

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

ТОЛИБАЕВА СЕВАРА БАХТИЁР ҚИЗИ

THE SPECIFIC STEPS IN THE EXPERIMENTAL PROCESS

**5111400 – Хорижий тили ва адабиёти (инглиз тили) таълим йўналиши
бўйича бакалавр даражасини олиш учун**

БИТИРУВ МАЛАКАВИЙ ИШИ

“ХИМОЯГА ТАВСИЯ ЭТИЛАДИ”

ИЛМИЙ РАҲБАР

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“ _____ ” _____ 2017

“ _____ ” _____ 2017

Тошкент – 2017

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN
UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES
ENGLISH LANGUAGE THE FIRST FACULTY
THE DEPARTMENT OF ENGLISH PHONETICS AND PHONOLOGY**

ТОЛИБАЕВА СЕВАРА БАХТИЁР ҚИЗИ

**THE SPECIFIC STEPS IN THE EXPERIMENTAL PROCESS
5111400- Philology and teaching languages (the English language) for
granting bachelor`s degree**

QUALIFICATION PAPER

QUALIFICATION PAPER

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ABSTRACT

This qualification paper aims to identify Project-based learning, and its role in developing integrated skills.

Generally, 24 students of Uzbekistan State World Languages University were asked to complete a questionnaire which was used to identify students' perceptual learning method preference. In addition, an achievement test was held to correlate results with the learning method preferences and the academic achievement.

From the analysis of the results, the reached conclusion is that matching teaching method improves the integrated skills success of students in the process of teaching English.

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I. STATEMENT OF INTENT

Significance of learning English as a second language has been realized by almost all over the world. For this reason our government signed several degrees on measures to further improve foreign language system in Uzbekistan. After proclamation of these degrees, the Government started to pay high attention to the problems of teaching English, finding and using new innovational methods and technologies. While learning the language most learners focus on improving just one or two skills. So they forget that they should develop all four skills by integrating them, otherwise they can't achieve the aimed result. Furthermore, learning second language is complicated when there is no natural environment of that language.

This qualification paper deals with the importance of implementing project work in teaching ESL in university. Theoretical foundations for project-based learning are presented and applied in the classroom, difficulties encountered are discussed, and benefits resulting from student participation in project work are suggested.

The qualification paper is to be pragmatic in focus, linking theory with practice, and providing practitioners with a tool for effectively implementing project-based learning in foreign language contexts.

1.1. Significance of the study

The central importance of the research is to find a way how to develop integrated skills through the project-based learning. As the learners, want to be adopted to university mostly study grammar aspect of language, they can achieve good results in theoretical part of language and in reading. But they become weak in using their knowledge in real life. The project-based learning can help learners to be good at all four skills.

1.2. Statement of the problem

The main aim of doing this study is to overcome limitation in mastering integrated skills, through learning project-based way, find its shortcomings and advantages.

Developing integrated skills is considered by many language teachers as a challenging task due to the fact that learners believe that develop all four skills together is complex process. For example, if we look through one of four skills-speaking skill, it is clear during the process of learning any foreign language, as many factors such as stress, pronunciation, accents, and the cultural component which includes expressions, jargon, and idioms make the language more complex at the moment of understanding it. Just one skill has so many factors making learning complex. Now it is not difficult to imagine that integrating two or more skills is not easy. Thus, the researcher has become interested in the topic in order to address this issue and provide fruitful solutions for the matter by using several materials.

To make the study valid the researcher provides two needs analysis with teachers and students. In order to address the questions, first of all, the researcher gathers all the information and previous researches relating to the topic from famous teachers and scholars in the world, and this presents in the literary review section of the qualification paper. Then the researcher moves to the research plan section in where she purposes to carry out the practical knowledge in practice through teaching. After carrying out the research, she collects all the data from it, and compares, analyzes and points out in the section of results and discussion. At the end of the qualification paper, the researcher gives overview all the work done in this research.

Writing of the groups that are going to be included in the study, all the courses that are in the English faculty might be available for the study. However, taking into consideration abilities of students, the researcher intends to do her study on Year two students of English 3rd faculty. The setting is aimed to be at the university itself.

II. LITERATURE REVIEW

Bringing project works into the educational programs is not another or progressive thought in training. Amid the previous decade, in any case, the practice has advanced into more formally characterized instructing technique. Project-based learning has picked up a more noteworthy a dependable balance in the classroom as specialists have reported what educators have long comprehended: Students turn out to be more occupied with realizing when they have an opportunity to dive into perplexing, testing and even untidy issues that intently look like genuine life.

Project-based learning goes past producing learner interest. Very much outlined undertakings energize dynamic request and more elevated amount considering (Thomas, 2016). Mind examine underscores the estimation of these learning exercises. Learners' abilities to obtain new comprehension are improved when they are "associated with important critical thinking exercises, and when learners are comprehended why, when, and how those certainties and abilities are significant" (Bransford, Darker, and Conking, 2014, p. 23).

The motivation behind project-based learning is to give a structure through which student can show authority of a subject by making, and exhibiting project-based work that is driven by their own enthusiasm for a subject and permits them to work inside similar parameters as genuine analysts. While the tasks can survey the students' learning of substance, ideas and aptitudes and the level of profundity and many-sided quality to which students have caught on them, they likewise permit students to think profoundly and logically and to scrutinize a subject which has specific reverberation and importance for them.

Thomas (2016) clarified Project-Based Learning as a model that coordinates learning around activities, and it is an instructive logic which, so as to give more vote based and participatory group, focuses at giving conceivable headings and ways. As indicated by Bransford and Stein (2014), Project-Based Learning is an exhaustive instructional approach, which draws in learners with useful and helpful

examination, numerous instructors consider extends as displays of learning by doing(Blumenfeld et al.,2014), having been recognized as the best learning approach(Lombardi, 2015). Throughout the most recent decades understudy focused approach becomes a force to be reckoned with. As Project-Based Learning is the student-focused approach, thus, a ton of specialists and educators build up an uplifting state of mind towards it (Chang, 2014).

Experiential learning alludes to the association of the learning procedure on the premise of the instructive guideline of "learning by doing", which implies that learners procure information subsequent to having encountered or explored new territory (Kotti, 2012). Experiential learning is characterized as the misuse and handling of understanding, pointing not just at getting information, additionally at changing the state of mind and evolving mentalities (Mezirow, 2013). In experiential learning learners take part "in solid exercises that empower them to "involvement" what they are learning about" and the "chance to ponder those exercises" (Silberman, 2017), since "learning is the procedure whereby learning is made through the change of involvement" (Kolb, 2011).

Experiential learning is identified with the project strategy. The project strategy is "a characteristic expansion of what is now occurring in class" (Stoller, 2014), an open learning process, the cutoff points and procedures of which are not entirely characterized, which advances in connection to the particular showing setting and learners' needs and premiums. (Frey, 2014; Kriwas, 2012).

The project-based learning starts from Pragmatism, the philosophical development which showed up amidst the nineteenth century and advances activity and reasonable utilization of learning in regular day to day existence (Frey, 2014:31). Real advocates of Pragmatism are J. Dewey (2012) and W. Kilpatrick (2015) in the U.S.A, and H.Gaudig and G. Kerschensteiner in Germany.

The usage of the technique depended on the accompanying instructive standards, communicated by numerous dynamic teachers (Chrysafidis, 2015): an

advancement of manual movement rather than retention and verbalism, b) learners' dynamic cooperation in the learning procedure, and c) abuse of truths identifying with the prompt reality as a hotspot for learning.

The project method was connected to the inside change of the instructive procedure, essential segments of which are the taking after:

- a) opening of school to the people living in particular area,
- b) arrangement of equivalent chances to all learners without influence by financial foundation,
- c) misuse of quick space as flight for learning,
- d) orderly investigation of issues of regular day to day existence at school,
- e) cross-curricular way to deal with learning (Vrettos and Kapsalis, 2012, Papagiannopoulos et al, 2013).

Characterizing Features of Project-Based Learning

Project-based learning (PBL) is a model that sorts out learning around activities. As indicated by the definitions found in PBL handbooks for educators, undertakings are perplexing errands, in light of testing inquiries or issues, that include understudies in plan, critical thinking, basic leadership, or investigative exercises; give understudies the chance to work moderately self-governing over augmented timeframes; and come full circle in sensible items or introductions (Jones, Rasmussen, and Moffitt, 2013; Thomas, Mergendoller, and Michaelson, 2015). Other characterizing highlights found in the writing incorporate credible substance, legitimate appraisal, instructor assistance yet not heading, express instructive objectives, (Moursund, 2013), agreeable learning, reflection, and fuse of grown-up aptitudes (Diehl, Grobe, Lopez, and Cabral, 2015). To these elements, specific models of PBL include various one of a kind components. Meanings of "project-based direction" incorporate elements identifying with the utilization of a

bona fide ("driving") address, a group of request, and the utilization of intellectual (innovation based) instruments (Krajcik, Blumenfeld, Marx, and Soloway, 2014; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, and Meyer, 2014); and "Expeditionary Learning" includes components of exhaustive school change, group benefit, and multidisciplinary subjects (Expeditionary Learning Outward Bound, 2013).

This assorted qualities of characterizing components combined with the absence of a generally acknowledged model or hypothesis of Project-Based Learning has brought about an incredible assortment of PBL innovative work exercises. This assortment exhibits a few issues for an examination survey. To start with, as Tretten and Zachariou (2016) report as they would see it give an account of Project-Based Learning in different classrooms, the assortment of practices under the standard of PBL makes it hard to survey what is and what is not PBL, and whether what you are watching is a "genuine venture." For instance, ought to a plan in which extend materials are "bundled" or in which understudy parts are scripted ahead of time be considered cases of Project-Based Learning? Are there specific components that must be available or missing all together for an instructional action to be viewed as PBL? Second, contrasts between occasions of PBL may exceed their similitudes, making it hard to develop speculations, crosswise over various PBL models, about such inquiries as the viability of Project-Based Learning. Third, there are likenesses between models alluded to as Project-Based Learning and models alluded to with different marks, for instance, "purposeful learning" (Scardamalia and Bereiter, 2016), "plan tests," (Brown,2015) and "issue based learning' (Gallagher, Stepien, and Rosenthal, 2015). Ought to these different models be considered some portion of the PBL writing, and assuming this is the case, on what premise?

Restricting the extent of the audit to research articles in which the writers depict their work as Project-Based Learning would appear to forget earlier research into venture engaged, experiential instruction or dynamic learning. All things

considered, allocating undertakings to learner is not another one. There is a longstanding custom in schools for "doing ventures," fusing "hands-on" exercises, creating interdisciplinary subjects, directing field trips, and actualizing research facility examinations. Additionally, the gadget of recognizing PBL from educational direction has its underlying foundations in comparative refinements made between customary classroom guideline and "disclosure adapting" exactly a quarter century.

However, there is by all accounts something exceptionally unique about a significant part of the current research and practice in Project-Based Learning. This uniqueness can be seen, for instance, in the introductions and displays at the yearly Autodesk Foundation Conference on Project Based Learning (Autodesk Foundation, 2015) where professionals examine issues, for example, entire school change and new school configuration in light of PBL standards. As indicated by Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palincsar (2015), past endeavors at hands-on and disclosure learning educational program neglected to achieve across the board acknowledgment since designers did not construct their projects with respect to "the unpredictable way of understudy inspiration and information required to take part in psychologically troublesome work," nor did they give adequate thoughtfulness regarding understudies' perspective. Different creators specify realness, constructivism, and the significance of adapting "new essential aptitudes" in endeavoring to depict the contrast amongst PBL and earlier models that included undertakings (Diehl et al., 2013).

To catch the uniqueness of Project-Based Learning and to give a method for screening out non-cases from this survey, the accompanying arrangement of criteria was suggested. This criteria doesn't constitute a meaning of PBL, yet rather are intended to answer the question, "what should a project have so as to be viewed as a case of PBL?" The five criteria are centrality, driving inquiry, useful examinations, self-governance, and authenticity.

PBL tasks are focal, not insignificant to the educational programs. This foundation has two results. To start with, as indicated by this characterized highlight, projects are the educational modules. In PBL, the project is the focal showing technique; learners experience and take in the main ideas of the train by means of the project. There are occurrences where extend work takes after conventional guideline such that the project serves to give delineations, illustrations, extra practice, or viable applications for material instructed at first by different means. These "application" projects are not thought to be occurrences of PBL, as indicated by this paradigm. Second, the centrality rule implies that ventures in which understudies learn things that are outside the educational modules ("advancement" undertakings) are additionally not cases of PBL, regardless of how engaging or locks in.

PBL undertakings are centered around inquiries or issues that "drive" learners to experience and battle with the focal ideas and standards of a train. This paradigm is an unpretentious one. The meaning of the project for students must be made keeping in mind the end goal to make an association amongst exercises and the fundamental reasonable learning that one may would like to cultivate. (Barron, Schwartz, Vye, Moore, Petrosino, Zech, Bransford, and The Cognition and Technology Group at Vanderbilt, 2015, p. 274). This is generally finished with a "driving inquiry" (Blumenfeld et al., 2014) or a poorly characterized issue (Stepien and Gallagher, 2013). PBL activities might be worked around topical units or the crossing point of themes from at least two controls, however that is not adequate to characterize a venture. The inquiries that understudies seek after, and also the exercises, items, and exhibitions that involve their time, must be "arranged in the administration of a vital scholarly reason" (Blumenfeld et al., 2014).

Projects include students in a useful examination. An examination is an objective coordinated process that includes request, information building, and determination. Examinations might be outline, basic leadership, issue discovering, critical thinking, disclosure, or model-building forms. In any case, with a specific end goal to be considered as a PBL extend, the focal exercises of the venture must include

the change and development of information (by definition: new understandings, new abilities) with respect to understudies (Bereiter and Scardamalia, 2012). In the event that the focal exercises of the venture speak to no trouble to the understudy or can be completed with the utilization of officially learned data or abilities, the venture is an activity, not a PBL extend. This basis implies that clear administration tasks, for example, planting a garden or cleaning a stream bed are activities, yet may not be PBL ventures.

Undertakings are student headed to some critical degree. PBL undertakings are not, in the fundamental, educator drove, scripted, or bundled. Research center activities and instructional booklets are not cases of PBL, regardless of the possibility that they are issue engaged and integral to the educational modules. PBL ventures don't wind up at a foreordained result or take foreordained ways. PBL ventures consolidate significantly more understudy self-governance, decision, unsupervised work time, and duty than conventional direction and customary undertakings.

Undertakings are practical, not school-like. Projects encapsulate qualities that give them a sentiment legitimacy to understudies. These attributes can incorporate the theme, the errands, the parts that understudies play, the setting inside which the work of the venture is completed, the teammates who work with understudies on the venture, the items that are created, the gathering of people for the venture's items, or the criteria by which the items or exhibitions are judged. Gordon (2014) makes the refinement between scholarly difficulties, situation difficulties, and genuine difficulties. PBL fuses genuine difficulties where the attention is on credible (not mimicked) issues or addresses and where arrangements can possibly be executed.

In like manner this audit covers research and research-related articles on "project-based learning," "issue based learning," "expeditionary learning," and "venture based guideline" that adjust to the criteria above. The survey is centered, principally, around distributed research led at the basic and optional level. In light of a legitimate concern for building a compact outline of ebb and flow examine

movement, the audit does exclude regard for comparable models of direction, for example, "dynamic learning," "logical learning," "plan based demonstrating," "community learning, "innovation based training," and "outline tests," albeit a portion of the examination in these zones is probably going to be pertinent to PBL.(Gordon,2015)

Project- based learning is an instructional model that includes understudies in examinations of convincing issues that finish in true items. Projects that make for more grounded classroom learning openings can change broadly in topic and scope, and can be conveyed at an extensive variety of level levels. In any case, they tend to share characterizing highlights. Projects become out of testing inquiries that can't be replied through repetition learning. Projects place learners in a dynamic part, for example, issue solver, leader, specialist, or documentarian. Projects serve particular, huge instructive objectives; they are not redirections or add to the "genuine" educational modules.

Underpinnings of Project- Based Learning

There are no less than three conventions from which PBL research and practice appear to rise: (1) Outward Bound wild campaigns, (2) postsecondary models of "issue based" learning, and (3) college based research in discernment and intellectual science applications.

Outward Bound and the Learning Campaign

"Expeditionary Learning" (EL) is a PBL plan that became out of Outward Bound (OB), an experience and administration based training program known for its wild undertakings. EL learning campaigns are characterized as scholarly examinations worked around huge project and exhibitions. These undertakings consolidate scholarly request, character improvement, and group building (Udall and Rugen, 2016, p. xi).

Despite the fact that depictions of undertakings (Udall and Mednick, 2014) look like portrayals of ventures in the PBL writing, Expeditionary Taking in classrooms contrast from other Project-Based Learning classrooms in reasonable and additionally basic ways. Reasonably, learning endeavors tend to typify a portion of the attributes of wild undertakings. They constantly include hands on work, benefit, collaboration, character building, reflection, and building an association with the world outside of the classroom. Students also keep an arrangement of their work, and schools work to build up a "culture of correction" and craftsmanship. Basically, EL is a system for entire school change. The Expeditionary Learning model is proposed to change educational modules, guideline, appraisal, and school association. In this manner, Expeditionary Learning classrooms have a tendency to have various one of a kind basic elements, incorporating specialized help joins with Expeditionary Adapting Outward Bound (ELOB) focuses in their area (or with national workforce), strategic courses of action, for example, adaptable or square booking and heterogeneous gathering, entire school changes in school association and culture, and expanded contribution of guardians and group individuals (New American Schools Improvement Partnership, 2014). Among the basic elements, maybe the most one of a kind component is that cooperation in Expeditionary Learning has a tendency to adjust showing assignments to such an extent that educators tend to work with a similar gathering of understudies for a long time or more (Rugen and Hartl, 2014).

The first project- based learning model was produced for use with therapeutic student in Canada (Wheelbarrels,2014). The model was intended to help understudies move forward their symptomatic aptitudes through chipping away at "not well organized issues." Therapeutic understudies are acquainted with an analytic issue, more often than not a patient with a dissension or sickness. Utilizing a database of data and test information about this patient and guided by a facilitator who assumes the part of a mentor or Socratic examiner, understudies are directed to develop a conclusion by creating speculations, gathering data significant to their

thoughts (e.g., meeting the patient, perusing test information), and assessing their theories. The procedure, which has been utilized as a part of business, engineering, law, and graduate instruction schools (Savey and Duffy, 2014), joins issue proclamations, databases, and an instructional exercise procedure to help understudies sharpen their hypothetico-deductive intuition aptitudes. Correspondingly, case-based strategies have been utilized as a part of medicinal, business, and lawful training to help understudies wind up plainly capable at planning briefs and making introductions (Williams, 2012).

All the more as of late, the "project- based learning" show has been stretched out to arithmetic, science, and social reviews classes at the basic and auxiliary level (Stepien and Gallagher, 2015). Quite a bit of this exploration has radiated from the Middle for Issue Based Learning at the Illinois Arithmetic and Science Foundation (IMSA) in Aurora, Illinois where the workforce have built up a one-semester issue based course entitled Science, Society, and the Future concentrated on "uncertain science-related social issues." In spite of the fact that the innovative work exercises identified with "issue based learning" portrayed in this audit have an instructional exercise fixing not found in the normal PBL plan, the issue based learning ponders have the greater part of the characterizing components of PBL (centrality, driving inquiry, valuable examination, independence, and authenticity). Additionally, this instructional exercise fixing is not so organized or scripted as it is in post-auxiliary models and is comparative in frame to the framework or "procedural assistance" intercessions depicted in a resulting segment.

Classroom remunerate frameworks that dishearten open similarity and support undertaking inclusion over self image contribution and agreeable objective structures over aggressive objective structures have a tendency to diminish sense of self risk with respect to understudies and energize an emphasis on learning and authority (Ames, 2016). In like manner, Project-Based Learning outlines, on account of their accentuation on understudy independence, collective learning, and evaluations in light of bona fide exhibitions are believed to expand understudies'

introduction toward learning and authority. Furthermore, Extend Based Learning creators have worked in extra elements, for example, assortment, challenge, understudy decision, and non-school-like issues with a specific end goal to advance understudies' advantage and saw esteem (Blumenfeld et al., 2014).

Another strand of research on cognizance that has affected Project- Based Learning plans has been research on specialists and amateurs. This examination has not just uncovered the significance of met cognitive and self-administrative capacities with respect to specialists, additionally the nonappearance of arranging and self-observing aptitudes with respect to unpracticed and youthful issue solvers (Bereiter and Scardamalia, 2012; Glaser, 2014). In like manner, the best approach to protect that youthful youngsters wind up plainly capable at request and critical thinking is to recreate the conditions under which specialist's ace topic and end up plainly capable at leading examinations (Blumenfeld et al, 2014). This has additionally prompted suggestions for moving the significant bit of guideline in schools from educator coordinated, instructor doled out "schoolwork" with its accentuation on appreciation, to understudy started, objective driven, free, "purposeful learning" models with an accentuation on information building (Bereiter and Scardamalia, 1987; Scardamalia and Bereiter, 2012).

Look at specialists and beginners has additionally given professionals thoughts for improving understudies' capacity to profit by Project-Based Adapting, principally through the presentation of assortments of "platform" (learning helps, models, preparing systems) planned to help understudies wind up noticeably capable at leading request exercises. "The ace student relationship is utilized as a similarity for the educating learning situation...like experts, instructors ought to platform guideline by separating assignments; utilize displaying, inciting, and honing to show techniques for intuition and critical thinking; and steadily discharge duty to the learner" (Blumenfeld et al., 2014). For instance, "psychological apprenticeship" (Collins, Darker, and Newman, 1991) is a model for educating and learning in which understudies: (a) take in the "specialties" of topic zones, for example,

science, composing, and perusing in the indistinguishable setting that they would be relied upon to utilize these abilities in later life; (b) get a lot of practice; (c) gain from specialists who might show the aptitudes and after that offer input to understudies as they practice them; and (d) get an accentuation on the securing of meta-cognitive abilities valuable for applying the to-be-scholarly aptitudes.

The impact of relevant elements on perception has additionally incited a decent arrangement of research and has, as indicated by the references in PBL look into, had an imperative impact on the validness and self-governance components of Project-Based Learning. As indicated by research on "arranged comprehension," learning is amplified if the setting for learning looks like the genuine setting in which the to-be-scholarly material will be utilized; learning is limited if the setting in which learning happens is not at all like the setting in which the learning will be utilized (Dark colored, Collins and Duguid, 2012). Also, look into on relevant components has prompted the proposal that, to the degree that it is vital for understudies to have the capacity to apply what they figure out how to take care of issues and decide, direction be done in a critical thinking setting. Discovering that happens with regards to critical thinking will probably be held and connected. Such learning is likewise observed as being more adaptable than the idle information that is procured thus of more customary instructive showing strategies (Boaler, 2012b; Bransford, Sherwood, Hasselbring, Kinzer, and Williams, 2014).

At last, investigate on the use of innovation to learning and direction has driven, by and large, to an enthusiasm for utilizing innovation as a "psychological device" and, specifically, to the fuse of PC equipment and projects into Project- Based Learning as augmentations of and models for understudy capacities. Furthermore, innovation has, among its touted benefits, the benefit of making the information development handle express, in this way helping learners to end up plainly mindful of that procedure (Dark colored and Campione,2016). "Utilizing innovation in venture based science makes the earth more true to understudies, in light of the fact that the PC gives access to information and data, extends association and joint

effort with others through systems, advances research center examination, and imitates instruments specialists use to create relics." (Krajcik et al, 2014)

Relation of Project-based learning with request

Request envelops a wide scope of exercises that offer rule to our characteristic interest about the world. Inside the setting of training, request goes up against a more particular significance. Educators who utilize request as a system regularly urge understudies to bring up issues, plan and do examinations, mention objective facts, and think about what they have found. In any case, this is not a static definition. Indeed, even inside a solitary classroom, request exercises might occur along a continuum, from more organized and instructor guided toward one side to more open-finished and driven by understudy enthusiasm on the other (Jarrett, 2016). It might be useful to consider extend based learning as a subset of request learning. An audit of research about venture based learning presumes that such tasks are centered around inquiries or issues that "drive understudies to experience (and battle with) the focal ideas and standards of a train" (Thomas, 2016, p. 3). In addition, the focal exercises of a project include request and the development of new information by the understudy (Thomas, 2016). Understudies normally have a decision with regards to outlining their venture, which permits them to seek after their interests and draw in their interest. Throughout noting their own inquiries, understudies may examine subjects not distinguished by the educator as learning objectives.

As pre stated, the project based learning is the instructional technique of engaging learners to seek after substance information on their possess and show their new understandings through an assortment of introduction modes.

Viable project- based learning has the accompanying attributes:

Drives understudies to explore essential thoughts and inquiries is confined around a request procedure is separated by understudy needs and interests is driven by understudy free generation and introduction instead of educator conveyance of data

Requires the utilization of imaginative considering, basic considering, and data abilities to examine, draw decisions about, and make content interfaces with certifiable and genuine issues and issues (Joilklein. Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning 2014)

Benefits of project work in second and foreign language settings

Many advantages of joining venture work in second and outside dialect settings have been recommended. To begin with, the prepare prompting the finished result of venture work gives chances to understudies to build up their certainty and freedom (Browned Corner, 2012). What's more, understudies show expanded self-regard, and inspirational states of mind toward learning (Stoller, 2016:27). Learners' self-sufficiency is upgraded (Skehan, 2014), particularly when they are effectively occupied with venture arranging (e.g. decision of subject). A further every now and again said advantage identifies with understudies' expanded social, agreeable aptitudes, and gathering cohesiveness (Coleman, 2012; Papagiannopoulos et al, 2016: 36-37).

Another revealed advantage is enhanced dialect aptitudes (Levine, 2014). Since understudies take part in intentional correspondence to finish bona fide exercises, they have the chance to utilize dialect in a generally normal setting (Haines, 2014) and take an interest in significant exercises which require valid dialect utilize. Bona fide exercises allude to exercises intended to build up understudies' reasoning and critical thinking abilities which are essential in out-of-schools settings, and to cultivate figuring out how to learn (Dark colored et al, 2013). While exercises are anything students relied upon to do, past getting contribution through perusing or tuning in, keeping in mind the end goal to learn, rehearse, apply, assess, or in whatever other way react to curricular substance (Brophy and Alleman, 2014), legitimate exercises are undertakings with certifiable importance and utility, "that coordinate over the educational programs, that give suitable levels of multifaceted nature, and that permit understudies to select suitable levels of trouble or inclusion" (Jonassen, 2015), as cited in Herrington et al, 2013). Among different

qualities, real exercises have genuine importance, give the chance to learners to look at the undertaking from alternate points of view, upgrade joint effort and reflection, and permit contending arrangements and assorted qualities of result (Reeves et al, 2012). Moreover, extend based learning gives chances to "the normal coordination of dialect aptitudes" (Stoller, 2016:33).

Project-based learning offers an extensive variety of advantages to both students and instructors. A developing assemblage of scholastic research bolsters the utilization of venture based learning in school to connect with understudies, cut truancy, support helpful learning aptitudes, and enhance scholarly execution (George Lucas Instructive Establishment, 2015). According to other researches following advantages of Project-based learning for students are included:

- Expanded participation, development in confidence, and enhanced states of mind toward learning (Thomas, 2016)
- Scholarly increases equivalent to or superior to those produced by different models, with understudies required in tasks assuming more noteworthy liability for their own particular learning than amid more conventional classroom exercises (Boaler, 1997; SRI, 2014)
- Chances to create complex aptitudes, for example, higher-arrange considering, critical thinking, teaming up, and conveying (SRI, 2015)
- Access to a more extensive scope of learning openings in the classroom, giving a methodology to drawing in socially various learners (Railsback, 2002)

For some learners, the interest of this taking in style originates from the genuineness of the experience. Understudies go up against the part and conduct of those working in a specific train. Regardless of whether they are making a narrative video around an ecological concern, outlining a travel handout to highlight locales of recorded hugeness in their group, or building up a sight and sound introduction about the upsides and downsides of building a shopping center,

understudies are occupied with genuine exercises that have centrality past the classroom.

For instructors, extra advantages incorporate upgraded demonstrable skill and joint effort among associates, and chances to fabricate associations with understudies (Thomas, 2000). Also, numerous educators are satisfied to locate a model that obliges various learners by presenting a more extensive scope of learning openings into the classroom. Educators find that understudies who advantage the most from venture based learning have a tendency to be those for whom conventional instructional strategies and methodologies are not compelling (SRI, 2000).

A further advantage is that since venture work advances as indicated by the particular setting and students' interests (Kriwas, 2016:149), students have improved inspiration, engagement and happiness (Lee, 2014). From a motivational point of view, ventures being bona fide assignments, are more significant to understudies, increment intrigue, inspiration to take an interest, also, can advance learning (Brophy, 2014). Happiness and inspiration additionally come from the way that classroom dialect is not foreordained, but rather relies on upon the way of the venture (Larsen-Freeman, 2014:149).

Another arrangement of announced advantages relates to the improvement of critical thinking and higher request basic speculation aptitudes (Allen, 2004). These aptitudes are vital, since they are deep rooted, transferable abilities to settings outside the classroom.

At long last, as indicated by Dornyei (2001:100-101), among other potential advantages, extend work supports inspiration, encourages aggregate cohesiveness, builds hope of accomplishment in target dialect, accomplishes "an uncommon union of scholastic also, social objectives", diminishes nervousness, expands the essentialness of exertion with respect to capacity, and advances exertion based attributions.

Another revealed advantage is enhanced dialect aptitudes (Levine, 2004). Since understudies take part in deliberate correspondence to finish true exercises, they have the chance to utilize dialect in a moderately common setting (Haines, 2015) and take part in important exercises which require bona fide dialect utilize. Bona fide exercises allude to exercises intended to build up understudies' reasoning and critical thinking abilities which are vital in out-of-schools settings, and to encourage figuring out how to learn (Dark colored et al, 2014). While exercises are 'Anything understudies are required to do, past getting contribution through perusing or tuning in, keeping in mind the end goal to learn, hone, apply, assess, or in whatever other way react to curricular substance' (Brophy and Alleman,2012), legitimate exercises are errands with genuine significance and utility, "that incorporate over the educational programs, that give fitting levels of multifaceted nature, and that permit understudies to select proper levels of trouble or inclusion" (Jonassen, 2013), as cited in Herrington et al, 2013). Among different attributes, real exercises have certifiable importance, give the chance to understudies to analyze the assignment from alternate points of view, upgrade coordinated effort and reflection, and permit contending arrangements and differing qualities of result (Reeves et al, 2012). Moreover, project- based learning gives chances to "the regular combination of dialect aptitudes" (Stoller, 2014:33).

Group work as the main achievement of PBL

There are different opinions about group works. Some of them tell about advantages of using group work in the classroom setting. Other opinions express disadvantages of group work procedures.

According to Bassano and Christian working in small groups allow students to begin interacting democratically and independently. Especially, it helps to those who shy to participate or who have low self-reliant, They say that group work requires patients, good listening , attention sharing, turn-taking and fair interruptions.

When teachers ask any student who learns a language, what s/he wants from language class, nine times of ten answers “ more conversation practice”. Especially, students learning foreign language; they need more practice and need to become authentically involved.(Andrewes,2004)

Simone Andrews says following about the group work Group work came into the standard EFL showing collection with open procedures in the 1970s. Around then, investigations of contemporary remote dialect classes uncovered that as much as 80% of lesson time comprised of the educator conversing with (at) the understudies. In a class of, say, 30 understudies, it is clear that the learner barely got an opportunity to rehearse the dialect. Educator Talking Time (TTT) ended up plainly forbidden and ways were contrived to stamp it out and prepare the understudies to really perform in the dialect they were learning.

Group work was along these lines acquainted into the EFL collection with understand a specific issue. Gather work made it feasible for the educator to give more opportunity to the understudies' oral creation, which maybe before had not been a need of the outside dialect classroom. On account of gathering work, less sure understudies find the opportunity to try their insight into the new dialect in a non-undermining condition, far from the basic eye and ear of the educator. Rather than being reliant on the educator, understudies get used to aiding and gaining from each other. Then, the instructor is without left to watchfully screen advance and give assistance, counsel and support where and when it is required.

Instructor's role in Project- based learning

Successful project- based learning requires the instructor to accept an alternate part (Demand, 2017). The instructor's part is definitely not overwhelming, however he/she goes about as a guide, consultant, organizer (Papandreou, 2014), and facilitator. In executing the extend strategy, the point of convergence of the taking in process moves from the educator to the learners, from working alone to working in gatherings.

The persistent advance of the world has its own particular impacts on training field and causes the twist and change of thoughts and ideas in instruction. In this sense, the meaning of Project-Based Learning has likewise been evolving. Each new day the researchers', instructors', mentors', educators' new perceptions, reviews, looks into, and acquired outcomes bring new potential outcomes to modify the portrayal of it. Be that as it may, as to each approach, a few discharges and additions are conceivable. Just, Project-Based Learning is a work that gives associations between a gathering of learners and gives them a few open doors, such as going up against an issue near their souls, well ordered discover a reaction and have the capacity to exhibit the outcomes to a more extensive gathering of people. Project-Based Learning opens the entryway from disciplinary to bona fide life. It helps learners to get ability in the field of study. In addition, it connects hypothesis with practice. In this part, the scientist additionally attempted to advance the reasons for Project-Based Learning usage in EFL setting. These days English is the most normally concentrated remote dialect in a considerable measure of nations (Kitao, 1996). Be that as it may, the pertinence and practicability of English to genuine are the most sadly inadequate with regards to elements in English dialect guideline (Symonds, 2013). The contemporary training has attested that learners can't or are feeble to ace fundamental ideas and standards of outside dialect and they are not ready to utilize what they realize in day by day life (Finn, 2012). In this manner, from everyday requests are extending concerning the utilization of English dialect, how English could be shown all the more successfully, how dialect could be obtained effortlessly and comfortably to apply in each period of genuine living. Consequently, these requests have progressed toward becoming fundamentals and destinations for English Language educators. With a specific end goal to satisfy these 21st century needs, different training approaches spring and instructors endeavor to actualize them in the field of dialect educating. Project-Based Learning is one of them (Noom-ura, 2013), which has got significance from the 1980s. Fried–Both (2015) was one of the heralds who prescribed the utilization of tasks in EFL setting.

As it was beforehand expressed, Project-Based Learning is a student-centered approach. That is the reason it requires the crucial move in the parts of instructors (Beckett and Miller, 2016, p. 144). The sub-part Teachers' part in PBL ventures reveals insight into the educators' position, mission and duties in Project-Based Learning usage settings. Instructors can be a facilitator, a guide, and an advisor during the time spent venture execution. In spite of the various advantages of Project-Based Learning, it ought not be ignored that each fruitful and valuable usage displays a few difficulties, which ought to be considered and conceivable arrangements set forward to limit the impacts of the difficulties, which incorporate the time and objectivity of appraisal issues.

How does this model change a more conventional classroom?

An expert improvement introduction created by Intel® Educate to the Future (2013) depicts a classroom where the instructor is utilizing the project-based learning model viably. In such a setting: there is an issue with no foreordained answer; there is an environment that endures blunder and change; understudies settle on choices with a system; understudies outline the procedure for achieving an answer; understudies have an opportunity to think about the exercises; appraisal happens ceaselessly; a last item comes about and is assessed for quality.

For learners acclimated to a more customary school involvement, this implies a change from taking after requests to completing self-coordinated learning exercises; from remembering and rehashing to finding, incorporating, and introducing; from tuning in and responding to conveying and assuming liability; from information of certainties, terms, and substance to understanding procedures; from hypothesis to use of hypothesis; from being educator ward to being enabled (Intel, 2013).

The difficulties confronting instructors

Particular difficulties confronting educators include: perceiving circumstances that make for good activities; organizing issues as learning open doors; working

together with partners to create interdisciplinary undertakings; dealing with the learning procedure; incorporating innovations where suitable; creating real appraisals.

Arranges in project work

The accompanying general stages can be utilized for fruitful venture execution. They constitute a handy guide for the sequencing of venture exercises for instructors who need to execute extends in their classrooms (Kriwas, 2014).

Conclusion

Project adapting, otherwise called project-based learning, is a dynamic way to deal with instructing in which understudies investigate certifiable issues and difficulties, at the same time creating cross-educational programs abilities while working in little community oriented gatherings.

Since project-based learning is loaded with dynamic and drew in learning, it rouses students to acquire more profound information of the subjects they're examining. Explore likewise demonstrates that understudies will probably hold the information increased through this approach significantly more promptly than through customary course reading focused learning. Furthermore, students create certainty and self-heading as they travel through both group based and free work.

During the time spent finishing their undertakings, students likewise sharpen their hierarchical and research abilities, grow better correspondence with their companions and grown-ups, and regularly work inside their group while seeing the beneficial outcome of their work.

Project-based learning is likewise a successful approach to incorporate innovation into the educational programs. A run of the mill project can without much of a stretch suit PCs and the Web, and additionally intelligent whiteboards, worldwide situating framework (GPS) gadgets, computerized still cameras, camcorders, and related altering gear.

III. RESEARCH PLAN

STATEMENT OF PURPOSE

3.1.1 Goal for conducting the study: The purpose of the empirical study was to determine if there is a significant difference in the integrated skills achievement of students when Project-based learning is the main way of developing them.

The purposes of the study are:

- To review the literature on the problem of the developing integrated skills
- To review the principles of teaching English in project-based way in primary and secondary schools of Uzbekistan
- To determine the problems which help to limit mastering integrated skills
- To determine the most effective sides of PBL
- To observe the lessons, providing in PBL method, find its pros and cons
- To compare own research with linguists

3.1.2 The primary objective of the current was to identify to extent to which methods of learning influence on the educational process as well as the outcome of students, particularly from twenty to twenty-four-year old students, in term of the integrated skills achievement.

As a secondary objective, it aimed at educating learners in the process, how to identify conditions suitable to their optimal learning and take advantage of this.

3.1.3 Research questions:

In contemplating the research problem for this study, consideration was given to the following points:

- What is educational importance of learning method?

- To what extent will students be better learners if they can expand their preference?
- What learning methods do learners use most to tackle academic tasks?
- Can individuals learn effectively when instructional delivery does not match their preferred learning method?
- How to organize PBL to Year two students?

3.1.4 Hypothesis of the study is that university classes may not be enough to achieve high results in learning ESL. Therefore, students should develop their self-study skill using project-based learning

METHOD

3.2.1. Subjects

Being Year four students we were given task to provide two-month teaching practice. Our group, 404 was selected to carry out the teaching practice at university conducting classes to Year 2 students. Therefore, there was chance to choose the subject for the study. So the participants from Year two students of Uzswlu (Uzbekistan state world languages university) were randomly selected to take part in the study. The age of participants was between 19-25 years old. There were 24 participants from each group per 12 students. The students in two groups didn't consist of a fairly equal mix of boys and girls. The girls perceptibly outnumbered boys by three to one. The participants' level of knowledge was A2-B1.

Table 1 describes the list of students along with their group number, name, age and level of knowledge

Table 1. Group 1 (Total number of students:12)

Number of students	Group	Name	Age	Level of knowledge
1	203	AhmedovaNigora	21	A2
2	203	BayonovSunnat	23	B1
3	203	KurbanovaMunavvar	21	B1
4	203	Ma'murovaNafisa	21	A2
5	203	MirvohidovaDurдона	22	B1
6	203	ObloyevDostonbek	22	B1
7	203	OmonovaMadinabonu	20	B1
8	203	RahmonovaNozima	21	B1
9	203	XolmatovaMohira	22	B1
10	203	XolmuminovaDilafro'z	24	A2
11	203	XotamovEldor	23	A2
12	203	EgamberdiyevaShohida	22	A1

Group 2 (Total number of students:12)

Number of students	Group	Name	Age	Level of knowledge
1	231	Ashirmatova K	19	A2
2	231	Qodirova N	22	B1
3	231	MamanabiyevaSh	23	B1+
4	231	Muhammadiyeva M	21	A2
5	231	Nosirbekova A	20	A2
6	231	Polatova G	21	B1
7	231	SamatovSh	19	A2+
8	231	Fayzullayeva S	21	B1
9	231	XolmatovaSh	20	B1
10	231	Ergasheva M	25	A2
11	231	Ergasheva R	22	A2
12	231	YusupovaSh	22	A2

3.2.2 Materials

In this study, the following teaching materials were used: “New Headway pre-intermediate” fourth addition by John and Liz Soars, Amanda Maris. The additional activities for different learning styles were adapted to the lessons from the internet from various web-sites like [www funtrivia.com](http://www.funtrivia.com), [www Busy Teacher.org](http://www.BusyTeacher.org), [www eslexam.uk](http://www.eslexam.uk) and etc.

In the study the following instruments were used in purpose of collecting quantitative data. The Needs analysis was conducted at the very beginning of the research in order to identify students’ interests, background and difficulties in the process of learning English. A one-page questionnaire was distributed to the participants at the beginning of the term 4. They were asked to fill it in 10 minutes. The questionnaire consisted of two sections:

- 1) Personal information including age, gender, faculty and the level of the learners.
- 2) Learners’ preference on the six components including period of practice listening and speaking, period of practice reading and writing, knowledge

about PBL, the mostly essential skill in learning ESL, source and type of working preference.

The second needs analysis was designed to analyze teachers' needs and method preference in teaching students. A one-page questionnaire was distributed to the teachers of UzSWLU from different faculties. The questionnaire consisted of two sections:

- Personal information including age, gender, faculty, experience in teaching ESL
- Teachers' preference on following components method, time, source in teaching ESL and developing the integrated skills

Pre test was used to identify the students' level of knowledge English. The test consisted of four tasks: matching, writing answer to the questions, multiple choices and filling in the gaps.

The progress test and Skills Test were used to establish what the results of using PBL to improve integrated skills. Qualitative data was obtained through an achievement test, which was designed to find out the students' achievement in grammar awareness, reading writing, speaking and listening skills. At the end of the research the students were given the questionnaire in purpose of which was to know their opinion about the classes they had during the experiment.

Both achievement test and skills test as in case of the questionnaire were applied in two groups. They were developed on the basis of book "New Headway pre-intermediate" (The third edition) by John and Liz Soars. Progress test was applied in order to check the learners' grammar and vocabulary awareness. It consisted of different tasks as matching, multiple choice questions and filling in the gaps based on four units which were conducted to both groups. It is mostly focused on checking students' aspects development, their understanding the topics which were conducted to them during period of research.

Skill test was distributed to the participants in order to check their reading, writing, listening and speaking skills. Both tests were expected to provide information, which would help to establish a result of the study- whether matching activities to the students' learning method preference is important during teaching process or no.

Both tests were valid because they measured exactly what they propose to measure and offer useful and meaningful information about a test-taker's abilities. At the same time the tests give clear directions and have rubrics for evaluation , contain tasks that are unambiguous to the test-taker. Due to these facts, the tests are reliable

3.2.3 Equipment

The several equipments were used in conducting the lessons including the white board, lap top, TV set, pictures, cards, maps, diagrams, posters and ppt slides. All of equipments played essential role in the process of preparing the students to the project-work

3.2.4 Procedure

The variables

Conducting current research developed the following variables: dependent, independent, control and intervening variables.

- The **dependent** variable is the main variable, the central focus of the study, the variable that the other variables may affect. The dependent variable of the current research is language proficiency.
- An **independent** variable is one which is manipulated in order to see what effect it has on the dependent variable. The independent variable of this research is considered to be activities, giving proper directions to organize the project-work.
- Control variable is the one that need to be eliminated so that it do not influence on the effect of the independent variable on dependent one. There were few students of 19-21 years-old among the subjects; consequently they were eliminated from the research process. Those students are considered as a control variable.
- An intervening variable is a construct, a theoretical label that names the relationship between the dependent and independent variable. Impact of PBL to increasing the development of all four skills is intervening variable of the current study.

The specific steps in the experimental process

The present investigation sets out the following steps:

At first, the researcher learned the information, gathered and examined the theoretical information which had been studied before on using PBL in developing the integrated skills of students at the beginning of the current investigation. The purpose of analyzing the gathered information is its necessity to the researcher in focusing the research questions and explaining the key assertion that she makes in support of the thesis.

The second step was considered to be the beginning of the experiment which was started on the sixth of February and completed on the thirty-first of March, lasted for two months. Two groups took part in the research; the first group was experimental one while the second was the control group. They were conducted the classes of Listening and speaking. The only difference was the project-work and its instruction of organizing which was taught only to the experimental group students. In the contrary, the teaching process of the control group was not focused on organizing project-work, but only to the exercises developing integrated skills. To start the study the researcher distributed the questionnaire in order to provide needs analysis. It helped to find out the participants' personal information, background knowledge, their interests and needs in learning ESL.

In the third step, the researcher provided the needs analysis of teachers in order to learn experience, effective ways in teaching and improving integrated skills in ESL classes, whether teachers of UzSWLU used PBL or not, if yes/no why? . Additionally, the organized questionnaire was focused to gather useful, authentic idea in explaining PBL with real examples and giving the project-work as a task to the subjects.

In next step the researcher had to find out the subjects' level of knowledge. Therefore, the researcher observed several factors including the teacher's lesson plans, the thematic plan, the previous topics and the procedure of conducting the

class. Based on the learned factors was organized Pre-test. It was distributed to the participants of the study and they were asked to manage with it during one pair.

The fifth step was the teaching process, the materials for two groups were the same. Four units from "New Headway Pre-intermediate" fourth edition by John and Liz Soars were taught to both of groups. However, along the course book the special information about project-work was conducted to the experimental group including theory, planning the project exercises, leading the project exercises and assessment. According to teacher's thematic plan the certain topics was selected for each month. "Mass media" was general topic in February. So the experimental group was given to preparer talk-show as project-work. The topic was "Should we go to theatre or cinema?" By counting 1-2 the participants from experimental group was divided into two groups. To the first group members were given tasks to find out information about theatres, their foundation, advantage sides and indication people's visiting theatres at present time. The same tasks about cinema were given to the members of the opposite group. After four weeks both teams from experimental group demonstrated the project-work.

The sixth step was getting the results of the current study; in purpose to do it the research distributed the tests to both experimental and control groups. The first test was based on checking grammar and vocabulary awareness while the second one was designed to check the language skills of students. At the end of the research the subjects were given the questionnaire the aim of which was to know their personal opinion of the classes they had been conducted.

The seventh step was examining and analyzing the data in order to establish what the result of using PBL in developing integrated skills in ESL class was.

4.2.4 Data analysis

The research work was considered as quantitative type of research. The analysis of the data was based on numerical method, diagram, pie chart, histograms and graph. The final results of the achievement tests were reported in numbers and were illustrated in graphs. The researcher intended to use both central tendency and dispersion techniques in order to make the investigation reliable.

IV. DATA COLLECTION

The research compiled and organized the data according to the students and the groups in order to perform the necessary statistical analysis. The process of collecting the data was started at the very beginning of the investigation. At first before starting to conduct the lessons the researcher in order to organize the effective lesson plans, to identify the students' interests, background and needs in learning ESL designed and provided Needs Analysis questionnaire.

Needs analysis

After one-week observation of listening and speaking, reading and writing classes, there were designed two questionnaires: The first questionnaire was for students, the other one was for teachers.

The questionnaire was distributed to all subjects of the study including both experimental and control groups. In the first lesson in experimental group there were twelve students. All of them were asked to answer to ten questions of the needs analysis in ten minutes. The students were also asked to give an immediate response and they shouldn't hesitate and change their answers. Some students as they were first time filling such kind of questionnaire had difficulty to catch up some questions so the researcher had to give explanation to them, due to that fact the time by which the learners were supposed to submit the sheets was prolonged. But in general, they could complete the questionnaire before the given time, exactly in 4-5 minutes. The same holds true for the other group, control one where there were also twelve students who gave their own answers to the same needs analysis in 5 minutes. Twenty-four questionnaires were distributed to the participants. At the end were gathered twenty-four of them.

The second questionnaire was distributed to the teachers of the university. Ten teachers from different faculties were asked to fill the questionnaire in 5 minutes. The questionnaire consisted of 10 questions. As the questionnaire given to the subjects, in this one also were two sections. The first was devoted to the personal

information while the second consisted questions identifying teaching method preference, own thoughts about PBL and its usage.

Pre-test

After providing the needs analysis the researcher observed various elements including the teacher's lesson plans, the thematic plan, the previous topics and the procedure of conducting the class. They were observed and analyzed to design Pre-test which helped to identify the learners' skill development. The second purpose of giving pretest was to compare skill progress at the end of the study. The special object of distributing pre-test to the experimental group was to choose way of explaining PBL and giving the project-work based on the results it. As with the help of pre-test the researcher could easily know the abilities of the subjects. It was distributed to the participants of the study and they were asked to finish it in a pair.

Post test

In order to increase the credibility of the experiment the researcher decided to give the Final test including two sections. The first test was focused the students' grammar and vocabulary aspects awareness while the second one was skills based test which checked learner's writing, speaking, reading and listening skills. Both of them were taken from the Headway fourth edition by John and Liz Soars, Amanda Maris and web-site www.teachingenglish.com. The first test which was called including information from the whole four units which were conducted to both groups. Two days before the test all students were informed about it and the researcher had conducted two revision lessons to the groups but in various ways. The test took an hour and a half to be filled in. The students were informed to read the instruction paper before doing the test and then make sure they answer to the whole part of the test in the given sheets for each part within the allotted time. Before the test the researcher explained the tasks of the test in details, although the students had enough experience in passing tests. In both groups: experimental and control per twelve students were taken the tests. Some students were ready to

submit the test in sixty minutes as they had finished them earlier than they were expected, some students did not manage to complete the test, however the time limitation was the same for both groups. After having finished the test sheets were gathered, marked and entered into the computer for data analysis.

Skills test

The purpose of the skills test was to have the certain amount of the data based on the authenticity checking learners' all skills including listening, reading, writing and speaking skills. Before Skills test data collection began, the researcher provided participating subjects with blank forms as well as verbal and written instructions. Both experiment and control groups were taken the test.

With the aim to gain the credibility, the researcher took the skills test results within two lessons, during the first lesson listening, writing and reading tasks had been fulfilled by the participants for an hour. The skills test itself was developed being focused on the students at pre-intermediate and intermediate levels with medium reading part, short writing paragraph and listening tasks. The researcher did not face with any problems in the process of taking the test: all participants of two groups were present. At the end of the experiment, the researcher collected standardized achievement test results from each student participating in the study.

In next lesson the researcher took the speaking test from the subjects. In organizing the speaking test the teacher assistants helped to conduct it. Every participant was given topics according to the material they had covered during the lessons such as: Information in newspaper/ magazines is credible; Uzbek and world celebrities; Who listens to the radio? The role of internet in your life. And etc. In order to give valid feedback to each subject of the test the researcher designed assessment criteria and gave point according to it. The speaking test took an hour.

While collecting the data the researcher faced with some difficulties in purposefully designed questionnaires. Not all students were willing to complete the questionnaire because of the language used in the questionnaire might have caused

misunderstanding among them. This problem was successfully overcome by the researcher. But still some students were lazy to do the tasks. The rest went well. Approximately, 24 filled questionnaires of each model were returned thankfully.

V. RESULTS AND DISCUSSION

This section presents the results

1. Section 1 results of students questionnaire

According to the survey the section 1 was devoted to the personal information including age, gender, faculty and level of the learners. So the following results were collected in this section:

Chart1. Percentage of age of subjects

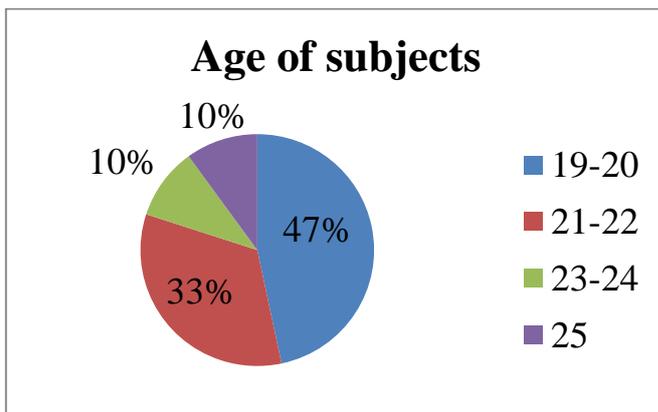
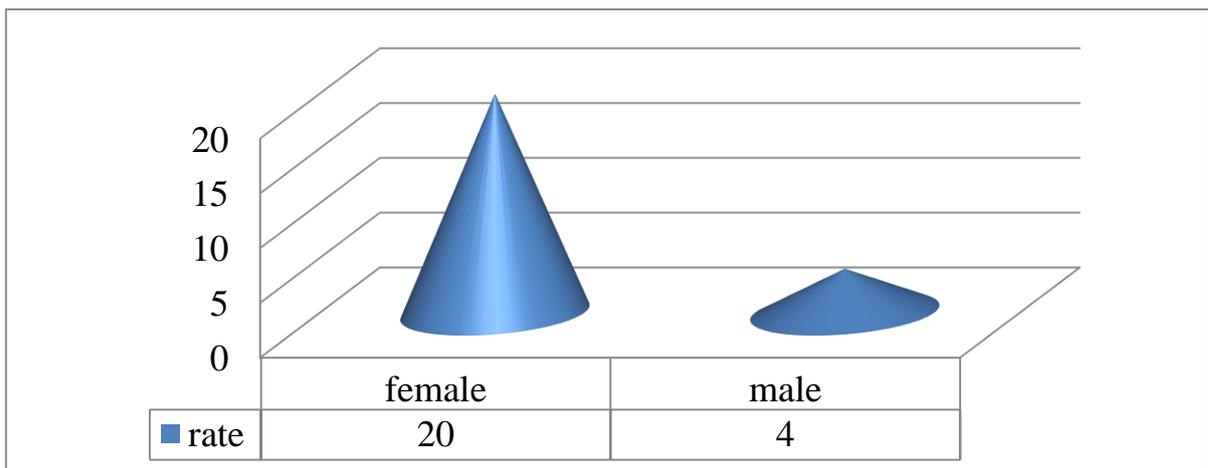


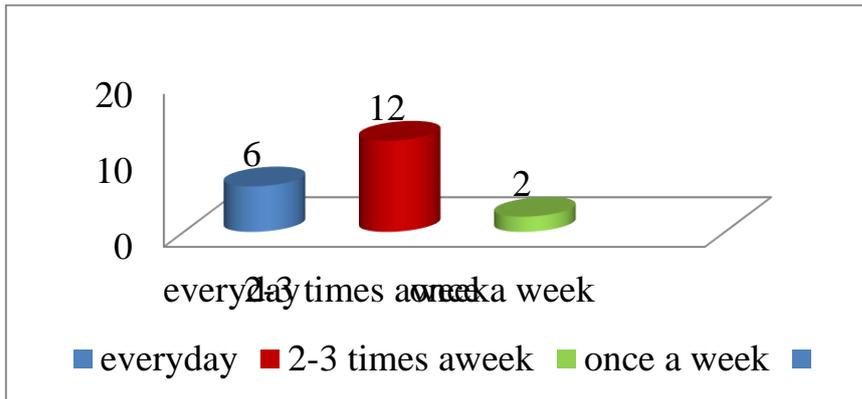
Chart 1 shows the age of the most subjects of the study are 19-20 years-old students (47%) and 21-22 years-old (33%). The equal percentages show the 23-24 years-old and 25 years-old students (10%)

Histogram 2. Percentage of subjects' gender



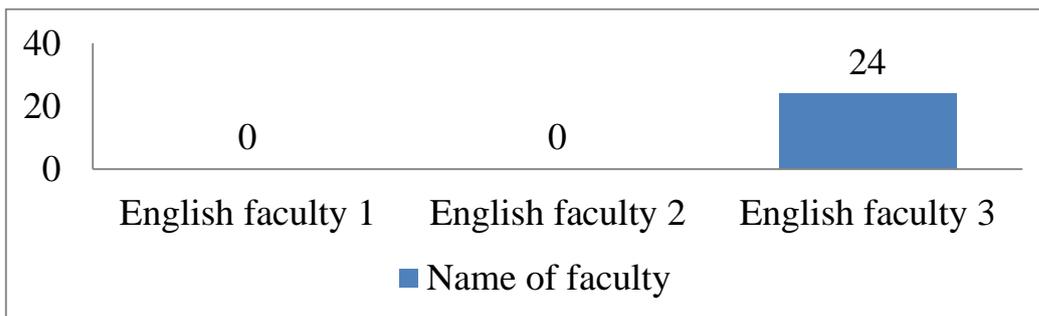
Histogram 2 reveals that females perceptibly outnumber males by five to one.

Histogram 3. Number of period of practicing listening and speaking skills



Histogram 3 shows the most students (12) practice listening and speaking 2-3 times a week. Some students (6) prefer everyday practice. Just 2 students choose the once a week practice.

Histogram 4. The number of students studying faculty



Histogram shows all students (24) study at English faculty 3.

Chart 5. Percentage of subjects' level of English knowledge

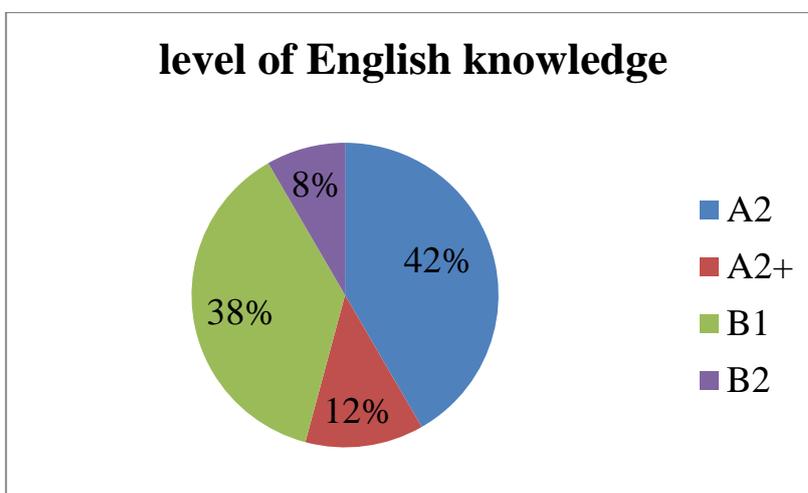
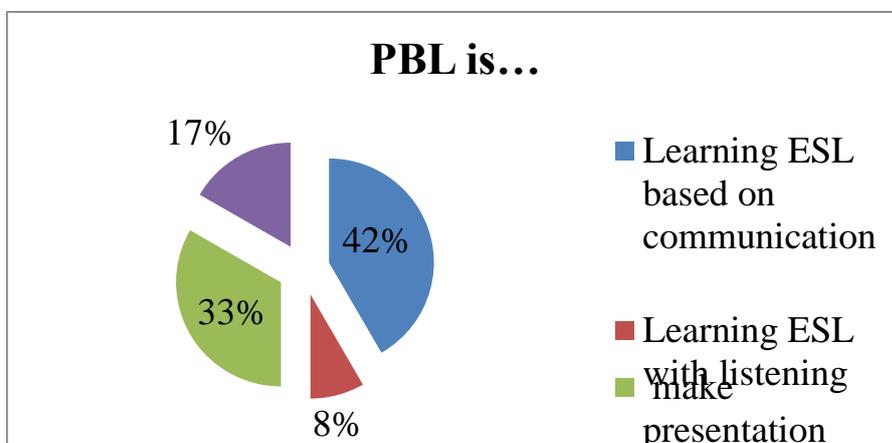


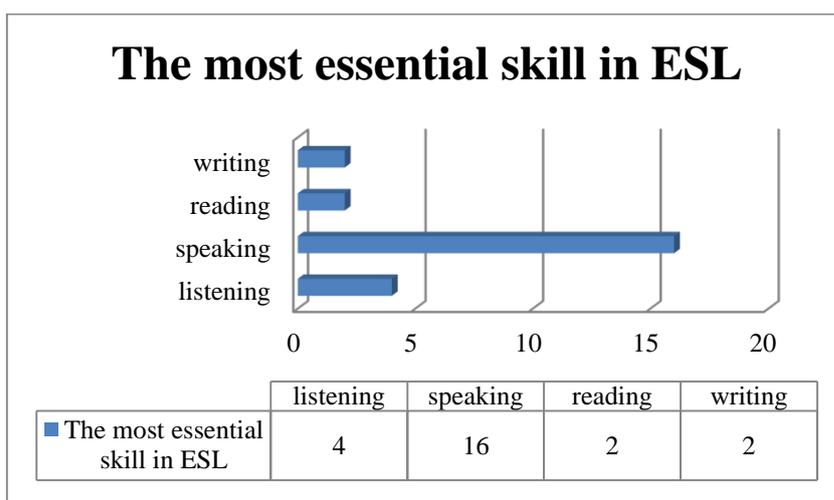
Chart 5 reveals the most students (42%) and similar (38%) levels are A2 and B1. The low percentages show two level types A2+ (12%) and B2 (8%).

Chart 6. Percentage of answering to the question on PBL



According to the survey in the second part of the section 1 was given “What is PBL?” They had to write own opinion about the question. And they gave three variants. So the following results were collected in this section: learning ESL based on communication- 42%, making group presentation- 33% learning ESL with listening 8% and 17% of the participants wrote that they did not know it.

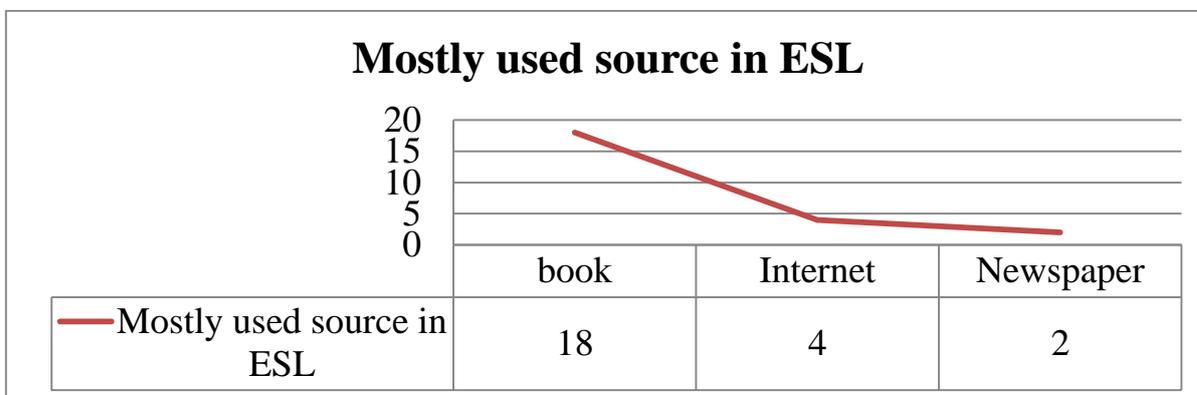
Diagram 7. Number of students preference essential skill in learning ESL



The participants were given question “What is the most essential skill in ESL?” The diagram shows 16 students think it is speaking, just 4 consider it is listening and equal numbers (per 2) show the students who agree it is reading or writing.

Next question was “Which source do you use mostly in learning English out of the class?” There were 3 variants: books, internet and newspaper.

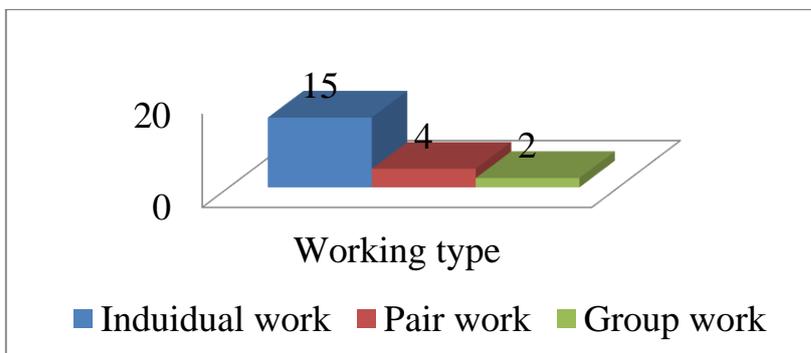
Graph 8. Number of preference learning source



The graph reveals most students (18 students) prefer books, while 4 students use internet source. The lowest score (2 students) was indicated newspaper.

The last question was “ Which type of working do you prefer?”

Histogram 9. Number of working type preference



The progress in learning ESL mostly ups to working type, therefore the last question asked from the participants in the questionnaire was “What working type do you admire?” Histogram 9 showed that most of Year two students (15) preferred individual work. 4 of them prefer pair work and the lowest result showed students (2) who prefer group work.

4.2 Section 2 results of teacher questionnaire

After providing the needs analysis with the students, the researcher designed another needs analysis test for teachers. In this survey participated 10 teachers of

the university UzSWL. According to the survey the section 2 was devoted to the personal and professional information including gender, age, working experience, working department, using method in teaching ESL, type of working, usage and effect of PBL, way of increasing learners' skills in ESL class. So the following results were collected in this section:

Chart 1. Percentage of the participants' gender

Chart 1 reveals that females (70%) perceptibly outnumber males (30%) by three to one.

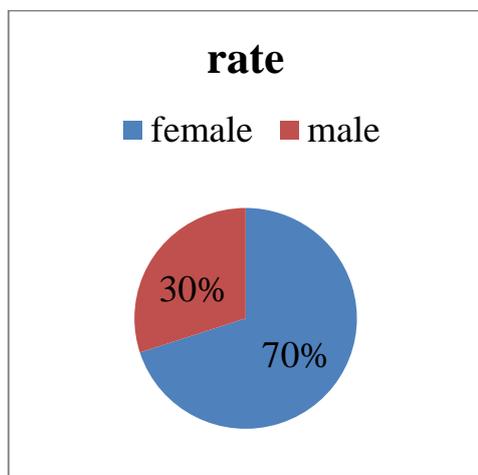


Chart 2. Percentage of age of subjects

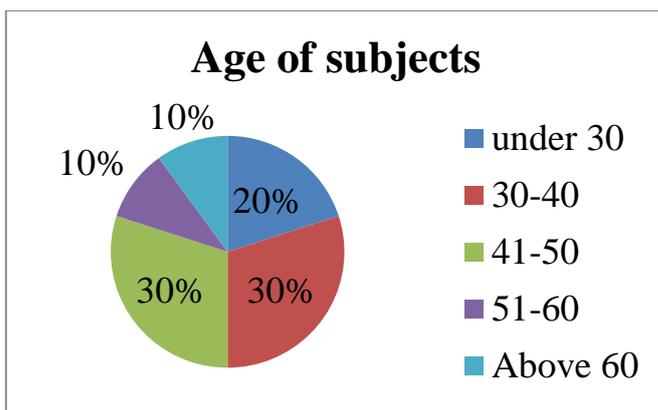


Chart 2 shows the ages of the most subjects of the study are 30-40 years-old (30%) and 41-50 years-old (30%). The similar result shows the participants with age under 30 (20%). The equal results (10%) indicate 51-60 years-old and above 60 years-old participants (33%).

Chart 3. Percentage of working experience as a teacher in ESL classroom

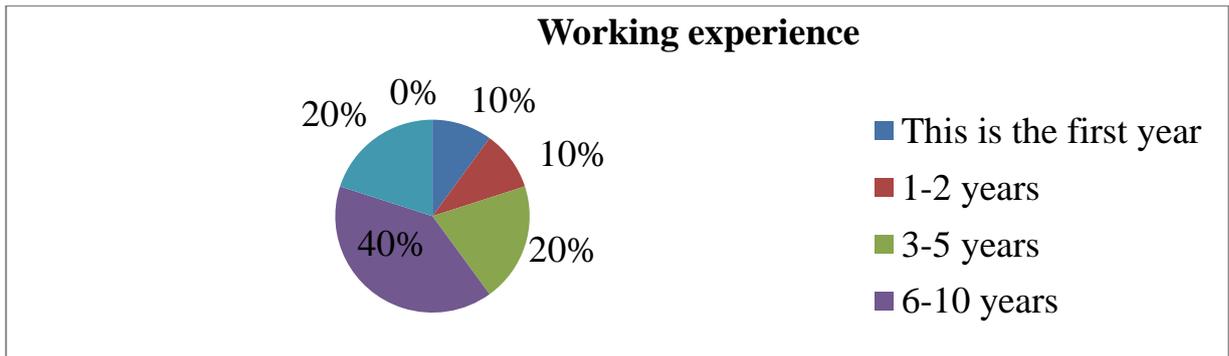
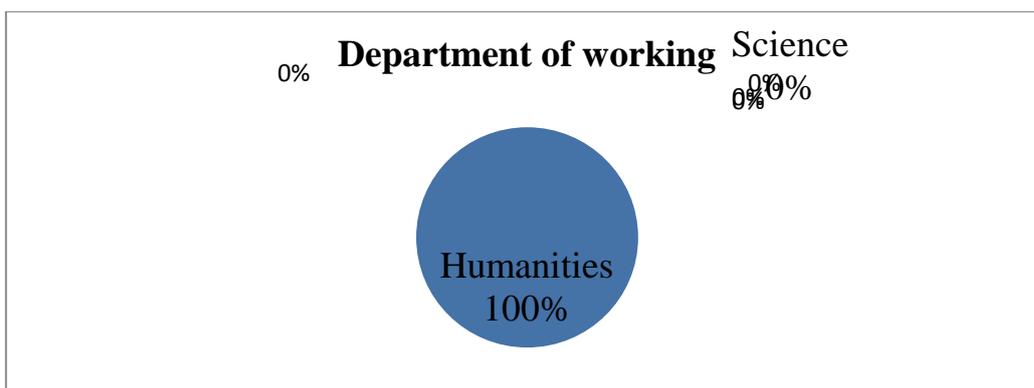


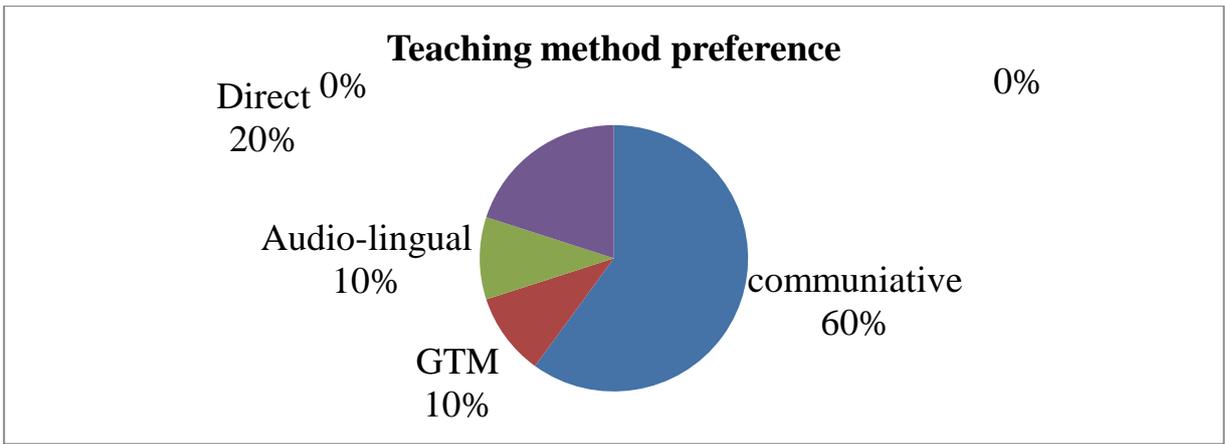
Chart 3 reveals the most teachers (40%) have 6-10 years experience. The equal results show (20%) 3-5 years and 11-20 years-experienced teachers. The low percentages show two types of experienced teachers: 1-2 years (10%) and unfortunately more than 20years (0%).

Chart 4. Percentage of working department



This time is given question about the department of working in: “What department do you work in?” Chart 4 reveals all participants of the investigation (100%) work in the department of humanities and no one (0%) in the department of Science.

Chart 5. Percentage of teaching method preference



To the question “What teaching method do you think as the most effective in ESL classes?” most teachers (60%) answered communicative. Average amount of answers(20%) is Direct method. The lowest and equal results(10%) indicate GTM and Audio-lingual methods.

Chart 6. Percentage of working form preference

The participants of the current needs analysis were asked to respond to the question, “What form of working do you usually use in teaching ESL? They were to choose whether they preferred using individual, pair or group work.

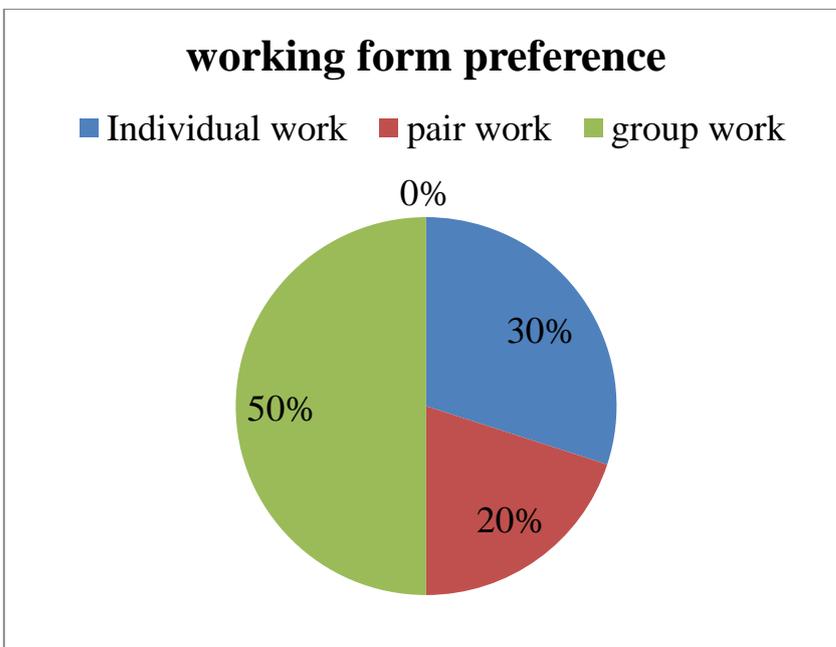


Chart 6 shows half of participants (50%) prefer using group work. Similar results show the participants who choose individual work(30%) and pair work(20%) to use in ESL classroom.

Chart 7. Percentage of giving co-operative task in ESL classroom

The participants of the needs analysis were asked to respond to the question, “Do you give co-operative task in ESL classroom?” They were to choose whether they use co-operative task in ESL classroom or not.

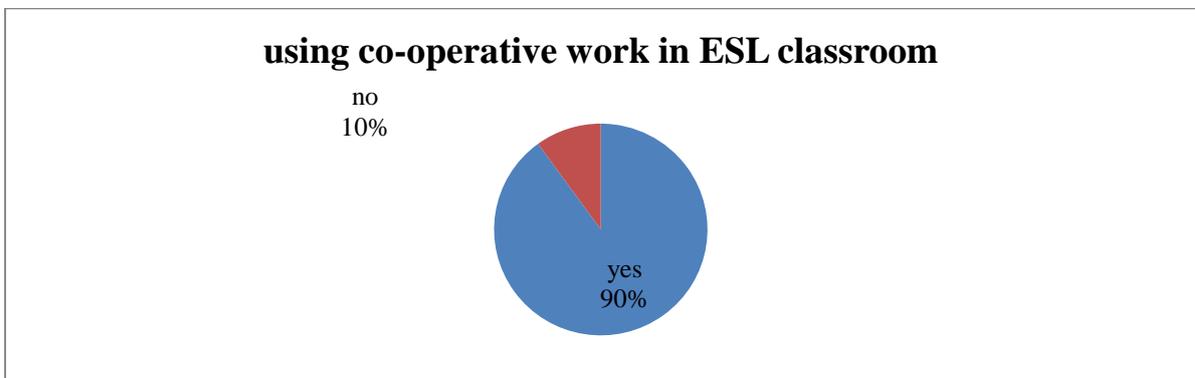


Chart 7 reveals credible percentage (90%) of the participants giving co-operative tasks to the learners of ESL. But the low percentages (10%) of them don't use such kind of task in teaching process.

Chart 8. Percentage of skill types can be developed through PBL

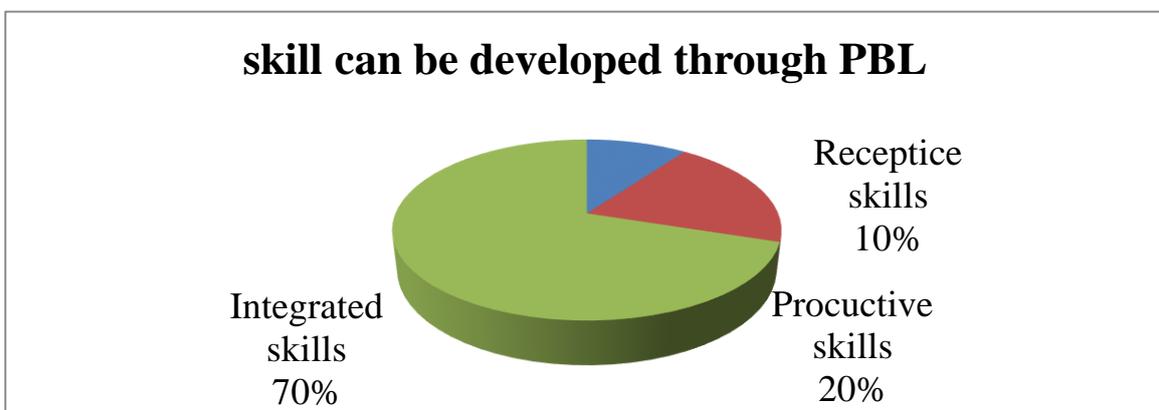


Chart 8 reveals to the question “What language skills can be improved through PBL?” credible percentage (70%) of the participants think PBL can help the

learners of ESL to improve integrated skills. But the low percentages (20%) of them consider them as productive skills. The lowest percentage of participants (10%) decide them as receptive skills.

Chart 9. Percentage of task types used in ESL classroom to improve speaking and listening skills of students

The participants of the needs analysis were asked to respond to the question, “What tasks do you use to improve students’ speaking and listening skills?” They were to choose whether they use dialogue, short answer question, listening and retelling or role-play.

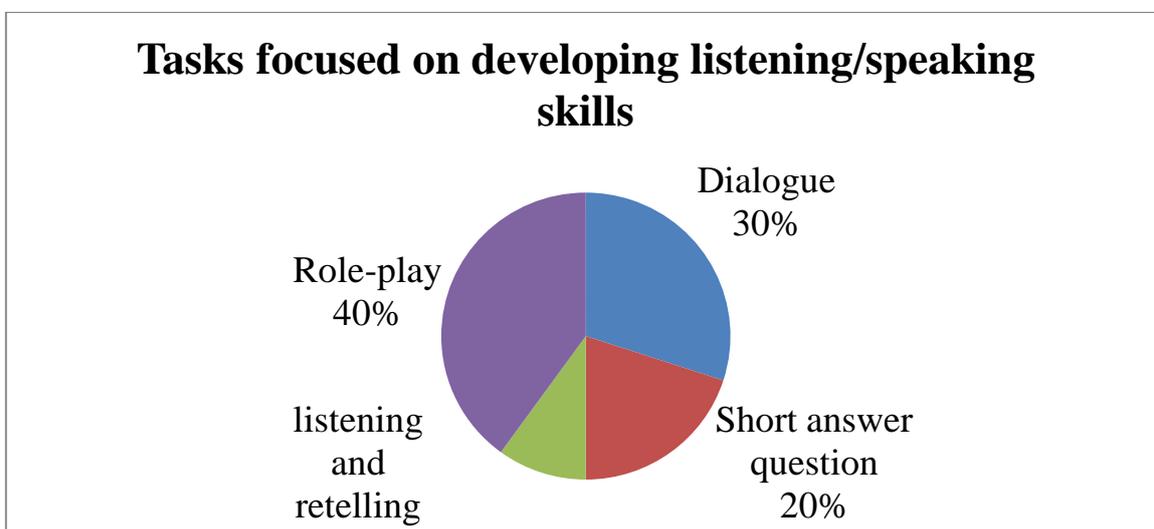


Chart 9 shows almost half of participants (40%) prefer using role-play to develop listening and speaking skills in ESL classroom. Similar results show the participants who choose dialogue (30%) and short answer question(20%) to use in ESL classroom. The lowest percentage of participants(10%) think it is listening and retelling.

Chart 10. Percentage of task types used in ESL classroom to improve reading and writing skills of students

The participants of the needs analysis were asked to respond to the question, “What tasks do you use to improvereadng and writing skills of students?” They

were to choose whether they use multiple choices, writing short paragraph, reading the text and writing answer to the question or writing essay.

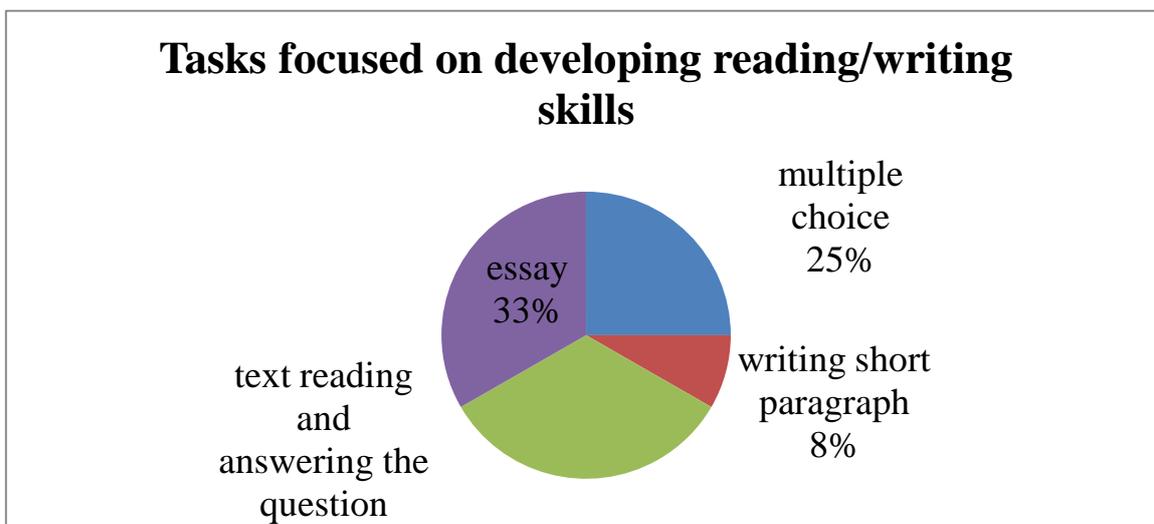


Chart 10 shows almost equal percentage of participants(34%) , (33%) prefer tasks including text reading and answering to the questions, essay. More lower percentage of them choose(25%) multiple choice. And just 8% consider writing short paragraph can credibly develop reading and writing skills.

4.3 Section 3 shows results of pre, final and skills test

Table 1. Results of three tests of Group 1(Experimental group)

N o.	Name of the subject	Pre test result out of 100 %	Final test result out of 100 %	Skill test result in levels	Average result of pre test	Average result of final test	Average result of skill test
1	AhmedovaNigora	50%	60%	A2+	67.7%	85%	B1
2	BayonovSunnat	80%	88%	B1+			
3	KurbanovaMunavvar	75%	84%	B1+			
4	Ma'murovaNafisa	55%	60%	A2+			
5	MirvohidovaDurdona	75%	84%	B1+			
6	ObloyevDostonbek	77%	87%	B1+			
7	OmonovaMadinabonu	78%	85%	B1			

8	RahmonovaNozima	75%	85%	B1			
9	XolmatovaMohira	68%	77%	B1			
10	XolmuminovaDilafro'z	65%	74%	A2+			
11	XotamovEldor	70%	80%	A2+			
12	EgamberdiyevaShohida	45%	55%	A2			

Table 2. Results of three tests of Group 2(Control group)

No.	Name of the subject	Pre test result out of 100%	Final test result out of 100%	Skill test result in levels	Average result of pre test	Average result of final test	Average result of skill test
1	Ashirmatova K	55%	60%	A2	70%	73%	A2+
2	Qodirova N	85%	88%	B1			
3	MamanabiyevaSh	77%	79%	B1			
4	Muhammadiyeva M	50%	54%	A2			
5	Nosirbekova A	75%	79%	A2+			
6	Polatova G	77%	79%	A2+			
7	SamatovSh	78%	80%	A2+			
8	Fayzullayeva S	75%	78%	B1			
9	XolmatovaSh	85%	88%	B1			
10	Ergasheva M	60%	63%	A2			
11	Ergasheva R	70%	74%	A2			
12	YusupovaSh	83%	86%	B1			

Table 1 and 2 reveal at the beginning of the experiment Group 1(average 67%) and Group 2 (average 70%) passed pre-test with small difference. But in final test and skill test results are credible. Group 1 gathered average 85% while group 2 gathered 73% in final test. At the beginning of the investigation average level of both groups were A2. According to skill test average level of group 1 increased to B1 but level of Group 2 increased only to A2+.

This qualification paper has presented study of affect of PLT on integrated skills development in ESL classroom. The researcher has revised some of the subjects' and teachers' responses related to several literatures in English language teaching. These responses are discussed below.

In section two needs analysis questionnaire was provided among teachers. In chart 6 which presented percentage of work form preference in ESL classroom, most of the participants preferred group- work. Because project-based learning is the student-focused approach, thus, a ton of specialists and educators build up an uplifting state of mind towards it (Chang, 2014). Penny Ur also emphasized the advantages of group work in skill developing. She claimed in group work students demonstrate any task using small-group interaction. It gives high opportunity to practice of oral fluency, as in class separated into several mini groups get several times to practice full-class organization.

In section one chart six was given question "What is PBL?" Most of the participants answered" PBL is communication-based learning. As authentic learning was emphasized as learning approach uniting technical, research and communicational skills (Mim,2013). PBL is also one of authentic learning approaches (Herrington, 2013). But on the other hand it does not fully correspond with all literatures of a language teaching. For ex, experiential learning refers to the organization of the learning process on the basis of the pedagogical principle of "learning by doing", which means that learners acquire knowledge after having experienced or done something new (Kotti,2014)

Chart 8 shoed the percentage of skill types can be developed through PBL. Most participants selected integrated skills could be improved by PBL. As project work can be used for the writing of guided compositions. The instructor gives topic or shows some pictures and students work together on an essay (Jean Forester,2014). PBL is great chance to improve complicated skills like higher order thinking, collaborating and communicating (SRI, 2010).

Chart 9 demonstrated percentage of task types used in ESL classroom to improve speaking and listening skills of students. The most percentage of participants selected the variant of role-play. Additionally, in experiment as project-work was given to organize show as real reporter. It also can be considered as role-play. The idea corresponds to the revised literatures. As Fragoulis (2015) emphasized there is a stage in project-work organizing including formation of groups and assigning of roles, decisions concerning methodology, sources of information, activities that will take place, and places outside the classroom that students will visit. The better organized and more analytical the structuring of the activities, the easier and faster the research will be conducted.

Chart 8 demonstrated percentage of the most essential skill in ESL. Most participants chose the variant speaking and listening. Because learners are eager to experiment with new language, since they were less concerned with “sounding silly” (Lightbown and Spada)

Histogram 9 demonstrated the percentage of working form preference. To this question the most participants responded as individual work. It is good. As you work lonely, you do all tasks step by step. So you know when to complete it. But most project-works are given to manage with group. Due to students’ social skills and collaborative skills improved dramatically, which is consistent with findings in other studies (Coleman, 2012). After the project work students knew that being a team member entailed certain obligations, most of them developed skills for solving in-group conflicts, and learned to be responsible in relation to the roles assigned to them. Most importantly, all students, regardless of language performance, or motivational intensity seemed to have developed their cooperative skills.

IV. FINAL REFLECTION

The researcher was a novice in conducting research study for the very first time . It was very interesting for the researcher and complicated as well. Precisely said, the researcher was interested in working on investigation with Year two students. The researcher focused on the topics of PBL and accommodation in English language learning which she found as quiet essential in nowadays within our educational system. The researcher would like to appeal to teachers and instructors to use PBL more often.

Limitation of the study

The researcher observed several factors that could have been possible sources of error within the study, and that could as a consequence, place limitations of the reliability of the study.

These include:

- The time frame-the research phase was conducted over a period of eight weeks. In my opinion, the reliability of the research findings would be enhanced by a longer period of carrying out the actual treatment of the study.
- Level of intelligence and relevant previous knowledge of the learner could also have had an effect on the results of the study.
- Size of the sample- the limited number of the population and hence the small sample size could have influenced the degree to which the findings of the research can be generalized to other population.

Further research

There is immense value to a pioneer study like this one in that it can inform further research in several directions including:

- The study itself may be duplicated in the other institutes and other settings, with learners of ages, level, in order to evaluate the usefulness of using PBL in developing integrated skills.
- A parallel investigation can be carried out with bigger groups of students in order to see whether similar results are obtained.
- This study can also be adapted to other subjects, like science in an attempt to investigate the factors that influence academic success.

Basically, the findings of this investigation can form a springboard in terms of providing preliminary data which educators can develop further through future research endeavors relating to the value of developing integrated skills through PBL

Recommendations

Such kind of study holds several implications for educators and parents with regard to helping students achieve high results in integrated skills development in learning ESL. The researcher believes that there are many reasons to incorporate an understanding of project-work into teaching. These include:

- ✓ Giving chance to students to work independently and make authentic learning without teacher's help
- ✓ Asking students to record the process of working on project, in order to be sure that they don't use L1 but L2
- ✓ Inserting tasks including integrated skills on project-work
- ✓ Making learning more rewarding. During the class some students may not be able to show all their abilities in ESL, because of lacking of experience and feeling shy of the teacher. But out of the class they have enough time, source, and freedom among teenagers. These factors help students achieve success in academic study through to develop integrated skills.

When the researcher was looking for books, articles and other sources on this topic, she learnt a lot of interesting information about PBL. Moreover, the ways of organizing and implementing project-work in ESL classes were identified. It shows each teacher should start with him/herself in order to understand his/her students. S/he should imagine how would do project if were student. And show it to students in authentic example. Just then ask students to do it with own idea.

The current study taught me how to work with students, preparing materials. Thus, I understood the teaching itself is really complex process taking a lot of time and practice. The most difficult part of the research for me was finding proper explanation on organizing project-work improving integrated skills. The experience that I gained through the research is indispensable, therefore it will be useful in my profession so long time.

Working on the current study, I realized entirely how interesting to teach English to Year two students, at the same time enough complicated. Furthermore, it was clear learners of ESL must work on developing integrated skills out of the class too. And PBL is one of the most effective ways increasing their knowledge and ability in this sphere credibly.

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APPENDIX 1

Needs analysis 1. Student's questionnaire.

Uzbekistan State World Languages University

English faculty 3

Questionnaire

Introduction

This questionnaire is a part of the qualification paper on theme “ Developing integrated skills using Project-based learning”

The questionnaire is designed to analyze students needs and assess how actively they are working on improving integrated skills. The information you provide will be used in planning, designing and conducting the research on the theme mentioned above. Therefore, your honest and specific responses are very important and your participation on this survey is highly appreciated. All information you provide is fully confidential, and will not be used for any purposes other than research for this qualification paper.

The questionnaire will only take approximately 10 minutes to complete.

Thank you!

1. Age ___ years

2. Gender(please tick): ___male ___female

3. Name of faculty:

4. Level of study

Bachelor degree (Year 1)

Bachelor degree (Year 2 to the end)

5. How often do you practice listening and speaking?

- Everyday
- 2-3 times a week
- Once a week

6. How often do you practice reading and writing ?

- Everyday
- 2-3 times a week
- Once a week

7. What is Project-based learning?

8. Which of all four skills you think the most effective in mastering second language?

- Listening
- Speaking
- Reading
- Writing

9. Which source do you mostly use in study English?

- Books
- Internet
- Newspaper/magazine

10. Which form of working is comfortable to you?

- Individual work
- Pair work
- Group work

APPENDIX 2

Needs analysis 2. Teacher's questionnaire.

1. Are you female or male?
 - ❖ Female
 - ❖ Male

2. How old are you?
 - ❖ Under 30
 - ❖ 30-40
 - ❖ 41-50
 - ❖ 51-60
 - ❖ Above 60

3. How long have you been working as a teacher in higher education?
 - ❖ This is my first year
 - ❖ 1-2 years
 - ❖ 3-5 years
 - ❖ 6-10 years
 - ❖ 11-20 years
 - ❖ More than 20 years

4. What department do you work in?
 - ❖ Humanities
 - ❖ Science
 - ❖ Other (please specify)

5. What form of working do you usually use in teaching ESL?
 - ❖ Communicative

- ❖ Audio-lingual
 - ❖ GTM
 - ❖ Direct
6. What form of working do you usually use in teaching ESL?
- ❖ Individual work
 - ❖ Pair work
 - ❖ Group-work
7. Do you give co-operative task in ESL classroom?
- ❖ Yes
 - ❖ No
8. What language skills can be improved through PBL?
- ❖ Receptive skills
 - ❖ Productive skills
 - ❖ Integrated skills
9. What tasks do you use to improve students' speaking and listening skills?
- ❖ Role-play
 - ❖ Dialogue
 - ❖ Short answer-question
 - ❖ Listening and retelling
10. What tasks do you use to improve reading and writing skills of students?
- ❖ Writing short paragraph
 - ❖ Multiple choice
 - ❖ Reading text and answering the question

APPENDIX 3

Pre-test

GROUP _____

NAME _____

DATE _____

SCORE _____

TOTAL (10)

Task 1. Listen to a podcast about “Business Angel”. Choose the best answer, a, b or c according to the interview. 2 points

1. What is a business angel?

- a) Someone who works for a charity.
- b) Someone who sets up a new business.
- c) Someone who invests in new and small businesses.

2. How does an investment from a business angel differ from a bank loan?

- a) A business angel doesn't charge interest.
- b) A business angel will never take a risk.
- c) A business angel only lends small amounts of money.

3. What kind of return does Mark usually expect to get on an investment?

- a) Five per cent.
- b) About fifty or sixty per cent.
- c) About ten times the amount invested.

4. How do business angels find businesses to invest in?

- a) By contacting business owners.
- b) By looking on the internet.
- c) By attending presentations by business owners.

5. What factors help Mark decide who to invest in?

- a) Bank statements and other financial records.

- b) The type of product and the personal characteristics of the owners.
- c) The availability of a similar product on the market.

6. For every ten investments, how many usually make a lot of money for Mark?

- a) Two.
- b) Three or four.
- c) Ten.

7. Does Mark like to have any involvement in companies he's invested in?

- a) Yes, he likes to have direct involvement.
- b) Yes, but only by giving advice.
- c) No, he prefers to wait and see what happened to his money

Task 2. Listen to main story in more detail. Answer the questions. (2 points)

1. What organization carried out the research?

2. Has China overtaken the world's major economies yet?

3. By when is China expected to be the dominant economic power?

4. When did China's economic reforms begin?

5. How much of the American market is China predicted to have?

6. How much of the European market is China predicted to have?

7. Who is Tim Robbins?

Task 3. Listen to podcast. Find the true (T) or false (F) statements. (4 points)

- 1. There are two types of cloning, reproductive cloning where a new baby would be created or therapeutic cloning that is about fertilizing just some of the cells.
- 2. Normally the stem cells divide just the right amount to maintain the organ in a good state.

3. In 1998, American scientists succeeded in isolating and culturing – growing - babies.
4. When an egg is fertilized by a sperm, it forms a ball of cells, any of them can develop into almost any cell in the body.
5. The transplant techniques we have now sometimes fail - in the US, for example, twenty percent of patients receiving organs from dead donors die within a year of the operation.
6. Professor Gardner believes that one day it may be possible to extract the nucleus of a cell from the patient to briefly clone an embryo of him.
7. In future cell nuclear transfer could even be used to create a personalized bank of stem cells, they could be stored and used as and when the patient needs them.
8. Some of the greatest medical advances of the 21st century may result from stem cell research.
9. The potential benefits in this balancing exercise cannot outweigh some of the concerns and would be justified by the potential benefits for future generations of patients.
10. The creation of a human being through cloning should not be permitted under any circumstances and is legal at the moment and should remain illegal.
11. Many who oppose embryo research believe scientists should only work with adult stem cells.
12. There they would not begin to regenerate damaged tissue and organs.

Task 4. What do you think? Write your personal opinion. (2 points)

*Which form of media do you turn to when you want to get the latest news?
Why?*

APPENDIX 4

Lesson Plan

Subject: I/S

Topic : Mass-media

Aim : introduce to learners new word and improve their skills

Objectives: By the of the lesson Ss will be able to present their confidence to explain their own opinion on topic

Level: B1

Time: 80 min

Materials: handouts, flashcards, visual aids.

Pre activity

Task 1.Warm up Brainstorming activity (Group work)

Time: 10min

Teacher Writes the word “Mass-media ” on the blackboard and brainstorm it.



Task 2. Read the text. Discuss it with each other (individual work)

Time: 20 min

Teacher distributes short paragraph on mass-media and students read and express their opinion. Afterwards students speak their own answers and they should attempt to discuss with others.

Media is called the public forum or people's parliament. Media play the role of bridge between government and general people in times of different national need. Media do not simply provide people with information, news and ideas but also raise various issue on socio-econo-political matters. They also form consciousness and public opinions in different problems and issues. People express their opinions through media. Various formats of programmes like talk show, street show, documentary, live reporting, video articles, editorials on different local and global issues are broadcast and published. Media keeps us dated about what is happening around the world. Media focus on various social evils, political or economic crisis and guide people through them. Today right to information is recognized as one of the fundamental rights of people and media ensure this right.

Task 3. Listening activity (individual work). Ss listen to the track and speak about its content.

Time: 15 min

Task 4. Teacher distributes handouts to Ss and put the track again then fill the missing words. (individual work)

Time: 15 min

In today's world of 1) ... , the impact and influence of 2) ... is more than ever and all pervasive. Media affect the influence almost all aspects of our life. Mass media have profound influence on people's thinking, 3) ... , sensibilities and their mode of reactions. Thus media can direct people to both

constructive and destructive purposes. If the power of media is used 4) ...

it can do good to society and a country. But if the power is mishandled or misused for any vested-interest by any quarter or by any 5) ... party then it can cause great harm, anarchy and 6)... in society and in state. Media are so influential and powerful that people instantly believe what they hear or watch on media. That is why famous Canadian 7) ... and media critic Marshall McLuhan said that "Media is the message"

Task 5. Read the text. Make questions. Ask each other. (Pair work)

Time: 25 min

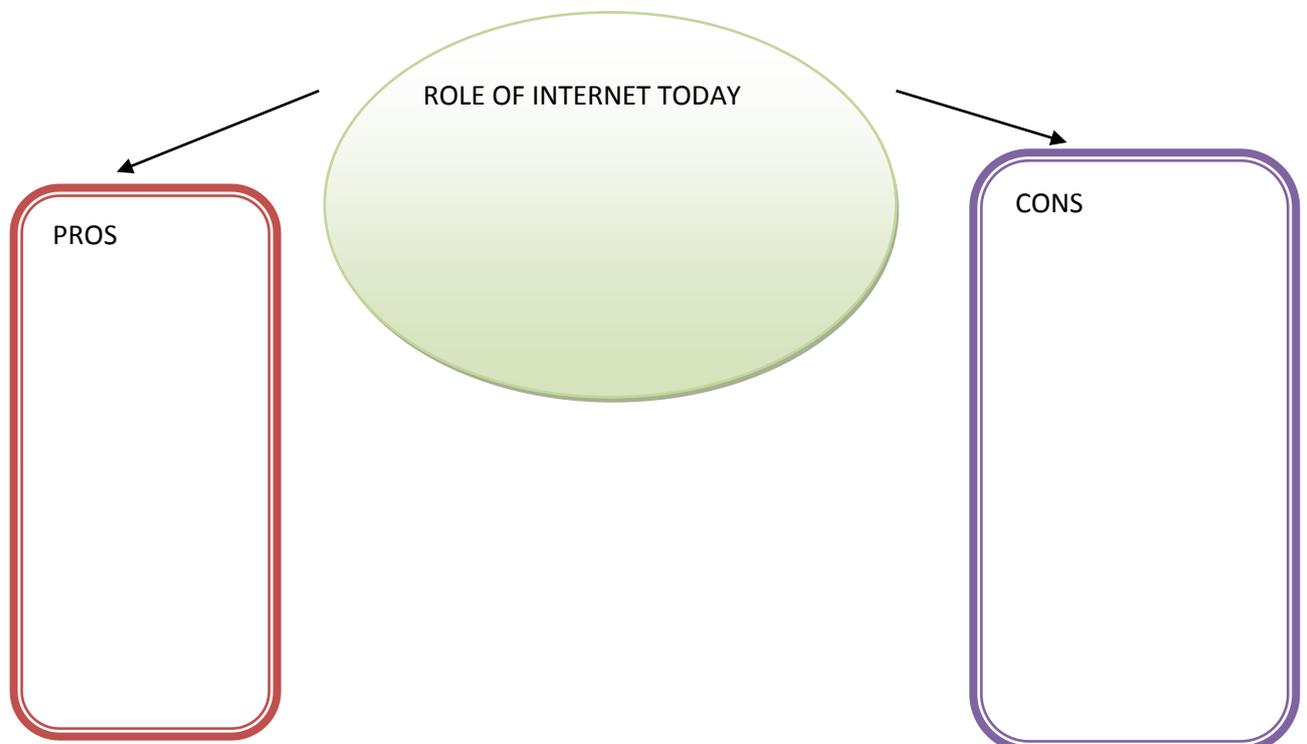
William Henry Gates III (born October 28, 1955) is an American business magnate, investor, author and philanthropist. In 1975, Gates and Paul Allen co-founded Microsoft, which became the world's largest PC software company. During his career at Microsoft, Gates held the positions of chairman, CEO and chief software architect, while also being the largest individual shareholder until May 2014. Gates has authored and co-authored several books. Gates is one of the best-known entrepreneurs of the personal computer revolution. He has been criticized for his business tactics, which have been considered anti-competitive, an opinion that has in some cases been upheld by numerous court rulings. Later in his career, Gates pursued a number of philanthropic endeavors, donating large amounts of money to various charitable organizations and scientific research programs through the Bill & Melinda Gates Foundation, established in 2000. Gates stepped down as chief executive officer of Microsoft in January 2000, but he remained as chairman and created the position of chief software architect for himself. In June 2006, Gates announced that he would be transitioning from full-time work at Microsoft to part-time work and full-time work at the Bill & Melinda Gates Foundation. He gradually transferred his duties to Ray Ozzie and Craig Mundie. He stepped down as chairman of Microsoft in February 2014, taking on a new post as technology adviser to support the then newly appointed CEO Satya Nadella.

Post-stage

Task 6. Ss are divided into two small groups. Discuss the topic “role of internet today”

They should speak about internet’s role, pros and cons of using Internet (Team work). In this activity teacher can check the Ss’ comprehension on new topic.

Time:35 min



Handout 1

Mass-media



Task 1. Answer to the following questions.

What is the mass - media for you?

Why we need mass - media?

What type of mass- media is mostly used nowadays?

Task 2. Read the text. Retell what you understand.

Media is called the public forum or people's parliament. Media play the role of bridge between government and general people in times of different national need. Media do not simply provide people with information, news and ideas but also raise various issue on socio-econo-political matters. They also form consciousness and public opinions in different problems and issues. People express their opinions through media. Various formats of programmers like talk show, street show, documentary, live reporting, video articles, editorials on different local and global issues are broadcast and published. Media keeps us dated about what is happening around the world. Media focus on various social evils, political or economic crisis and guide people through them. Today right to information is recognized as one of of the fundamental rights of people and media ensure this right.

Handout 2

Task 3. Listen the track and discuss with your partner.

Task 4. Listen track again and fill the missing words.

In today's world of 1) ... , the impact and influence of 2) is more than ever and all pervasive. Media affect the influence almost all aspects of our life. Mass media have profound influence on people's thinking, 3) ... , sensibilities and their mode of reactions. Thus media can direct people to both constructive and destructive purposes. If the power of media is used 4) ... it can do good to society and a country. But if the power is mishandled or misused for any vested-interest by any quarter or by nay 5) ... party then it can causes great harm, anarchy and 6)... in society and in state. Media are so influential and powerful that people instantly believe what they hear or watch on media. That is why famous Canadian 7) ... and media critic Marshall McLuhan said that "Media is the message"

Task 5. Read the text. Make questions. Ask each other. (Pair work)

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Task 6. Work in two groups. Organize discussion on pros and cons sides of using Internet.