

The learners supervise and direct their learning and projects on their own.
The projects should be carried out based on real situations.
After completing projects, PB+ learners should make a connection between what they have learned and what they will encounter in the world outside of school. Besides the benefits of PB+

as the " a*or learning " aterial ! ue to the easy)to)follo\$ organi;ation- iRO language ! iffcully (Orashen- 071D)- an! ! iverse han! s)on activities'

#able 0

T. e #str, \$tiona #Met. b. s an d Pro e. d. Res ór t. e E (peri)enta #an d *ntro % #ro. \$s

	Control Group	Experimental Group
#e&tboo% content (Presentation matters)	Unit 0A #he foun! ation for presentations Unit 8A SellSSellSSellS Unit 2A /eveloping a " essage Unit HA /elivering your " essage Unit DA (a%ing it visual Unit IA Su" " ing Up Unit PA #ea" \$or%	Unit 0A #he foun! ation for presentations Unit 8A SellSSellSSellS Unit 2A /eveloping a " essage Unit HA /elivering your " essage Unit DA (a%ing it visual Unit IA Su" " ing Up Unit PA #ea" \$or%
#e&tboo% Activity	: riting Activity 0' : rite a cover letter' 8' Please select one of your favorite #ai\$an celebrities an! \$rite hisB her resu" e' 2' /esign your business car! ' Speaking Activity 0' /escribe your uality in 8 " inutes- such as conf! ence- reliability- a" bition- tea" \$or%- an! others'	

The experimental group students were required to participate in group discussions, oral presentations, and ESP projects (see appendix B) for the control group, the students only took part in group discussions and answered questions from the textbooks. For the two groups, the online learning management platform was used to announce assignments and to roll calls. The experimental groups' ultimate skills, the students were also asked to apply different tools to present their ESP projects, including PowerPoint slides, video recordings, and using software, and so forth. The course for the two groups was conducted for 01 semester (a total of 099 minutes per semester), and the instructional materials and procedures are presented in table 0.

\$

Two different questionnaires and a post-interview were used in this study. Both quantitative and qualitative data were collected and analyzed to yield more convincing and holistic findings.

This present study adopted the pre and post questionnaires to explore the participants' levels of self-learning and self-efficacy. The pre and post questionnaires were identical, containing three parts (see appendix 3). In the first part, items (adapted from 5 and 6 - 0779 - p. 818) were included to collect the participants' demographic information and previous learning experience. The 01 items of the second part adapted from Chen (8908) were to examine the participants' English self-learning before and after the 01 semester study. The third part of the questionnaire included 07 items (adapted from (Ullrich et al., 0771M; Wang et al., 8902) reporting their English self-efficacy levels. The calculated reliability coefficient (Cronbach α) was .71 for self-learning and .71 for self-efficacy.

\$ ()

Secondary structure interviews were held after the questionnaire collection to uncover the participants' innermost feelings and thoughts about the English instruction and ESP projects. The ten interviewees voluntarily participated in the interview, which was conducted in (an) Arabic Chinese. All the contents of the interviews were recorded and transcribed for further analysis.

()

data collection took place over four months from 4th to 14th August 2001.

Percentages values larger than 8'87 are considered non-normality (O'Connell - 8902) The interview data were analyzed and categorized into different "a*or the" es by the researcher and peer checked by a colleague who was also an English language instructor'

& s

In this study- the questionnaire and interview were conducted to obtain learners' feedback and

Table 8 shows the self-learning levels of both groups in pretest. However, to demonstrate significant difference between the control and experimental groups regarding self-learning levels, we conducted a one-way ANOVA with Cohen's *d* effect size of .14. In other words, after the intervention of ESP ProjectBase, the experimental group of learners possess higher self-learning levels than the control group.

Concerning EF+ learners, self-efficacy, no significant difference between the two groups was found at the beginning of the semester (see Table H). After the intervention, as shown in Table D, the analysis of one-way ANOVA shows that the difference in self-efficacy was significant ($F(1, 19) = 10.780, p < .001$). Its effect sizes (Cohen's $d = .76$) also suggest that study design is a significant difference. Further examination of the post hoc (Bonferroni-adjusted) pairwise comparison shows that learners in the experimental group experience statistically higher levels of self-efficacy.

Table H

Descriptive Statistics for Self-Efficacy

	n	Mean	SD	Min	Max
Experimental Group					
Pretest	20	2.00	.20	1.80	2.20
Posttest	20	2.09	.18	1.90	2.28
Control Group					
Pretest	20	2.00	.20	1.80	2.20
Posttest	20	2.10	.18	1.90	2.28

Table D

One-Way ANOVA Results for Self-Efficacy

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Total	1.000	19	.053		
Between Groups	.800	1	.800	10.780	.003
Within Groups	.200	18	.011		

In summary- ESP ProjectBase+ learning has increased the experiential group participants. levels of self-learning and self-efficacy. Overall- they felt more confident in their English performance and motivated themselves to learn English. In addition- they would like to monitor their learning progress and search for ways to deal with English problems. They became more aware and conscious of their learning progress and performance.

*

Through the ESP projects- the learners (from applied arts and textiles and Clothing majors) achieved greater ESP vocabulary and authentic language found on English websites- and promoted their product via proposal and Social Networking Services (SNS). Their ESP projects represent a good combination of language use and artistic creativity (Appendix B). ESP projects- to some degree- bridge the distance between English learning classroom and the real world.

The experiential group learners were asked to reflect on the ESP ProjectBase+ learning. Their reaction was collected and analyzed. Further more- ten of them were also invited to join the interview. As far as the reaction and interview findings are concerned- the learners' positive stances and attitudes towards ESP ProjectBase+ learning were revealed. Notably- they seemed to enjoy this kind of learning content in which they found resources and chances to work with others to complete a task. In addition- they expressed their higher motivation to learn English. After the semester- they thought they had better performance- particularly in English oral proficiency and presentation skills. The findings are categorized and outlined in the excerpt below.

S00A (My oral English is improved because I need to tell others about the projects. I practice saying English before the presentation.

S01A I have learned some English about how to present our projects in front of others.

S89A I dare say something in English and I become not so afraid of making mistakes. I'm able to express my ideas more importantly than accuracy.

%

S11A For the first group project- it isn't so good because I'm in a hurry to complete the project. The result is not satisfying. But I don't give up. For the second project- I have different tasks to do and I'll do all our parts. I'll try to learn how to work with others from course projects.

S08A I have a better understanding of group projects and how to get along with others. If group members can communicate with each other- project results will be better. I have learned how to control my behavior and began to listen to others attentively.

')

S01 After completing the projects- 4 think learning English is interesting! Before this course- 4 learn because teachers ask me to do so! But now 4 think 4 can search for something online and learn something 4 am interested in by myself!

S02 English projects are not easy for me- but 4 still try to find different ways to solve problems!

S29 I don't know about different projects- 4 start to google English information! When 4 don't know how to express my ideas in English- 4 google it! 4 also use online dictionaries to teach me how to pronounce some English words!

S14 I have more confidence to speak English in front of others!

S82 After the semester- 4 think 4 have better English performance and more English vocabulary!

S19 Before I didn't want to read English articles or browse English websites! But this semester- I need to complete English projects! 4 try to read online English websites to find something information that 4 need for my projects! At first- 4 feel a bit tense! 4 think my English is not good enough! But probably after the second project- 4 start to feel more comfortable!

Most of the learners' perceptions toward ESP Projects-based learning are positive! Their English oral presentation and teaching skills have been enhanced! They also claim to participate in

(a + ' /u- G'- ?au- O' #- > +iu- J' (8901) #he association bet\$een teacher)stu! ent

Part 0A Background Information

0' Name 8' Class 2' Year of Birth

H' Sex D' Native Language

I' How long have you been studying English? (years)

P' How do you rate your overall proficiency in English as compared with the proficiency of other students in your class?

Excellent	Good	Fair	Poor
-----------	------	------	------

1' How do you rate your overall proficiency in English as compared with the proficiency of native speakers of English?

Excellent	Good	Fair	Poor
-----------	------	------	------

7' How important is it for you to become proficient in English?

Very important	Important	Not so important
----------------	-----------	------------------

09' Why do you want to learn English? (Check all that apply)

<input type="checkbox"/> interested in the language	<input type="checkbox"/> need it for my future career
<input type="checkbox"/> interested in the culture	<input type="checkbox"/> need it for travel
<input type="checkbox"/> have friends who speak the language	<input type="checkbox"/> others <input type="checkbox"/>
<input type="checkbox"/> require to take a language course to graduate	

00' Do you enjoy English learning?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

08' What other languages have you studied?

02' What has been your favorite experience in English learning?

Part 8A Self-learning

0' When do you have difficulty answering a reading comprehension question- do you get help from others?

8' How can you assess your own reading progress?

2' After class- do you try to find chances to read English on your own?

H' How difficult for you is to create a practical reading schedule for yourself?

D'

- P' 4 utilize available learning resources- such as the Internet- dictionaries- etc' to boost " y English reading and writing'
- 1' 4 think collaboration with " y class" mates helps to improve " y English reading'
- 7' 4 like trying new techniques while reading English texts'
- 09' 4 can consciously monitor " y English learning progress'
- 00' 4f 4 have a problem with English- 4 am confident 4 can solve it'
- 08' 4 feel 4 can define " y own objective in English learning'
- 02' Teachers should be the ones to decide " y English learning contents'
- 0H' Exams are what motivate " e to start in English learning'
- 0D' 3n English exercise is only worth doing if it is " awarded by teachers'
- 0I' It is important for teachers to give students English vocabulary to learn'

Part 2A Self-Efficacy

- 0' 4 have no problem learning English reading skills'
- 8' 4 am not very good at learning writing skills'
- 2' 4 avoid trying to read new English articles when they look too difficult for " e'
- H' 4 feel insecure about " y ability to write clearly'
- D' 4 can motivate " yself to read English'
- I' (y English writing assignment worries " e'
- P' 4 learn new English words easily'
- 1' 4f 4 can't understand an English reading the first time- 4 keep trying until 4 can'
- 7' English reading is boring'
- 09' 4 enjoy reading English'
- 00' : hen 4 decide to read English texts- 4 go ahead and do it'
- 08' /oing well in learning English is not one of " y goals in life'
- 02' 4 !o a good job of participating in English class discussions'
- 0H' 4 can write an English paragraph without mistakes'
- 0D' 4 can guess the meaning of unknown words when 4 am reading an English text'
- 0I' 4 can read English language magazines'
- 0P' 4 can write an English language magazine article'
- 01' 4 !o a good job of completing an English assignment'
- 07' 4 enjoy writing English'

