.

4. School and classroom environmental should be providing with motivating equip mentally to enhance students' enthusiasm and increase their interest.

5. The use of PBL strategies in teach encouragement student to work more cooperatively and actively.

6. Project-oriented learning strategy encourages creativity and helps students to understand thoughts more highly than to teach by means of memorization.

7. The project-based learning strategy allows disabled students to overcome their disabilities.

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