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on the theme: **«THE PROJECT WORK IN TEACHING ENGLISH»**

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CONTENT

INTRODUCTION

From the first years of independence in our country, serious attention has been paid to the organization of teaching foreign languages based on modern requirements. After the resolution of the First President of Uzbekistan 'On measures to further improvement system of foreign languages teaching' dated from December 10, 2012 [1] new opportunities in teaching foreign languages have been introduced. A lot of projects highly developed teaching methods using modern and information technologies in education motivating a new generation of youth to learning foreign languages, fundamental movement of the system of training of specialists who are confident in this languages, creation of conditions and opportunities for wide use of information resources by students have been carrying out.

In the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev PP-2909 ″On measures to further development of the system of higher education″ adopted on April, 20 in 2017 it is stated about close partnership relationships with leading foreign scientific-educational establishments, wide use of modern pedagogical technologies, curriculums, studying-methodical materials based on international educational standards; creation and wide implementation into the system of higher education textbooks and manuals of the new generation; steady increasing of the level and quality of professional skill of pedagogical staff and other actual issues. [2; 1]

The current qualification paper has a primary aim at attempting to analyze one of dilemmas in the sphere of ELT methodology; the effectiveness of using project work in motivating students in learning English. The problem of using project work methods in teaching English is of great importance. Today teaching English as a foreign language put before the English teachers many actual issues: the search for innovative methods and techniques, working out of the State standards making requirements to the European standards.

Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication,

different types of this method allow us to use it in all the spheres of the educational process. They involve activities, which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity. The main idea of intensive methods of teaching English are considered to be based on teaching students through research activities and stimulating their personal interest. It involves multi skill activities, which focus on a theme of interest rather than of specific language tasks and helps the students to develop their imagination and creativity.

The actuality of the Qualification Paper: Language is the most important tool in communication, without it human society cannot live and develop. The world is changing and our country's international relationships are getting wider. Globalization effects on every corner of social life and does foreign languages, especially English, which is very important in human practical and intellectual activities. So, English language is considered as the world language.

The object of the work is materials in Project work – the project in action, long and short terms projects and multi-task projects.

The aim of the Qualification Paper is to highlight the importance of project work in teaching English, to describe its main peculiarities and types, to discover how it influences the students during the educational process and if it helps to learn the language. It is known that the purpose of learning a foreign language is the formation of linguistic competence. Learning a foreign language is designed to form a personality, able and willing to participate in cross-cultural communication, able to solve assigned to it, the language problem. Currently, there are a different number of methods and techniques for the development of a secondary language personality, but in this paper draws attention to the modern and the most effective method, namely the method of projects in teaching students.

The research tasks are set as follows: to describe the principal characteristics of project work, to identify the types of projects and to analyse their benefits and peculiarities, to analyse the project work organizing procedure.

The subject of the work is developing learners' research and communication skills on using project works in teaching.

Methodology and methods of the research work. Methodology of the work is based on the works of the outstanding linguists, scholars: Legutke and Thomas in their book "Process and Experience in the Language Classroom" suggest and analyse three types of projects: encounter projects, which enable students to make contact with native speakers; text projects which encourage students to use English language texts, either a range of them to research a topic or one text more intensively, for example, a play to read, discuss, dramatize, and rehearse; class correspondence projects which involve letters, audio cassettes, photographs, etc. as exchanges between learners in different countries. [14; 200]

Another explorer of the Project Work Method, Brumfit, in "Communicative Methodology in Language Teaching" provides the analysis of projects in which advanced adult students elect to work in groups to produce a radio programme about their own country. A range of topics, for example, ethnic groups, religion, education, are assigned to the groups, who research their topic and write and rehearse a script. [5; 289]

The novelty of the work is concerned with studying different types of project works and their usage in teaching language. Adapting the project works to different levels and time.

The theoretical value of the qualification paper is in the generalization and detailed analysis of the fundamental characteristics of project work, the difference between the types of project work and their effectiveness.

Practical importance of the work is the selection of various project work English teaching procedures. In this part presented the examples of the experience of using Project Works in different level such as elementary, intermediate and advanced.

The structure of the Qualification Paper is the following: it consists of an introduction, two chapters, conclusion and bibliography with internet resources.

In Introduction, we have mentioned about the actuality, main aims and tasks, novelty of the work, its theoretical and practical significance.

Chapter I is devoted to study of the theoretical bases of using Project Work, its characteristics, types, how to organize and several steps to develop projects in the classroom. Some Researches which carried out by scientists and methodologists.

Chapter II contains the main content of our research work and it consists of three paragraphs.

In Conclusion, there have been presented achieved results, summary of the research work.

The Bibliography contains list of references and Internet resources we have used in the Qualification Paper.

CHAPTER I. THEORETICAL BASES OF USING PROJECT WORK IN TEACHING ENGLISH

1.1 Characteristics of Project Work

A project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it. This learner-centred characteristic of project work is vital, as we shall see when we turn now to consider the merits of project work. It is not always easy to introduce a new methodology, so we need to be sure that the effort is worthwhile. Students do not feel that English is a chore, but it is a means of communication and enjoyment. They can experiment with the language as something real, not as something that only appears in books. Project work captures better than any other activity the three principal elements of a communicative approach.

These are:

a) a concern for motivation, that is, how the learners relate to the task.

b) a concern for relevance, that is, how the learners relate to the language.

c) a concern for educational values, that is, how the language curriculum relates to the general educational development of the learner. [7; 40]

A project is an extended task which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, gathering of information through reading, listening, interviewing, discussion of the information, problem solving, oral or written reporting, display, etc.

Learners' use of language as they negotiate plans, analyse, and discuss information and ideas is determined by genuine communicative needs. At the school level, project work encourages imagination and creativity, self-discipline and responsibility, collaboration, research and study skills, and cross-curricular work through exploitation of knowledge gained in other subjects. Successful use of project work will clearly be affected by such factors as availability of time, access

to authentic materials, receptiveness of learners, the possibilities for learner training, and the administrative flexibility of institutional timetabling. [6; 38]

Project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must decide what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements. So from this point project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

· Increased motivation - learners become personally involved in the project.

· All four skills, reading, writing, listening and speaking, are integrated.

· Autonomous learning is promoted as learners become more responsible for their own learning.

· There are learning outcomes -learners have an end product.

· Authentic tasks and therefore the language input are more authentic.

· Interpersonal relations are developed through working as a group.

· Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learners centred.

· Learners often get help from parents for project work thus involving the parent more in the child's learning. If the project is also displayed parents can see it at open days or when they pick the child up from the school.

· A break from routine and the chance to do something different.

· A context is established which balances the need for fluency and accuracy. [6; 40]

It would be wrong to pretend that project work does not have its problems. Teachers are often afraid that the project classroom will be noisier than the traditional classroom and that this will disturb other classes in the school, but it does not have to be noisy. Students should be spending a lot of the time working quietly on their projects: reading, drawing, writing, and cutting and pasting. In

these tasks, students will often need to discuss things and they may be moving around to get a pair of scissors or to consult a reference book, but this is not an excuse to make a lot of noise. If students are doing a survey in their class, for example, there will be a lot of moving around and talking. However, this kind of noise is a natural part of any productive activity. Indeed, it is useful to realize that the traditional classroom has quite a lot of noise in it, too. There is usually at least one person talking and there may be a tape recorder playing, possibly with the whole class doing a drill. There is no reason why cutting out a picture and sticking it in a project book should be any noisier than 30 or 40 students repeating a choral drill. The noise of the well-managed project classroom is the sound of creativity.

Project work is a different way of working and one that requires a different form of control. Students must take on some of the responsibility for managing their learning environment. Part of this responsibility is learning what kind of, and what level of noise is acceptable. When we introduce project work we also need to encourage and guide the learners towards working quietly and sensibly. [7; 112]

This kind of work is time-consuming of course, it takes much longer to prepare, make, and present a project than it does to do more traditional activities. When we are already struggling to get through the syllabus or finish the textbook, we will probably feel that we do not have time to devote to project work, however good an activity it may be. There are two responses to this situation:

1. Not all project work needs to be done in class time. Obviously, if the project is a group task, most of it must be done in class, but a lot of projects are individual tasks. Projects about My Family, My House, etc. can be done at home.

2. When choosing to do project work we are making a choice in favour of the quality of the learning experience over the quantity. It is unfortunate that language teaching has tended to put most emphasis on quantity. And yet there is little evidence that quantity is really the crucial factor. What really matters in learning is the quality of the learning experience.

3. Project work provides rich learning experiences: rich in colour, movement, interaction and, most of all, involvement. The positive motivation that projects

generate affects the students' attitude to all the other aspects of the language programme. Learning grammar and vocabulary will appear more relevant because the students know they will need these things for their project work. [7; 120]

The students will spend all their time speaking their mother tongue. This is true to a large extent. It is unlikely that most students will speak English while they are working on their project. However, rather than seeing this as a problem, we should consider its merits:

a) it is a natural way of working. It is a mistake to think of L1 (the mother tongue) and L2 (the language being learnt) as two completely separate domains. Learners in fact operate in both domains, constantly switching from one to the other, so it is perfectly natural for them to use L1 while working on a L2 product. As long as the final product is in English it does not matter if the work is done in L1.

b) project work can provide some good opportunities for realistic translation work. A lot of the source material for projects (leaflets, maps, interviews, texts from reference books, etc.) will be in the mother tongue. Using this material in a project provides useful translation activities.

c) there will be plenty of opportunities in other parts of the language course for learners to practice oral skills. Project work should be seen as a chance to practice that most difficult of skills, writing.

Some teachers are concerned that without the teacher's firm controls the weaker students will be lost and will not be able to cope. But not all students want or need the teacher's constant supervision. By encouraging the more able students to work independently we are free to devote our time to those students who need it most. One group may have 'finished' the project after a couple of hours and say they have nothing to do than remind them that it is their responsibility to fill the time allocated to project work and discuss ways they could extend the work they have already completed. [11; 108]

Assessment of project work is another difficult issue. This is not because project work is difficult to assess, but because assessment criteria and procedures

vary from country to country. So there are two basic principles for assessing project work:

a) not just the language

The most obvious point to note about project work is that language is only a part of the total project. Consequently, it is not very appropriate to assess a project only on the basis of linguistic accuracy. Credit must be given for the overall impact of the project, the level of creativity it displays, the neatness and clarity of presentation, and most of all the effort that has gone into its production. There is nothing particularly unusual in this. It is normal practice in assessing creative writing to give marks for style and content, etc. Many education systems also require similar factors to be taken into account in the assessment of students' oral performance in class. So a wide-ranging 'profile' kind of assessment that evaluates the whole project is needed.

b) not just mistakes

If at all possible, we should not correct mistakes on the final project itself, or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is a shame to put red marks all over it. This draws attention to the things that are wrong about the project over the things that are good. On the other hand, students are more likely to take note of errors pointed out to them in project work because the project means much more to them than an ordinary piece of class work. There are two useful techniques to handle the errors:

• Encouraging the students to do a rough draft of their project first. Correcting this in their normal way. The students can then incorporate corrections in the final product.

• If errors occur in the final product, correcting in pencil or on a separate sheet of paper attached to the project. A good idea was suggested by a teacher in Spain to get students to provide a photocopy of their project. Corrections can then be put on the photocopy. But fundamentally, the most important thing to do about errors is to stop worrying about them. Projects are real communication. When we

communicate, we do the best we can with what we know, and because we usually concentrate on getting the meaning right, errors in form will naturally occur. It is a normal part of using and learning a language. Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. [13; 122]

Project work provides an opportunity to develop creativity, imagination, enquiry, and self-expression, and the assessment of the project should allow for this.

Project work must rank as one of the most exciting teaching methodologies a teacher can use. It truly combines in practical form both the fundamental principles of a communicative approach to language teaching and the values of good education. It has the added virtue in this era of rapid change of being a long-established and well-tried method of teaching.

1.2 Types of Project Work

Project work involves multi-skill activities which focus on a theme of interest rather than specific language tasks. In project work, students work together to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc). Haines identifies four types of projects:

1. Information and research projects which include such kinds of work as reports, displays, etc.

2. Survey projects which may also include displays, but more interviews, summaries, findings, etc.

3. Production projects which foresee the work with radio, television, video, wall newspapers, etc.

4. Performance/Organizational projects which are connected with parties, plays, drama, concerts, etc. [6; 65]

What these different types of projects have in common is their emphasis on student involvement, collaboration, and responsibility. In this respect, project work is similar to the cooperative learning and task-oriented activities that are widely endorsed by educators interested in building communicative competence and

purposeful language learning. However, it differs from such approaches; it typically requires students to work together over several days or weeks, both inside and outside the classroom, often in collaboration with speakers of the target language who are not normally part of the educational process.

Students in tourism, for example, might decide to generate a formal report comparing modes of transportation; those in hotel/restaurant management might develop travel itineraries. In both projects, students might create survey questionnaires, conduct interviews, compile, sort, analyze, and summarize survey data and prepare oral presentations or written reports to present their final product. In the process, they would use the target language in a variety of ways: they would talk to each other, read about the focal point of their project, write survey questionnaires, and listen carefully to those whom they interview. As a result, all of the skills they are trying to master would come into play in a natural way.

Let us consider, for example, the production of a travel brochure. To do this task, tourism students would first have to identify a destination, in their own country or abroad, and then contact tourist agencies for information about the location, including transportation, accommodations in all price ranges, museums and other points of interest, and maps of the region. They would then design their brochure by designating the intended audience, deciding on an appropriate length for their suggested itinerary, reviewing brochures for comparable sites, selecting illustrations, etc. Once the drafting begins, they can exchange material, evaluate it, and gradually improve it in the light of criteria they establish. Finally, they will put the brochure into production, and the outcome will be a finished product, an actual brochure in a promotional style. Projects allow students to use their imagination and the information they contain does not always have to be factual. [6; 80]

One of the great benefits of project work is its adaptability. We can do projects on almost any topic. They can be factual or fantastic. Projects can, thus, help to develop the full range of the learners' capabilities. Projects are often done in poster format, but students can also use their imagination to experiment with the form. It encourages a focus on fluency.

Each project is the result of a lot of hard work. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation.

The projects are very creative in terms of both content and language. Each project is a unique piece of communication, created by the project writers themselves. This element of creativity makes project work a very personal experience. The students are writing about aspects of their own lives, and so they invest a lot of themselves in their project.

Project work is a highly adaptable methodology. It can be used at every level from absolute beginner to advance. There is a wide range of possible project activities, and the range of possible topics is limitless.

Positive motivation is the key to successful language learning, and project work is particularly useful as a means of generating it.

Another point is that this work is a very active medium like a kind of structured playing. Students are not just receiving and producing words, they are:
• collecting information;
• drawing pictures, maps, diagrams, and charts;
• cutting out pictures;
• arranging texts and visuals;
• coloring;
• carrying out interviews and surveys;
• possibly making recordings, too.

Lastly, project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This feature of project work makes it particularly well suited to the mixed ability class, because students can work at their own pace and level. The brighter students can show what they know, unconstrained by the syllabus, while at the same time the slower learners can achieve something that they can take pride in, perhaps compensating for their lower language level by using more photos and drawings. [14; 200]

A foreign language can often seem a remote and unreal thing. This inevitably has a negative effect on motivation, because the students do not see the language as relevant to their own lives. If learners are going to become real language users, they must learn that English is not only used for talking about British or American things, but can be used to talk about their own world.

Firstly, project work helps to integrate the foreign language into the network of the learner's own communicative competence. It creates connections between the foreign language and the learner's own world. It encourages the use of a wide range of communicative skills, enables learners to exploit other spheres of knowledge, and provides opportunities for them to write about the things that are important in their own lives.

Secondly, it helps to make the language more relevant to learners' actual needs. When students use English to communicate with other English speakers, they will want, and be expected, to talk about aspects of their own lives – their house, their family, their town, etc. Project work thus enables students to rehearse the language and factual knowledge that will be of most value to them as language users.

Another important issue in language teaching is the relationship between language and culture. It is widely recognized that one of the most important benefits of learning a foreign language is the opportunity to learn about other cultures and English, as an international language, should not be just for talking about the ways of the English – speaking world, but also as a means of telling the world about one's own culture. [16; 157]

There is a growing awareness among language teachers that the process and content of the language class should contribute towards the general educational development of the learner. Project work is very much in tune with modern views about the purpose and nature of education:

1. There is the question of educational values. Most modern school curricula require all subjects to encourage initiative, independence, imagination, self-

discipline, co-operation, and the development of useful research skills. Project work is a way of turning such general aims into practical classroom activity.

2. Cross-curricula approaches are encouraged. For language teaching this means that students should have the opportunity to use the knowledge they gain in other subjects in the English class.

So we can come to the conclusion that project work activities are very effective for the modern school curricula and should be used while studying.

1.3. Benefits of project work

This approach motivates learners to learn by allowing them to select topics that are interesting and relevant to their lives. Teachers are increasingly working with children who have a wide range of abilities, come from various cultural and ethnic backgrounds, and are English language learners. Schools are seeking ways to respond to the needs of these students. Project-based instruction provides one way to introduce a wider range of learning opportunities into the classroom. It can engage children from diverse cultural backgrounds because learners can choose topics that are related to their own experiences, as well as allow them to use cultural or individual learning styles.

Particular benefits of project work instruction include:

● Preparing the learners for the workplace. Learners are exposed to a wide range of skills and competencies such as collaboration, project planning, decision making, and time management. [4; 111]

● Increasing motivation. Teachers often note improvement in attendance, more class participation, and greater willingness to do homework. [24; 57]

● Connecting learning at school with reality. Students retain more knowledge and skills when they are engaged in stimulating projects. With projects, kids use higher order thinking skills rather than memorizing facts in an isolated context without a connection to how and where they are used in the real world. [4; 117]

● Providing collaborative opportunities to construct knowledge. Collaborative learning allows kids to bounce ideas off each other, voice their own opinions, and negotiate solutions, all skills that will be necessary in the workplace. [12; 45]

● Increasing social and communication skills

● Increasing problem-solving skills

● Enabling students to make and see connections between disciplines

● Providing opportunities to contribute to their school or community

● Increasing self-esteem. Children take pride in accomplishing something that has value outside the classroom.

● Allowing children to use their individual learning strengths and diverse approaches to teach.

● providing a practical, real-world way to learn to use technology.

The teachers State who have used project-based instruction in their classes report that many students who often struggle in most academic settings find meaning and justification for learning by working on projects. [16; 325]

The teacher also notes that by facilitating learning of content knowledge as well as reasoning and problem-solving abilities, project-based instruction can help students prepare for state assessments and meet. Projects come from different sources and develop indifferent ways. There is no one correct way to implement a project, but there are some questions and things to consider when designing effective projects.

It is very important for everyone involved to be clear about the goals so that the project is planned and completed effectively. The teacher and the student should develop an outline that explains the project's essential elements and expectations for each project. Although the outline can take various forms, it should contain the following elements. [11; 98]

● Situation or problem: A sentence or two describing the issue or problem that the project is trying to address. Example: Homes and businesses in a lake watershed affect the lake's phosphorus content, which reduces the lake's water quality. How can businesses and homeowners improve the quality of the lake water?

● Project description and purpose: A concise explanation of the project's ultimate purpose and how it addresses the situation or problem. Example: Students

will research, conduct surveys, and make recommendations on how businesses and home owners can reduce phosphorus content in lakes. Results will be presented in a newsletter, information brochure, community fair, or Web site.

● Performance specifications: A list of criteria or quality standards the project must meet.

● Rules: Guidelines for carrying out the project. Include timeline and short term goals, such as: Have interviews completed by a certain date, have research completed by a certain date.

● List of project participants with roles assigned: Include project teammates, community members, school staff members, and parents

● Assessment: How the student's performance will be evaluated. In project based learning, the learning process is being evaluated as well as the final product.

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CHAPTER II. PRACTICAL ASPECTS OF USING PROJECT WORK

2.1 The experience of using Project work in teaching language

Generally teaching aims in foreign languages methodologists tend to divide into some parts – structures, functions, vocabulary, pronunciation and skills. There are four skills teachers are supposed to master in learning a new language:

● they must learn to read it;

● they should learn to understand it when they hear it;

● they should learn to speak it.

● they should learn to write.

Most modern school curricula require all subjects to encourage initiative, independence, self-discipline, imagination, development of all language skills, so the project work is a way of turning such general aims into practical classroom activity and involve learners into teaching process [6; 119].

Project provides a natural context in which these separate parts can be reintegrated in learners' minds. This is important for students to be sure about their own abilities to use target language in real situations. It is student's own interests to produce language that is accurate and fluent.

Teachers and students encourage that projects break the routine. Project work demands creature and a lot of enthusiasm for both- teachers and learners.

Project work is very effective method because:

● Themes and target tasks for project learning derived from all forms and objects of life;

● Learners are involved with the ideas through a process of discussion, experimentation, reflection, and application of insights to the new stages of experimentation.

For planning the structure of project work students and teacher make sure about every pupil's responsibilities. During the project student's practice in main language skills – listening, speaking, reading and writing.

Developing reading and listening skills. Reading and listening are receptive skills. Reading is not a passive skill. It is an incredibly active occupation. To do it

successfully, we have to understand what the words mean, see the picture, the words are painting, understand the arguments and work out of we agree with them. When we read a text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headline hint at what articles are about and reports look like reports before we read a single word. Teachers should give students "hints" so that they can predict what is coming too. It will make them better and more engaged readers.

There are many reasons why getting students to read English texts which is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.

A balance has to be struck between real English on one hand and the students' capabilities and interest on the other. There is some authentic written material which beginner students can understand to some degree: menus, timetables, sings and basic instructions, for example, and, where appropriate, can be used in project work. But for longer prose, teachers may want to offer their students texts which, while being like English, are nevertheless written or adapted especially for their level. The important thing is that such texts are as much like real English as possible [6; 86].

Listening is a skill and any help students can be offered, in performing that skill will help them be better listeners. Listening to tapes is a way of bringing different kinds of speaking into the classroom; it is possible to play different kinds of tape to them, e.g. conversation, "plays", interviews, stories read aloud, telephone exchanges etc.

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English but also to varieties such as American English, Australian English, Indian English or West African English. [6; 124].

The debate about use of authentic listening material is just as fierce in listening as it is in reading. If, for example, teachers play a tape of a political speech to complete beginners, they will not understand a word. If, on the other hand, students are given a realistic (though not authentic) tape of a telephone conversation, they may learn to gain confidence as a result. Everything depends on level, and the kind of tasks that go with a tape.

There may be some authentic material which is usable by beginners such as pre-recorded announcements, telephone messages, etc.

There are numbers of ways in which listening activities differ from otter classroom exercises: firstly, tapes go at the same special for everybody. Listening is special, too, because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances, repetitions, hesitation, etc., experience of informal spoken English together with an appreciation of other spoken factors – the tone of the voice, the intonation the speakers use, rhythm, and background noise – will help students tease meaning out of such speech phenomena.

Developing Speaking and Writing Skills. Speaking and writing are the productive skills. Production processes control how well the child can reproduce the model's responses. There are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command:

1. Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussion in project work.

2. Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having (that is a good reason for project lessons); students can also see how easy they find a particular kind of speaking and what they need to improve.

3. Engagement: good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving) can be used in the project work [6; 88]

There are four types of speaking activity:

● Information- gap

● Survey

● Discussion

● Role-play

One popular information-gap activity is called "Describe and Draw". It has many of the elements of an ideal speaking activity.

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful.

Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. Teachers can organise discussion sessions in their classroom, too.

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisement – and increasingly, how to write using electronic media. Part of teacher's job is to give students that skill.

There are four writing sequences:

● Postcard

● Altering dictation

● Newspaper headlines/articles

● Report writing [6; 81-83]

Another factor which can determine teacher's choice of writing task is the students' interests. Teacher's decisions, though, will be based on how much language the students know, what their interests are, and what teacher thinks will not only be useful for them but also motivate them as well.

2.2. Organizing a project

The various steps offer opportunities to build on the students' heightened awareness of the utility of the language by working directly on language in class. Language works arises naturally from the project itself, 'developing cumulatively in response to a basic objective, namely, the project' [3; 57]. Strategically orchestrated lessons devoted to relevant elements of language capture students' attention because they have immediate applicability to their project work.

Step I: Defining a theme.

In collaboration with students, we identify a theme that will amplify the students' understanding of an aspect of their future work and provide relevant language practice. In the process, teachers will also build interest and commitment. By pooling information, ideas, and experiences through discussion, questioning, and negotiation, the students will achieve consensus on the task ahead.

Storing material: Each individual project has its own requirements although not every project will necessitate a storage system. However, you need to ensure that you can at least initially provide the means and the space to store everything students collect. In all probability students will not always retrieve their own material, as other students in the class will need to refer to it, so it is essential that you encourage a system that is well-organized, easily accessible, clearly indexed, hardly, and secure. A number of simple systems will do a cardboard box, a plastic crate with index cards on the front, or an electronically stored record of information on computer if you have IT facilities in the classroom.

Step II: Determining the final outcome.

We define the final outcome of the project (e.g., written report, brochure, debate, and video) and its presentation (e.g., collective or individual). We agree on objectives for both content and language.

Student safety: Consider carefully how much work will have to be undertaken by students outside the classroom and how much of the project will rely on obtaining formal parental permission. Some projects are classroom-based, whereas other projects involve work outside the classroom. Before students are sent out to

collect information, ensure the necessary arrangements are in place, unless gaining entry to a place constitutes part of the language task.

If students are going to stand around at a busy station hoping to interview travellers, it is best to contact the appropriate authorities beforehand to avoid unforeseen difficulties. In some instances, of course, permission will be refused, and it is worth compiling a list of no-go areas for your own use and that of your colleagues.

Some teachers and schools issue students with identity badges bearing the school name and logo and signed by the school head director. Students studying in English – speaking environment should always work in pairs or small groups outside the school. On the whole, students seem to work more successfully in pairs than in small groups. In any case, unless they are very confident, they are unlikely to want to work alone. Most projects rely on pair work or small-group collaboration. Never underestimate the very real fear some students have of getting lost. Give them clear maps of the area where they will be, the numbers of buses they need to take to get to their destinations, photocopied pictures of landmarks so they recognize where they are, and so on.

Occasionally students find themselves in socially embarrassing situations and may need to extricate themselves. You cannot predict the unpredictable, but try to equip students through role-play in class to cope with potential unforeseen circumstances. For example, getting separated from their group missing a bus may mean having to ask a stranger for help. If students have mobile phones, ask them to keep them switched on so teachers can contact them if they have to, and give students numbers where they can contact teacher.

Step III: Structuring the project.

Timing: Project work offers a stimulating break from routine and invigorates the relationship with your class long after the project has finished. Judging from the number of teachers engaged in project work, the rewards clearly outweigh the demands.

Choosing when to do a long term project needs careful, consideration, whereas a short-term project probably requires a power surge! If you are finding it difficult to keep on top of all your lesson planning, preparation, and marking on a daily basis, it is not a good idea to embark on a project in addition to everything else.

Timetabling: Each project recommends the time the teacher originally allocated to it. For example, the pocket money survey requires approximately six lesson, and The island could occupy an entire school year. Teaching circumstances vary enormously and no two classrooms are identical. But a project can be flexible. If you are attracted to a particular topic, see whether the project can be organized to fit into your students' timetable. You might be able to devote a few consecutive lessons to a project, especially if you can see a connection between the skills the project encourages and those arising in the next section of the students' course book. Alternatively, you might be able to allocate one lesson a week for a few weeks to a project if your students are willing to work on some aspect of the project outside the classroom. If you are teaching on a short summer-school programme or there is a slack period, possible after examinations or towards the end of the school year, this too could be the right time.

Classroom location: One major consideration when organizing project work is when in the school the project should be based if it is going to last more than a few lessons.

A classroom with easy access is preferable to one in the heart of the building, especially if there is a lot of coming and going which could disturb other classes. It is an advantage if the room can be adapted for entertaining visitors, showing videos, or bringing in equipment. Ideally the classroom furniture should be mobile, so that it can be stacked away and reassembled for workshop purposes. Lighting is important, particularly if a video camera is to be used, and blackout facilities are also desirable for showing a film. Internal noise can disturb visiting speakers, and noisy discussion can disturb everyone else.

Collectively we determine the steps that the students must take to reach the final outcome and agree upon a time frame. Specifically, we identify the information that they will need and the steps they must take to obtain it (e.g., library research, letters, interviews, faxes). We consider the authentic materials that the students can consult to enhance the project (e.g., advertisements from English magazines, travel brochures, menus in English, videos, etc.). Decide on each student's role and put the students into working groups. If they are not used to working together, they may need help in adapting to unsupervised collaboration. They may also be a little reluctant to speak English outside the classroom with strangers.

Step IV: Identifying language skills and strategies.

There are times, during project work, when students are especially receptive to language skills and strategy practice. We consider students' skills and strategy needs and integrate lessons into the curriculum that best prepare students for the language demands associated with Steps V, VI, and VII.

1. We identify the language skills which students will need to gather information for their project (Step V) and strategies for gathering information. If students will secure information from aural input, we show them how to create a grid for systematic data collection to facilitate retrieval for comparison and analysis.

2. We determine the skills and strategies that students will need to compile information that may have been gathered from several sources and/or by several student groups (Step VI).

3. We identify the skills and strategies that students will need to present the final project to their peers, other classes, or the headmaster (Step VII). As they prepare their presentations, they may need to work on the language (written or spoken) of formal reporting.

Step V: Gathering information.

After students design instruments for data collection, we have them gather information inside and outside the classroom, individually, in pairs, or in groups. It

is important that students 'regard the tracking down and collecting of resources as an integral part of their involvement' in the project.

Getting a project started: Getting a project off the ground successfully will depend on a number of factors already discussed. To begin at the end – project work culminates in a tangible end – product which can be anything from a handout to a radio programme, from a group report to a video film. In fact, during the course of project the end – product may change considerable from what was initially envisaged. This does not matter and in any case you will only discover it with hindsight.

Language monitor: A new topic area will quickly generate the need to acquire new language in the form of vocabulary, structures, and pronunciations. It is a good idea to have ready a way of coping with this demand. If students can feel that they have time and opportunity to master the use of language that either you or they have identified as being necessary for a certain stage in a project, this will go a long way to increasing their confidence and language competence. One way to do this is to produce a language monitor which focuses on vocabulary and structures that have been identified as being useful.

Step VI: Compiling and analysing information.

Working in groups or as a whole class, students should compile information they have gathered, compare their findings, and decide how to organize them for efficient presentation. During this step, students may proofread each other's work, cross-reference or verify it, and negotiate with each other for meaning.

Role of the teacher: Wherever teacher teach and in whatever circumstances, teacher's role remains fundamentally the same – that of a participant and coordinator when necessary, responding to a language point that may need presenting or revising and anticipating linguistic or logistical problems. In other words, teachers are a figure in the background evaluating and monitoring the language being used. Teachers' role is perhaps most vital in trying to maintain an overview and inspiring confidence so that students feel they are learning by working towards their objectives. Whether teacher are involved in a project based

solely in the classroom, or engaged in one which takes students outside the classroom, teacher will need to develop strategies for dealing with the language that arises whether you can predict it or not.

Short term projects: By their very nature, short term projects are concentrated and less likely to generate unpredictable language. In this case, language monitoring is relatively straightforward, given that there are clearly defined objectives.

Long term projects: It is not necessary to structure the overall language content at the beginning of a long term project. As the project gets under way, teacher will become aware that some grammar which teacher knows their students have not covered will be coming up. Sometimes the gaps in students' knowledge will become evident as a result of what they discover they need to know.

In a mixed ability class teachers may have to individualize, use peer-teaching strategies, or allow things to go untaught. For example, a weak student who is enjoying the work, and perhaps showing signs of confidence in trying to use the language, however inaccurately, may best be overlooked rather than receive negative attention. Teachers can usually help an individual outside project contact time if they think it necessary.

Step VII: Presenting final product.

Students will present the outcome of their project work as a culminating activity. The manner of presentation will largely depend on the final form of the product. It may involve the screening of a video; the staging of a debate; the submission of an article to the school newspaper or a written report to the headmaster; or the presentation of a brochure to a local tourist agency or hotel.

Monitoring: Despite the argument for the not interventionist approach for part of the time that teacher and students are working on a project, it is still necessary to devise strategies for monitoring what is going on in terms of language use.

Depending on the length of the project, teacher could consider a review sheet which helps students consolidate what they have covered. (Table 1) Teacher could give this out at the end of a short project or after a few lessons or weeks during a

longer project. Obviously teachers have to collect and respond to these reviews as soon as possible. Although this is time-consuming, it is of mutual benefit to teacher and the individual student.

Another strategy is for teachers to circulate whilst students are working together and to make discreet notes on what students are doing. They may be using a great deal of redundant language, or using their mother tongue, but some of what teachers hear or read may be significant and suggest further practice. Teacher may also want to make a note of effective use of language. The monitoring process can then be seen as a way of rewarding or praising students.

The error monitor (table 2) is designed to be used with individual students, but can also be used with large classes. Devise teachers' own system of symbols for error analysis and encourage students to practise self or peer – correction. Teacher can record what you consider to be the most useful errors in one column, using a symbol to indicate the error. Then the student can write in the correction, which teacher will then need to check. This method is greatly appreciated by students at every level because it personalizes feedback and helps them to realize their efforts are not going unnoticed.

One further strategy (table3) allows teacher to focus on whether there is a pattern in an individual students' errors by categorizing the errors. This approach may be too painstaking to use very often, but it is another way of alerting students to how they can improve their language level by being more aware, and ultimately taking more responsibility for their own learning.

 Students at upper-intermediate or advanced levels can be encouraged to monitor each other using the error monitor sheets, but this kind of decision will depend on the rapport within the group. It may work for certain nationalities, but other nationalities will be reluctant, resentful, or suspicious if they know their peers are recording their mistakes, or else feel that what they consider to be the teacher's role is being neglected or usurped.

Step VIII: Evaluating the project.

Finally, if students are out and about, it is unlikely that you can implement any kind of systematic monitoring. Teacher may be able to check up that all is well-that they're in the right place at the right time, but beyond that teacher should not attempt to intervene. Teacher should allow time for feedback in the classroom and then listen to what they say, read what they write, and talk with them about what they have been doing.

Classroom feedback sessions: If teacher and students going to exploit language points and collated information, teacher must ensure that focus on what is significant and useful for everyone, otherwise students will get bored.

If a project moves very quickly, a lot of half-learnt, half-understood language items may began to accumulate. Teachers can set a homework task based on learning new vocabulary or can ask students to itemize some of the language that they have come across but not understood. These items can be used as a springboard for more intensive work and possibly left till the follow-up stage of a project. With an advanced-level group teacher may be able to distribute these items among the group and suggest they prepare micro-teaching slots in which they teach rest of the class. Items can range from specific grammatical points to functions, idioms, phonological points, and even factual information that may emerge from the project content.

Some feedback sessions may turn into workshops in which students sort out their materials, make wall displays, write up reports, download material from the Internet, prepare or design questionnaires. Teacher's role should be one of constant participation, even though may not be directing anything specific. If occasionally there is a surfeit of printed information, try pushing desks or tables together and leaving the material there for everyone to browse through, so students feel they are not missing out on anything.

In this final phase of project work, students and the teacher reflect on the steps taken to accomplish their objectives and the language, communicative skills, and information they have acquired in the process. They can discuss the value of their experience and its relationship to future vocational needs. They can also

identify aspects of the project which could be improved and/or enhanced in future attempts at project work. [3; 105]

Project work can only be effective when teachers relax control of their students temporarily and assume the role of guide or facilitator. The teacher can play an important role by diligently overseeing the multiple steps of project work, establishing guidelines, helping students make decisions, and providing instruction in the language when it is needed. Giving students freedom to immerse them in the project can lead to motivated and independent learners, but it requires certain flexibility on the part of the instructor if students are to benefit maximally

2.3. Project Work Activities
Activities for the Elementary Level
A BROCHURE FOR NEW STUDENTS

In this project students produce a guide to the local area for other students in their school. General aim of this project is to produce a short brochure with up-to-date information about local shops, transportation, museums and restaurants. [19; 144]

An average week might go like this.

Procedure:

1. Arrange transport and a time convenient for students to leave the classroom.

2. Students learn essential vocabulary and phrases and rehearse these through role-play if necessary.

3. Accompany or deliver students to the bus/train station, museum, market, etc., and arrange to meet them at a specific time and place. Make sure they always work in pairs or small groups.

4. Encourage students to buy their own tickets and to function independently by reading information screens, notices, etc., and asking appropriate people, such as bus drivers or museum staff, for help rather than relying on you. Collect leaflets, timetable, advertisements, etc.

5.	Return to school/ college and store material in folders kept in the classroom or on the premises so that nothing gets lost. The material needs to be sorted out before being stored in folders and each folder needs to be labeled depending on the material that has been collected. Different colored folders would be helpful. *Places to visit, food and drink, entertainment, transport and timetables.*

6.	Students select appropriate information and copy this onto the page which will go into the final brochure. They can include additional information which they have gained from personal experience. For example, certain trains may be very crowded at particular times, a bus journey may take longer during the rush hour and some shops may stay open late on certain days.

Follow up: Ending and checking information to include in the final brochure; updating information if appropriate. At a later stage, interviews could be set up with people who work in various establishments and these can form the basis of another project.

Variation I: Using the same procedure, students with access to a camera can take photographs which could either be scanned into a brochure or displayed as a wall presentation in the classroom.

Variation II: This approach could be adapted for a group of foreign students who are visiting your town or city. The information would then need translating into English before it could be produced in brochure form.

Comments: 1. in some cases, students may have more computer skills than their teacher. In these circumstances teacher can exploit a genuine communication gap if they are intending to produce a word-processed brochure. Many students find this activity very motivating, particularly when they see an end product they have helped to create. Some of the handwritten material may be scrapped if the information is being stored on disk. The production process is less time-consuming if information is transferred directly onto a computer in the first place. If students have access to computers outside classroom teaching time, they are often motivated to work on their own or help other students who may be less confident working on a computer.

2. Overall this activity is an excellent way to encourage elementary learners to develop their confidence and language skills. It brings variety into the classroom and students appreciate the opportunities to make an equal contribution to their own learning programme.

PROTECTING THE ENVIRONMENT

This project draws on young students' experiences of their local environment and centers on producing a magazine focusing on environmental issues.

Aims: To produce a magazine dealing with ways of protecting the environment and suggesting possible solutions to the problems of pollution, destruction of the rainforests, and the environment in general. To extend students' vocabulary through topic-specific reading, to write short articles on the environment and to devise or translate headlines for the magazine.

Procedure: 1. Divide students into small groups according to their interests, for example, pollution in cities, animal in danger, etc., and tell them to read the appropriate articles which you and they have collected.

2. Within their groups students choose the most interesting summaries to include in the final magazine. Allow each group the same amount of space, so that they have to combine text and pictures to fit and to represent their particular interest.

3. When the planning stage is complete each group writes up their contribution. In discussion with the class, choose one or two individuals to number the pages, finalize the sequence of the materials, and write the contents page and the list of contributors.

4. Display the magazine in a central area, such as the school foyer, so that other students can read it. If your school has a website, this is one way of reaching a wider audience.

Follow-up: At his level your students will probably have used their mother tongue while working together on the magazine. You could use this stage of the project to present some elementary language strategies for working together, perhaps with a view to putting such strategies into practice on another project.

Variation: The topic of the environment is vast is applicable to all levels. An advanced class could choose just one aspect, such as the threat to the rainforests, and produce a magazine dealing with the subject in depth.

Comments: 1. Students involved in this project took part in a national magazine-writing campaign. Altogether 3,500 magazines were produced by different groups of students throughout the country.

2. Some of the language skills emerging from this project will be determined by the translation work which needs to be done. Depending on the level and ability of your class, you may not want them to do more than devise headlines for the different texts and write captions for the photographs in English. Nevertheless there is likely to be a good deal of news vocabulary which your students are going to want to record.

Activities for the Intermediate Level

Quiz contest

In this project students produce their own quiz series about British culture and topical news. [16; 264]

Aims: To help improve students' understanding of British culture through researching, compiling, and doing quiz contest. To practice all four language skills: to practice writing, specifically note-taking: to practice the use of question forms: the accurate use of grammar.

Procedure: 1. Show the class examples of quiz programmes and explain they are going in create a quiz contest. Ask the class to brainstorm the kind of questions that are asked in a television or pub quiz and write their suggestions on the board. Topics could include: history, the arts, geography, everyday culture, famous people, domestic news, pop music, sport, films and television, etc.

2. Ask the class some of the questions you have prepared. Highlight the forms that quiz questions take and quiz show protocol examples of these can be taken from the video clips. Picture and sound questions are also welcome. These can be taken from the radio, television, EFL textbooks, etc.

3. Put the class into two groups. One group writes the questions and answers, the other group 'produces' the quiz, provides entertainment between the rounds, the quiz master, the scorer, and so on. Tell the first group to decide on their categories and allocate categories to members of the group. Students should do research on their areas between lessons or, if time and resources are available, they can prepare during class time. The second group should plan the staging, layout, and timing of the contest and think of some entertainment, for example, a television commercial break.

4. The questions should be short, have a clear, objective answer, and be pitched at the right level. You should ask a group to rewrite any questions that you consider too difficult. The questions should be written on card with the answers on the back.

5. When each team has compiled 40 questions, set up the classroom with two groups facing each other. If you have a video camera, make sure it is set it up so that all the participants fit into the picture. When everything is ready, the quiz can begin.

6. Depending on students' enthusiasm, you can hold a quiz regularly during the term. You should rotate students so that everyone has a chance to be in the quiz and production groups.

Follow-up: If you video each contest, you can check students' use of language weak areas, etc. You can also highlight the funny or exciting parts to show to the class as a whole. At this level, encourage students to self-assess, perhaps focusing on a different aspect of speaking skills each week, such as stress, rhythm, and intonation one week or pronunciation the next. The writing of questions is also an opportunity for checking grammatical accuracy.

Variation: The idea for this project lends itself to any topic, length, or format depending on how long you want to devote to it. In adapting it to a lower level you would have to ensure that the questions were well within students' capabilities so that the contest was a positive experience. The contest can extend to other classes in your school of the same level.

Comments: The teacher who devised this project records that students found it a very satisfying and worthwhile experience with everyone feeling really motivated to use the language. This particular project involved 170 students from a number of classes and took about five months.

Magnet, Island or Bridge

1. If you have a magnet, show it to the class and check if they know what it is called. Otherwise, you may need to explain it in the next step. On the board draw three columns, heading them respectively 'magnet', 'island' and 'bridge'. Divide your class into pairs and ask them to draw up a list of characteristics in the columns on the board.

2. Ask your students to think for a moment about the way they act in various social contexts, for example at parties, with colleagues, in the family – more like a magnet, an island or a bridge. Divide the class into groups to discuss the problem briefly.

3. Ask them, still in groups, to discuss which attitude – the magnet, the island or the bridge – is most conductive to a good working environment in class and what that implies in term of actual behaviour.

4. Discuss as a class the findings of the groups. They should feel that being a bridge is the most conductive and that it implies a spirit of co-operation, participating, helping others. At the same time a magnet may on occasions act as a catalyst to encourage shyer members of the class when/how a magnet might be a positive element in a class and when/how a negative one.

5. Extend the discussion to how bridges can be formed out of class. Draw up a list on the board.

6. Give your students a few minutes to discuss with those sitting near them which of these ideas they feel are most appropriate to them and how they intend to implement them. It is better in this phase to let pairs/groups form spontaneously than to impose them. Ask a few members of the class what conclusion they came to.

Encouraging Reading

1. Initiate an informal discussion on your student's reading habits in their own language. Ask which of them are in the habit of reading regularly in English outside class. Ask what kind of things they read and where they get their reading material from.

2. Put it to the class that for most learners' regular reading out of class is absolutely essential to reach an advanced language level – it is one of the best ways of expanding vocabulary and probably the only way to get a good sense of style. Tell them you are going to work with them to set up a framework that encourages them to read regularly.

3. The first hurdle is to find a source of suitable books. With the help of your students, write a list on the board of possible sources of books in English. Tell them to copy it into their notebooks. It will probably look like this:

a) public lending libraries;

b) school libraries;

c) bookshops;

d) each other.

Discuss with the class which of these sources is/are most readily available.

4. Arrange with your students for all to bring a book to class the lesson after next so that everyone can get an idea of what their colleagues are going to read.

5. When the class brings their books, ask each student to set a realistic target date to read their book by. Tell them that the date must be agreed with you. Draw up a class list of author/title/target date for all their books and fix this to the classroom wall.

6. As target dates are reached, check on progress, do not be 'heavy' if they do not achieve their targets but remind them that they are the ones who set the target dates and that you do expect them to finish soon.

7. As students finish their books, ask them to fill in information about the books they have read on a 'book recommendation sheet', which you van fix to the wall for your students to consult. It might look like this:

Recommended Reading

Author Title Interest Difficulty Comments Reader

For 'Interest' and 'Difficulty' it is best to use a scale, for example one to five, to indicate the degree of interest and difficulty.

Variation

The same broad principles apply to listening. Below is a list of possible sources for material:

a) English-speaking people that students meet

b) television programmes

c) films (original or subtitled), film clubs

d) videos

e) theatre

f) radio

g) songs

h) spoken word cassettes

Discuss with your students which of these are available locally. Draw their attention to the help that images give in understanding and to the high level of concentration needed when listening, which is quickly tiring. Follow-ups for listening are more difficult to set up than for reading. Once again, in general encourage reflection. Here are possible headings for a 'recommended listening sheet' that you can fix to the classroom wall:

Culture Project

1. Initiate a discussion with your students about their interests. Ask them about how they might link those interests to their study of English. Put it to them that they could extend an interest or begin a new one by doing a project on some aspect of English-speaking culture. Tell them that they can choose anything they like within that, only that at the end of the project they must produce something to present to the others in the class - orally or in writing. This can be something quite modest but its purpose is simply to provide some kind of objective. If you get a reasonably positive response, go on to Step 2.

2. Tell them that the hardest part is often choosing the project. So give them copies of the handout given below:

Example topics for personal culture projects

1. History

a) A long period, e.g. the Elizabeth era, the Victorian era

b) A short period, e.g. the American Civil War, Henry VIII and the Reformation

c) An incident and the events surrounding it, e.g. the Spanish Armada, the Wall Street Crash

2. Geography

a) A country you do not know about where English is spoken, e.g. one of the Caribbean or Pacific islands

b) A region or state in an English-speaking country, e.g. Florida, Wales, Queensland

c) A city or town, e.g. Cambridge, Stratford-upon-Avon, Auckland

3. People and their work

a) Statesmen and women, e.g. Gandhi, Churchill, Lincoln

b) Scientists, e.g. Newton, Darwin, Einstein

c) Artists of all kinds, e.g. The Beatles, Constable, Blake, Jane Austen, Shaw

d) Entertainers, e.g. Charlie Chaplin, Fred Astaire, Marilyn Monroe

e) Individuals, e.g. Martin Luther King, Bede, Dr Johnson

4. Other areas

a) Traditions and customs, e.g. Pancake Day, Thanksgiving

b) The Royal Family

c) Political institutions

d) Castles, stately homes and gardens

e) Folk music

f) Food and cooking

g) Porcelain and pottery, e.g. Wedgwood, Royal Doulton

h) Sport

i) Ways of being, e.g. attitudes, norms, taboos, behaviours

Ask your students each to decide on their project to tell you next lesson.

3. Next lesson ask each student what their project is going to be about and make a note of it. If more than one wants to work on a particular area, suggest they work in a pair, but discourage more than two students working on one project. There are so many to choose from that it is a pity not to have a wide range. Agree a target date for completion of the project and presentation to the class - in a one-month course it will have to be near the end of the course, in a year-long course towards the end of the term you start the project in. Tell your students that you will ask them from time to time how their projects are going and will set aside some class time to discuss progress and to deal with any problems.

Variation

Mini-projects have great success, where the students identify some small thing about English-speaking culture they want to know about and have just one lesson in a library to find out. You accompany them to the library and help them find the materials they need. The next lesson they report back what they found. Among the mini-projects which may be suggested are: willow-pattern pottery, Shakespeare's life, the historical King Arthur, prehistoric monuments in Britain, Elgar, Liverpool and child labour in Victorian England.

<center>

Activities for the Advanced Level

Taking the Plunge

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1. Ask your class what they think are the main problems of being a more advanced learner. They usually talk about difficult vocabulary, complex structures and other language items. Accept these points but put it to them that there is often a much more fundamental problem, namely how they go about their learning. If any student raises any of the more fundamental areas outlined in the handout, use this as a direct springboard into the next step.

2. Give each student a copy of the following handout.

Being a good advanced learner

Many learners of English manage to reach a level where they can understand, speak and write for everyday purposes. Yet only a relatively small proportion of

these people ever become genuinely advanced users of the language, though many make the attempt. As you are just beginning a course in more advanced English, it is important for you to be aware of what you need to do and how to go about it, so that you can make a success of your course.

You are going to read a short text, with a series of tasks to do as you read. This will provide an opportunity to reflect on your learning and, through your answers to the tasks, will give your teacher valuable information about you as a learner, so that he or she can give you greater guidance for the future.

Beyond spoon-feeding

In many language courses the teaching at lower levels tends to follow a pattern of what could be described as 'spoon-feeding' - the teacher chooses the elements of the language to teach (the food), plans how to present it (puts it onto a spoon) and teaches (feeds) the learners with it, as if they were children. However, just as children become progressively more independent and in due course have to assume full responsibility for themselves as adults, so learners of a language, as they advance, have to become more independent and assume greater responsibility for their own learning.

To be successful at an advanced level, you will have to commit yourself not only to attending classes but also to spending a substantial amount of time studying out of class. This should partly be directed by your teacher (homework and preparation) and partly through your own initiative.

A typical student with three to five hours of English classes per week should expect to spend about the same number of hours studying out of class - doing grammar exercises and writing tasks, learning vocabulary, reading extensively, and so on. The fewer hours you have with a teacher, the more you will have to work on your own. Without this kind of commitment you cannot expect to make a lot of progress.

1. How many hours of English classes do you have each week?

2. How many more hours can you commit to learning English each week?

It is easy to commit yourself to a theoretical number of hours per week, but unless you set aside particular days and times, you will keep finding you are too busy doing other things. So decide now which days and times you are going to dedicate to studying English.

3. In the light of your commitment, how much progress do you expect to make? In what areas (e.g. listening/speaking/reading/writing, accuracy/fluency)? Be specific about your objectives.

Ways of studying

Making good progress depends not only on how much time you spend but also how you go about studying. For example, how do you organise the things you want to learn?

4. Write about how you organise the notes you take in class and the things you want to learn when studying on your own.

5. What techniques do you use to memorise things?

6. When you are studying alone, you need good reference materials. What dictionaries, grammar books and other materials do you have?

The quantum leap

Ironically, one of the greatest problems that often arises among more advanced learners is the fact that they can already function in English for a lot of everyday purposes and, instead of extending their knowledge, go on just using what they already know. To be successful at an advanced level, thin is not enough. You have to make a 'quantum leap', in other words a significant jump towards something much more sophisticated and wide-ranging. You have to aim to function like a mature, well-educated native speaker of the language. This means that you need to be able to draw upon your experience of the world and to have a reasonable, though not specialist, knowledge of any subject you are speaking or writing about. The content is vitally important, because if this is too limited, your language will be correspondingly limited - you won't need and therefore won't use more advanced structures and vocabulary.

7. How old are you?

8. What areas do you feel you have some knowledge about?

9. In what areas do you feel you have very little knowledge?

There are three areas that contribute substantially to making the quantum leap and particularly to writing in a more sophisticated way: observation, imagination and thinking.

10. Do you consider yourself to be good at

a) observing

b) imagining

c) thinking

Explain your answers.

Good luck with your advanced course.

Ask them to read the text and answer the questions. Set a time limit of thirty minutes. Tell your students that you will want to collect the completed handouts in to read, but that you are interested in what they say, not in how correct the English is. With students that finish early, take the opportunity to speak to individuals and discuss some of their answers.

3. When they have finished, initiate a discussion about what they have read and written. Ask them if they feel they have learnt anything important that they perhaps hadn't thought about before. Encourage an exchange of views among the members of the class. Collect in the completed handouts.

4. Later, go through the handouts, noting down any points you want to use for feedback and any you want to keep for your own reference. Make comments on the handouts about the contents where you feel this would be helpful to the student but don't correct. In a follow-up lesson, preferably the lesson immediately following, go over any points that emerged from the handouts. In particular, you may want to draw attention to reference materials you would recommend.

Variation

In Step 3, after the students have completed their handouts, put them into groups of four to compare and discuss what they wrote. In particular, ask them to discuss the specific contexts where the quantum leap would be important and the sort of

tasks that might involve the three areas of observing, imagining and thinking. This can be very valuable but you will need to set aside about twenty minutes extra.

English-Speaking Countries

1. Divide the class into pairs. Ask the pairs to draw up a list of English-speaking countries, that is to say, countries where English is an official language or is widely spoken. Be available to help supply the names of countries in English.

2. On the board draw five columns and head them with the names of the main continents. Ask your students for the names of the countries they wrote down in Step 1 and write them in the appropriate column. When you have exhausted their lists, add any others you feel they should know. The main countries are:

Europe: Cyprus, Gibraltar, Ireland, Malta, The United Kingdom

Africa: Botswana, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Namibia, Nigeria, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda, Zambia, Zimbabwe

Asia: Bangladesh, Brunei, Hong Kong, India, Malaysia, Pakistan, Singapore, Sri Lanka

Australia and the Pacific: Australia, Fiji, New Zealand, Tonga

The Americas: Canada, The United States, Belize, many of the Caribbean islands, including The Bahamas, Barbados, Dominica, Grenada, Jamaica, Puerto Rico, St Lucia, St Vincent, Trinidad and Tobago, Guyana, the Falkland Islands

3. Explain to the class that you want them to do a project on one of these countries but not on England or the United States. Tell the class to form groups of three or four. Let your students choose their partners, while making sure no individuals get left out. Ask each group to choose a country. Allow more than one group to work on the same country – they often use quite different approaches and present interestingly different work – but you may decide you want your students to do different work on as broad a range of countries as possible, in which case they should all choose different countries.

4. When your students have chosen their countries, ask each group, for your reference, to give you a piece of paper with the names of the members in their group and which country they are going to work on.

5. Establish with the class the following:

a) how much you want each student to contribute to the project;

b) the content - set an upper limit of one third dedicated to the general background (geography and history, currency, industries, etc.) and insist that the greater part should be dedicated to the use of the English language, e.g. the role of English, how it differs from standard British/American English, periodicals published in English, literature, etc. The possible areas of focus here vary considerably from country to country and you may need to discuss with each group those areas that would offer the most potential, e.g. the question of language variety is more appropriate where most or all of the population is English-speaking, the periodicals published in English are more relevant where English is one of the many languages used in the country;

c) the deadline by which the project must be handed in.

6. Discuss with your students what sources of information they are going to use. Students work mostly from five sources:

a) encyclopedia entries;

b) books;

c) newspaper and magazine articles;

d) computer programs;

e) information from embassies, high commissions and tourist offices.

You may be able to provide support from material you yourself possess - this is where it is useful to have a list of groups and their countries, so that you know who to give it to.

CONCLUSIONS

The Qualification Paper deals with the Project work in teaching English, general notions, theoretical and practical value of projects, benefits, organizing, presenting and assessing. Project work is a series of activities that allows the students to study, do research and act by themselves using their abilities, interests, personal experience and aptitudes. The project work progresses under the guidance and monitoring of a teacher. The teacher will give ideas about project work, advice about the topic, how to manage the data collection process and planning. All levels of students can do project work. The students can work alone or with a group according to the project scope and difficulty. The project work might be small and easy or large and complicated.

The objectives of the paper were to highlight the importance of the project work in teaching English, to discover how it influences the students during the educational process and if this type of work in the classroom helps to learn the language.

On the basis of the literary sources studied we can come to the following conclusions that project work has advantages like the increased motivation when learners become personally involved in the project; all four skills, reading, writing, listening and speaking, are integrated; autonomous learning is promoted as learners become more responsible for their own learning; there are learning outcomes - learners have an end product; authentic tasks and therefore the language input are more authentic; interpersonal relations are developed through working as a group; content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner-centered; learners often get help from parents for project work thus involving the parent more in the child's learning; if the project is also displayed parents can see it at open days or when they pick the child up from the school; a break from routine and the chance to do something different.

The disadvantages of project work are the noise which is made during the class, also projects are time-consuming and the students use their mother tongue

too much, the weaker students are lost and not able to cope with the task and the assessment of projects is very difficult. However, every type of project can be held without any difficulties and so with every advantage possible.

The types of projects are information and research projects, survey projects, production projects and performance and organizational projects which can be performed differently as in reports, displays, wall newspapers, parties, plays, etc.

Though project work may not be the easiest instructional approach to implement, the potential pay-offs are many. At the very least, with the project approach, teachers can break with routine by spending a week or more doing something besides grammar drills and technical reading.

The organization of project work may seem difficult but if we do it step by step it should be easy. We should define a theme, determine the final outcome, timing, should pay attention timetabling, structure the project, identify language skills and strategies, gather information, compile and analyse the information, present the final product and finally evaluate the project. Take into consideration the students' safety. Classroom location is also very important in project work. Project work demands a lot of hard work from the teacher and the students; nevertheless, the final outcome is worth the effort.

In this research work discussed, also the role of the teacher. Wherever teacher teach and in whatever circumstances, teacher's role remains fundamentally the same – that of a participant and coordinator when necessary, responding to a language point that may need presenting or revising and anticipating linguistic or logistical problems. In other words, teachers are a figure in the background evaluating and monitoring the language being used. One factor more associated with long-term projects than short-term ones is that the teacher's role change and it is important to communicate this to other colleagues. The irony is of course that the more passive teachers appear to be the more successful the project is in terms of student autonomy and independent learning.

Throughout the qualification paper we can see that project work has more positive sides than negative and is effective during the educational process.

Students are likely to learn the language with the help of projects and have more fun.

In conclusion we can say that the results and materials of the Qualification Paper will help for all students, project work is effective, interesting, entertaining, and helps enrich their vocabulary and should be used at the lesson.

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APPENDICES

TABLE 1.

WEEKLY REVIEW   name: _____

                           Class: _____

                           Dates: _____

1. What new vocabulary have you learnt this week? _____
_____
_____

2. Which of these new words can you use with confidence? _____
_____
_____

3. Which of these new words do you feel unsure about? _____
_____
_____

4. What can you say/do this week that you couldn't say/do last week? _____
_____
_____

5. What have you learnt about the language that you didn't know before this
week? _____
_____

6. What have you read this week? _____
What have you listened to this week? _____
What have you written about this week? _____
What have you spoken about this week? _____

7. Did you use any textbooks this week? Give details. _____
_____

8. What homework have you done this week? _____
_____

9. Any comments? _____
_____

TABLE 2.

ERROR MONITOR

Name: _____ week1/ date: _____

Error	Correction
What means this? Q	*What does this mean?*

TABLE 3.

ERROR MONITOR

Name: _____

Grammar	Vocabulary	Functions	Pronunciation
~~What means X?~~	~~I'm injury~~	Requests - ~~may you help me?~~	Youth – ~~[yu:s]~~
What does X mean?	I'm injured/hurt	Could you help me?	[ju:θ]