MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

UZBEK STATE WORLD LANGUAGES UNIVERSITY

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INQUIRY-BASED APPROACH TO DEVELOPING LANGUAGE SKILLS IN THE ENGLISH CLASSROOMS

5A-120102 -Linguistics (The English Language)

DISSERTATION

for academic Master's degree

The work has been discussed
and recommended for defense
The Head of Department
PhD., As.prof.Galieva M.R.
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Topicality of the research: is due to 1) the requirements for FL specialists of linguistic universities; 2) the need to develop communicative and research skills in order to improve the quality of professional communicative competence at the level of C1; 3) the need to improve the quality of education through the introduction of inductive learning for self-knowledge and mastery of getting experience in solving problems.

Goal and tasks of the research: justification of the inquiry-based teaching and ways of its implementation for integrative development of students' communicative and research skills in accordance with the pedagogical conditions of the linguistic university.

Object and subject of the research: the process and conditions of teaching students of the linguistic university.

Methods of the research: socio-pedagogical, comparative, pedagogical experiment, statistic.

The degree of novelty of the research: 1) the comparative analysis of different types of inquiry-based teaching have been made; 2) the model of inquiry-based teaching and means of its realization in the practice of English teaching have been worked out; 3) the assessment tools for monitoring the quality of the suggested module have been created.

Practical value and degree of embed: the material of research can be used in developing lectures ET methodology and in practice of teaching intercultural communication, as well as in writing research works.

The results obtained: 1) the core of the inquiry-based approach, its types and models have been defined; 2) pedagogical conditions for the implementation of the inquiry-based approach have been defined; 3) the model of integrative development of communicative and research skills in the English classrooms and means of its implementation have been worked out; 4) evaluation criteria of language proficiency and research skills have been developed.

The structure of the dissertation: consists of introduction, three chapters, conclusion, list of used literature and appendix.

General summary and recommendations: the constructed model of inquiry-based teaching enables to develop students' communicative and inquiry skills successfully; the designed teaching material and evaluation tools can be used used in BA and MA departments.

Scientific advisor: G.T. Makhkamova, D.S., professor

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Актуальность работы данного исследования обусловлена 1) требованиями, предъявляемыми к специалистам ИЯ для языковых вузов; 2) необходимостью развития коммуникативных и исследовательских навыков и умений для повышения качества профессиональной коммуникативной компетенции на уровне С1; 3) необходимостью повышения качества обучения посредством внедрения индуктивного обучения для самостоятельного добывания знаний и овладения опытом к решению проблем.

Цели и задачи исследования: теоретическое обоснование исследовательского подхода и создание модели интегративного развития коммуникативных и исследовательских навыков и умений в соответствии с условиями обучения ИЯ в языковом вузе.

Объект и предмет исследования: процесс и условия обучения студентов лингвистического вуза.

Методы исследования: социально - педагогический, сравнительный, педагогический эксперимент, статистический.

Степень новизны исследования: 1) проанализированы различные типы и модели исследовательского подхода; 2) предложена и апробирована модель интегративного развития коммуникативных и исследовательских навыков и умений студентов языкового вуза; 3) созданы учебные и мониторинговые средства для реализации данной модели

Практическая значимость исследования: материалы исследования могут быть использованы при чтении лекционного курса по методике преподавания ИЯ и в практике обучения английскому языку в языковом вузе, а также при написании научных работ.

Структура диссертации: Диссертационное исследование состоит из введения, трех глав, заключения и списка использованной литературы.

Основные результаты исследования: 1) определена сущность исследовательского подхода, типы и модели; 2) установлены условия внедрения исследовательского подхода; 3) разработана модель интегративного развития коммуникативных и исследовательских навыков и умений на занятиях английского языка и средства ее практической реализации; 4) разработаны критерии оценки уровня владения исследовательскими навыками и умениями.

Общие выводы и рекомендации: предлагаемая модель обучения позволит эффективно развить у студентов коммуникативную и исследовательскую компетенции; разработанный материал и средства оценки могут быть использованы как в бакалавриате, так и в магистратуре языкового вуза.

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CONTENTS

INTRODUCTION

In the years of our independence, particular attention is paid to the preparation of highly-educated, intellectual, innovative competent specialists in all spheres of production.

Within the implementation of the Resolution of the President of the Republic of Uzbekistan "About measures for further improvement of system of learning of foreign languages" (No 1875, 2012) it is noted that the main goal of our government from adopting this law is aimed for "cardinal improvement of system of training of younger generation in foreign languages, the training of specialists which are fluent in them by introduction of the advanced methods of teaching with use of modern pedagogical and information-communication technologies and on this basis of creation of conditions and opportunities for their broad access to achievements of a world civilization and to world information resources, developments of the international cooperation and communication."

This resolution gave a strong impulse for development of linguistic education in Uzbekistan via expansion of the international contacts with foreign colleagues and promotion of the effective modern educational technologies into practice according to the international standards.

In recent years the innovative technologies have been widely implemented into the FLT system in Uzbekistan. HE institutions of our country strongly support the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the level of language proficiency.

ICT in FLT is considered as a medium in which a variety of inductive approaches and pedagogical philosophies may be implemented with the help of which quality of education may possibly be improved and the requirements set by the

contemporary knowledge society can be met. One of such inductive approaches we may consider the inquiry-based approach, which is due to the student involvement makes the learning more relevant, encouraging students to develop their own agency and critical thinking skills.

Inquiry-based approach provides instructional strategies that will open doors inviting students into learning. These are various types of questions that are provocative, open-ended, and aligned to the content, but also allowing space for exploration. As a matter of fact, we have to admit that thinking is driven by questions not by answers. The FLT stays alive only to the extent that fresh questions are generated and in this way, questions are thought stimulators.

Therefore, inquiry based approach creates deeper understanding and advances cognitive and emotional processing in all students, even if they are not actively participating. Besides via implementation this approach we can develop language and research skills of students integratively, in particular, problem-solving, decision making skills and other reflective skills as analysis, synthesis, evaluation.

That's why the inquiry-based teaching is more appropriate for implementation into the process of training FL specialist. Study of the core of the inquiry-based teaching and ways of its application to the FLT process is **topical** nowadays.

Problem development status. Over the entire century of language, we have experienced a variety of language teaching methods and approaches ranging from the Audio- Lingual (Fries, 1945) to Communicative language teaching (Brumfit & Johnson, 1979; Wilkins, 1976, Passov, 1989) and to the Natural Approach (Krashen & Terrel 1983). While some have achieved wide recognition and acceptance at different historical time, others faded away soon after they came into existence. At the last period the inductive approaches have been investigated by researches: Vygotsky (1978) , Wilkins (1976), G.Hall (2011) and others.

Inductive approach and their variants have been dealt with in the following scientific works: Orland-Barak (2005) discussed critical reflection and developed four-level framework which categorizes writing into descriptive writing, descriptive reflection, dialogic reflection, critical reflection. At the same time Ernest W. Andersen (1956) argued that the inductive approach raises the level of remembered useful knowledge and represented the research findings of German psychologist Herman Ebbinghaus on memory and forgetting.

De Graaf and Kolmos (2003) defined the project based learning and presented three types of projects that differ in the degree of student autonomy: task project, discipline project, problem project.

Through a review of the literature focused on empirical studies that compare inquiry teaching with other approaches, Maria Jose Figueroa Cahn Speyer in her PhD dissertation (2011) developed a framework that included three facets: conceptual, epistemic, and social.

Similarly, Carin, Bass, & Contant (2005) suggested two models for inquiry instruction in which five stages of inquiry instruction are highlighted. In contrast, Anna J. Warner and Brian E. Myers (http://edis.ifas.ufl.edu.) suggested 6 stages of inquiry which of each should be completed by teachers while incorporating inquiry-based methods into the classroom. As well as we find six stages of the inquiry cycle in the model suggested by D.Lewellyn (2002, p. 13-14) which are almost similar in structure.

These works give opportunity to understand the core of this approach and define perspectives for its application.

In the domestic methodology the most prominent research in the aspect of teaching reflective skills has been done by G.N. Irmukhamedova “Лингводидактические основы обучения критическому чтению аутентичных

текстов (на старших курсах экономических вузов)" (2008). The focus is paid to developing critical reading and writing in economic institutes.

The analysis of the current conditions of methodological system of the English teaching at the UzSWLU also revealed a number of shortcomings in the close relation with the traditional methods of teaching.

All mentioned facts have proved that the inquiry-based teaching has not well investigated in the domestic methodology of FLT, solving of this problem is important for organization of successfully the process of acquiring foreign language by students under the current conditions.

The purpose of the research: to justification of the inquiry-based teaching and ways of its implementation for integrative development of students' communicative and research skills in the English classrooms.

The objectives to achieve the purpose of the research are as following:

1. to study the different views on the problem of training skilled personnel in the field of FL;

2. to identify the core of the inquiry-based teaching and learning and its types and models;

3. to create a model on the basis of inquiry-based teaching which will work to develop students' communicative and reflective skills;

4. to work out methodical recommendation for realization of the suggested model in the experimental teaching.

The object of study: the process of the English language teaching and learning at the linguistic university.

The subject of study: pedagogical conditions of using inquiry-based teaching in the English classrooms for integrative development of communicative and research skills.

Hypothesis: We can develop students professional competence if we create the models of inquiry-based instructions and the valuable teaching material.

- Methods of the research:

- Sociological-pedagogical: critical analysis of the scientific literature, theoretical generalization, description of the teachers- experience;

- Comparative: comparative description of the methodical features and analysis of the approaches, methods, techniques in foreign languages teaching;

- Pedagogical experiment: observation, lessons' analysis, questionnaire and experimental teaching.

The scientific novelty of the work: 1) the comparative analysis of different types of inquiry-based teaching have been made; 2) the model of inquiry-based teaching and means of its realization in the practice of English teaching have been worked out; 3) the assessment tools for monitoring the quality of the suggested module have been created.

The theoretical and practical value of the paper: grounding inquiry-based teaching for development communicative and reflective skills and design of the teaching material via inquiry-based approach allow to improve the process of FLT. The theoretical material can be useful for lectors on FLT methodology and created model and means of its realization can be used in the practice of the English language teaching as well as in the scientific work. The flexible structure of presented model it helps to achieve the best results in teaching English regardless of the target aim.

Publications:

1. Jalilova N. Appropriate questioning techniques in an inquiry based approach.// Чет тилларини ўқитишни жадаллаштиришнинг инновацион йўналишлари: Respublika Ilmiy-amaliy konferensiya.-Tashkent: Qori Niyoziy nomidagi O'zPFITI, 2014. - Pp.119-122.

2. Jalilova N. The inquiry based learning in the FLT at the linguistic institutes. // Замонавий тилшунослик, адабиётшунослик, таржимашунослик ва хорижий тиллар укитишнинг муаммолари: V- Ilmiy amaliy konferensiya.- Tashkent: UzDJTU, 2016. - Pp.138-140.

Structurally the dissertation paper consists of introduction, three chapters and conclusion.

In the introduction we ground the topicality of the research, define the subject, formulate our aim, objectives, working hypothesis, and reveal scientific novelty, theoretical and practical value of the research, choose the methods of the research.

The first chapter aims to reveal the current modern trends to teaching FL and types of inductive approaches which are suggested to be the basis of a new model of teaching in the aspect of development professional competence. This chapter addresses challenges that have occurred in FLT and proposes the inductive types of teaching, more precisely, inquiry based approach as one the solutions to those problems.

The second chapter is devoted to revealing the models of inquiry based approach and designing materials and cases in order to show the implementation of the very approach.

The third chapter is purely practical, including the experiment conducted at the linguistic university and the analysis of pre and post results in order to prove the effectiveness of inquiry based approach to FLT.

In the conclusion we gave inferences, summaries of the result of the conducted research.

The list of the used literature includes 76 sources.

CHAPTER 1. THEORETICAL BASIS OF FLT AT THE LINGUISTIC UNIVERSITIES

1.1. Modernization of FLT system in Uzbekistan

After gaining Independence of Uzbekistan, it had been revealed that the system of FLT was in an unsatisfied condition and demanded modernization. During the process of modernizations we faced FLT curricula, teaching materials, methodology and tools didn't meet the modern international requirements. The main challenges in FLT in all stages of education can be summarized as follows:

- poor attitude among teachers and learners as to the feasibility and value of FLT, and consequently lack of a sense of purpose;
- failure to promote a communicative ability among students so that they might feel some sense of practical success;
- lack of any coherent policy of differentiation;
- failure to promote students responsibility;
- lack of curriculum skills among teachers, leading to blind reliance on textbooks and external examinations.

Thus, it has become crucial to identify the challenges and innovations in order to satisfy the language policy in Uzbekistan.

The CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2003) document is universally recognized international standard which contains the main concepts reflecting modern approaches to FLT in various grade levels and national contexts. It gives the certain description of competences for FL acquisition and suggests the necessary instruments for evaluation of the achieved language proficiency. Levels of language proficiency are dealt with in the terms of "knowledge and skills" used in the communication, in particular, taking

into account fluency of the speech, its flexibility, and appropriate using language means in the different contexts of communication.

Taking into account the main concepts and descriptors of this document, the State Educational Standard of the Republic of Uzbekistan the content of FLT and requirements for all stages of education (2013) has been developed by local specialists. It was also highlighted the role of the competence-based approach in creation of the descriptors. Competence-based approach to FLT presupposes acquisition of certain knowledge and skills for the purpose of achieving professionally and socially significant ccompetences in independent, educational and informative, social and cultural fields of activity. It seems that assessment is dominate, where are two particular trends; 1) we move from norm-referencing towards some forms of criteria-referencing; 2) subject specific attempt moves away from language testing to communicative tests.

Nowadays the different teaching materials and evaluation instruments have been designed by specialists. The suggested teaching material, in our opinion, will help teachers to build up banks of communicative resources covering various mixed-skill activities and involving various forms of information (topics and situations). They will make it possible for teachers to devolve responsibility to students in the management of their own learning, and ensure that much of what is done in the classroom is practical and communicative in nature.

Besides it has been suggested that the language proficiency should cover the following communicative dimensions:

-speaking skills;

-listening skills;

-reading skills

- writing skills.

These innovations called upon HE institutions to re-assess their priorities in FLT, that gives evidence the mentioned Decree of the President where is criticized the FLT under unfavorable conditions and, as a result, graduates of HE are not always competent enough in using the foreign language effectively.

Competence-based approach to FLT presupposes acquisition of certain number of knowledge and skills for the purpose of achieving professionally and socially significant competences in independent, educational and informative, social and cultural fields of their activity.

All in all, adoption of competence-based approach to language learning can represent a significant challenge for teachers. The success of this approach to language teaching depends crucially on the skills and professional readiness of teachers who will be required to implement it.

The decision to adopt competence-based approach to teaching, including the use of the CEFR, should therefore entail an evaluation of the preparedness of teachers, and certainly setting constructivist teaching as necessary style of teaching and learning.

No one would deny nowadays that the general field of language teaching as a scientific or academic discipline and, more particularly, English language teaching (ELT) at the linguistic universities as part of it stand out for their strong dynamism and continuous evolution and development. The growing number of publications, organizations, institutions, materials, tests and conferences on ELT clearly indicate that this field has not remained static and invariable, just the opposite.

Yet, still educational reform of linguistic universities continues to be an important priority in our country.

Defining the teacher and learner roles is one of the important issues of Linguistic Universities.

One can think of education as a matter of teacher direction and learner discovery. While others argue that teacher authority is given primacy and learners should accommodate to teacher. On the other hand, students are encouraged in individual enterprise and thus, teaching accommodates to learning.

Educational parameters need to be defined as in some aspects of language learning direction is very crucial and lack of it may result in needless confusion.

The successful language use for communication presupposes the development of communicative competence in the users of that language and the use of language is constrained by the socio-cultural norms of the society where the language is used. It has been over three decades since the communicative approach to language teaching first appeared in English language teaching. In various types of language programs, language educators and curriculum researchers have implemented communication-oriented teaching syllabuses to seek for more effective ways for improving students' communication skills to replace the traditional, grammar-oriented approach in the past. Thus, the communicative approach appears to have become synonymous with progressive and innovative language teaching.

Classroom activities for the Competency-Based Syllabus should reflect competencies the students will have at the end of the program. The emphasis here is on the real-world activities relating to the domain of life or according to the typical field of work the students will do. Some might argue that classroom activities are artificial. However, it is still believed that the theory of transfer still works in a sense that what the students learn in the classroom can be transferred to the real world beyond the classroom. Based on the literature study, the principles underlying Communicative Language Teaching (CLT) are relevant to the Competency Based Syllabus. (An English course design for PGSD, 2012) They are:

1. Learners learn a language through using it to communicate;

2. Authentic and meaningful communication should be the goal of classroom activities;

3. Fluency is an important dimension of communication;

4. Communication involves the integration of different language skills;

5. Learning is a process of creative construction and involves trial and error.

Now, educators have a big challenge of developing strategies and facilities which support communicative competence in teaching and learning process to deal with changes occurred in our educational system.

A strategy that has attracted considerable attention is reflective practice. Recognition of the value of reflection in higher education is manifested in a high need to greater focus on fostering reflective practice amongst learners.

John Dewey (1938), the widely accepted originator of reflective learning, argued that people do not so much learn from experience as they learn from reflecting on experience. The term 'reflection' emanates principally from the socio-constructivist concept of learning to denote revision of one's goals or work. This involves self-assessment of learning to identify the gap among intention, accomplishment, and strategies for accomplishing learning outcomes.

Additionally, for students reflection is a view of the situation externalizing thoughts and making judgments on what had happened and evaluating his language skills, contributing to the development of new strategies for the future.

In this way, student engages in a wide range of inquiry, where inquiry suggests a process of critical reflection. (Hillocks, 1995).

Modern teacher may assess students by giving tasks as writing reflective journals, developing portfolios and etc.

The works of Schon (1983, 1987), Mezirow (1991), Kember et al. (1999), and Orland-Barak (2005) discussed in previous sections proffered significant insights.

Particularly helpful is Orland-Barak's four-level framework which categorizes writing into

- descriptive writing (reporting events or incidents, not regarded as reflection);
- descriptive reflection (providing reasons based on personal judgment);
- dialogic reflection (presenting a form of discourse with oneself and exploration of possible reasons); and
- critical reflection (citing reasons for decisions or events which take account of the broader historical, social, and political contexts).

The development of reflective skills is very important for teachers as well, as it helps in decision making processes and fosters critical thinking abilities.

From Dewey's point of view (1997), when teachers are confronted with situations, they act either in routine or reflective ways. Teachers who act routinely accept the circumstances without questioning, however, the teachers who have a reflective stance rather than following habitual ways teach on the basis of reasoned principles. The reflective teachers think about the problems in their own teaching practice and ponder how those problems are related to their educational and social contexts.

Schön (1987) argues that there are two types of reflection: reflection-in-action and reflection-on action. Reflection-in-action happens at the moment of teaching, and it refers to the importance of teachers' being aware of their decisions as they work and it enables the teacher to take the necessary and immediate steps towards his\her further actions.

Reflection-on-action happens after action has been taken, and it engages the teacher with reviewing, analyzing and evaluating the situation which enhance his/ her professional growth.

The latter one can be expressed in writing reflective journals, audio journals, action research, and keeping professional portfolios.

Hubball, Collins and Pratt (2005) define reflective practice as the thoughtful consideration and questioning of what one does, what works and what doesn't, and what premises and rationales underlie teaching. Reflection begins with one's appeal to question his/her practice, develops with observing students to identify their needs and ends with adapting his/her teaching style to match students' learning styles. Reflective teaching includes examining one's teaching practice critically; accepting the experiences in classroom open to inquiry, adapting one's teaching styles to meet students' needs and sharing experiences with colleagues.

It is argued that the transition from the audio-lingual method to the communicative approach marks the beginning of the reflective era of English language teaching and the introduction of critical thinking elements to the field.
Dewey (1859-1952) (Doc. Diss: Promoting critical thinking in language learning through computer mediated collaborative learning, 2005) refers to critical thinking as "reflective thinking" and proposes that it be one of the aims of education. It can be said, then, that learning environments should aim to enable learners to perform acts of critical thinking. It requires both lexico-grammatical competence and socio-cultural competence, which is in accordance with the aims of CLT.

1.2. Modern approaches to FLT at the linguistic universities

With a number of educational options available before the present generation learners, the newer trends seem to have emerged in the field of education that have entirely changed the facet of traditional system of education. With the reforms of the

State Educational Standards in FLT, there is a big challenge to ascertain valid approach that satisfies our demands.

ICTs have become a crucial element in ELT both within the classroom and, more importantly, outside the classroom, where they provide the necessary tools and give full sense to the idea of learner autonomy. The advantages of ICT usage in foreign language teaching have been described by many educators. At the same time they can be listed here:

1. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures.

2. Novelty and creativity. A teacher can use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same.

3. Feedback. Computers provide a fast feedback to students` answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice.

4. Adaptability. Computer programs can be adapted by teachers to suit their students` needs and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students` problems, computer programs are more learner- friendly.

Another important event for the ELT field that occurred recently was blended learning, which required totally redesign the environment of linguistic universities. According to Alebaikan's study (2010), blended learning is now part of twenty first century, which has to be enhanced by the use of ICT.

The Blended learning, which has penetrated into the traditional education in our conditions, exactly, in UzSWLU, seems to be the most suitable method in the FLT, in

spite of it also created some challenges before us. Although the concept of BL may be intuitively apparent and simple, the practical application is more complex.

The reason for BL in the FLT at the linguistic universities is the indispensable role of a teacher, because it refers to combining a face-to face classroom component with an appropriate use of technology (Sharma& Barrett, 2007. p. 7). Let's see the Figure 1.

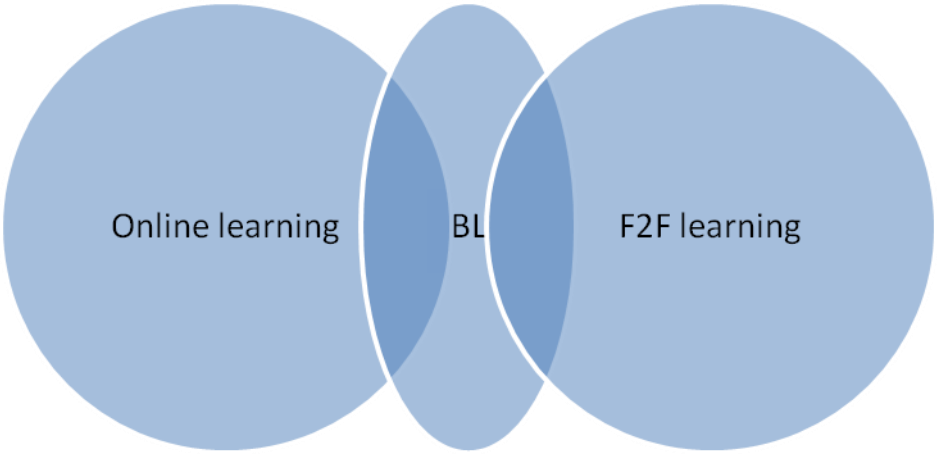


Figure1: Blended learning.

As we see Blended learning can be organized as mixture of face-to-face and on-line teaching in different proportions. There are many questions emerge concerning to the issues of how to approach it in a principled way or how to integrate technology in a proper way etc.

We may observe several challenges occurring in implementing BL at the linguistic universities on the base of teachers' experience described in various publications (Curtis J Bonk& Charles R. Graham, 2004).

The main challenge in blended learning is that most teachers lack the necessary theoretical knowledge and experimental experience to take full advantage of the adjustments to essential methods and overall learning environment.

The second important factors to the quality of BL are the type of media and instructional designs. The design of blended learning resources should be considered within the overall design of the curriculum in order to adjust to the vast new resources and activities e-learning and classroom learning.

The third challenge of quality blended learning relates to getting students to adopt and use learning strategies that are different from what they are used to in the traditional didactic, lecture-based classroom, as the BL requires absolutely discrepant approaches and methods.

The basic learning modes in BL are constructed in the Moodle platforms and include case studies, online debates, discussions, key themes, and group learning. Group learning helps learners share their experiences, develop skills for analysis, solving problems, and make better decisions.

Implementing BL shifts direct instruction online through screen cast videos, therefore enabling more authentic and collaborative classroom experiences. It "actively transfer the responsibility and ownership of learning from the teacher to the students" and develop them "active learners rather than receptacles of information" (Bennet et al., 2011). We are sure, that BL based environment is more appropriate for teaching collaborative project and inquiry based activities (See Li Y, Maiga Chang M & at.al. 2016)

Thus, BL opens opportunities to personalized reflective learning, in which students are taught and encouraged to find answers by searching for them on their own. Therefore, Moodle and wikis are software used in BL and its pedagogy relies on constructivist pedagogy.

It is known that the classroom is a dynamic management system that requires the teacher's full-time attention. Many factors enter into the complex picture, including the teacher's role, the student's role, lesson content, and classroom arrangement. Students can have input, but the teacher is responsible for enforcing rules and consequences. Effective leaders (teachers) set and communicate clear expectations and standards. The norms of our society are presented in a way that students, our future citizens, can understand and follow.

Teachers need to plan for and anticipate behaviour problems just as they plan for the lessons. They should consider students' abilities, content, grouping, and other factors that affect leaning when making the daily schedule.

In foreign states the inquire schools centers have been opened where teachers usually develop their pedagogical experience to be transformative leaders via individual and collaborative reflective practices (Henderson, 1996. p.207). Our country needs specialists who will accept the challenge of transformative leadership to work as initiators of change, engaging in various meaningful deliberations to enhance constructivist learning. Without doubt this type of learning is directly related to training FL teachers. We view educational constructivism help students with their academic meaning-making. In the practice of FLT teachers should practice students' solving-problems, decision-making skills asking questions that invite students to participate in the "great conversation". For example, when covering a piece of literature in home-reading class, the teacher can seek meaningful ways to inquire into culturally important ideas. The following types of questions guide classroom discussions:

- How does this literary work help you think about meaning of justice in your life?

- Does the book help you appreciate the issues of life and death that we as must face?

- Did any of the characters in the story change? What does change mean to you?

In such conditions, teaching for understanding means **teaching thinking skills.** We agree with Brophy's (1995) summary of constructivist instruction. He argues that lessons must include higher-order applications of content" (Brophy, 1995. p.73). These higher-order applications require an in-depth study of suggested topics and stimulate student to process and reflect on the content, recognize relationship among implications of its key-ideas, think critically about it, and use it in problem-solving and decision-making applications. The teachers taking this instructional approach help students develop variety of thinking skills including the ability to explain, deliberate, and predict and solve real problems. Cognitive psychology research within constructivist approach can be implemented into the teachers' professional development as constructivist educator. "Practical curriculum inquiry is directed toward examination of the beliefs, thoughts, decision-making and judgments of teachers as they engage in curriculum design, development, enactment and evaluation of practice" (Henderson & Hawthorne, 1995. p.57)

Constructive pedagogy concerns inductive and deductive teaching. The traditional (deductive) teaching system began with the introduction of theories and then proceeding to the application of it, mostly, emphasizing on textbook exercises. An alternative, more effective for achieving a broad range of learning outcomes is the inductive teaching. The approach varies from deductive one considerably, in which topics are introduced by presenting specific observations, problems and case studies that students have to discover.

In methodology while the strength of the evidence varies from one method to another, inductive constructive methods are consistently found to be at least equal to,

and in general more effective than, traditional deductive methods for achieving a broad range of learning outcomes at the linguistic universities.

A preferable alternative is *inductive teaching and learning.* Instead of beginning with general principles and eventually getting to applications, the instruction begins with specifics—a set of observations or experimental data to interpret, a case study to analyze, or a complex real-world problem to solve (Prince & Felder, 2006).

Inductive approach would obtain deeper knowledge of language skills to learners as it is based on discovery technique, and it is the most applicable option due to the several reasons which are discussed below.

First of all, inductive approach to teaching is a serious attempt to apply psychological research. According to Ernest W. Andersen (1956), the approach raises the level of remembered useful knowledge.

He represents the research findings of German psychologist Herman Ebbinghaus on memory and forgetting, in which it is argued that people remember only a small part of what they learn. Or in other words, nonsense general theories are easily forgotten, and in contrast, meaningful and organized materials are remembered for a long time (See Figure 2 and curve A). In a typical classroom situation examinations usually come, in point of time, very close to the left margin (Soon after exposure). An object of education is to raise the level of remembered and useful knowledge as shown by curve A.

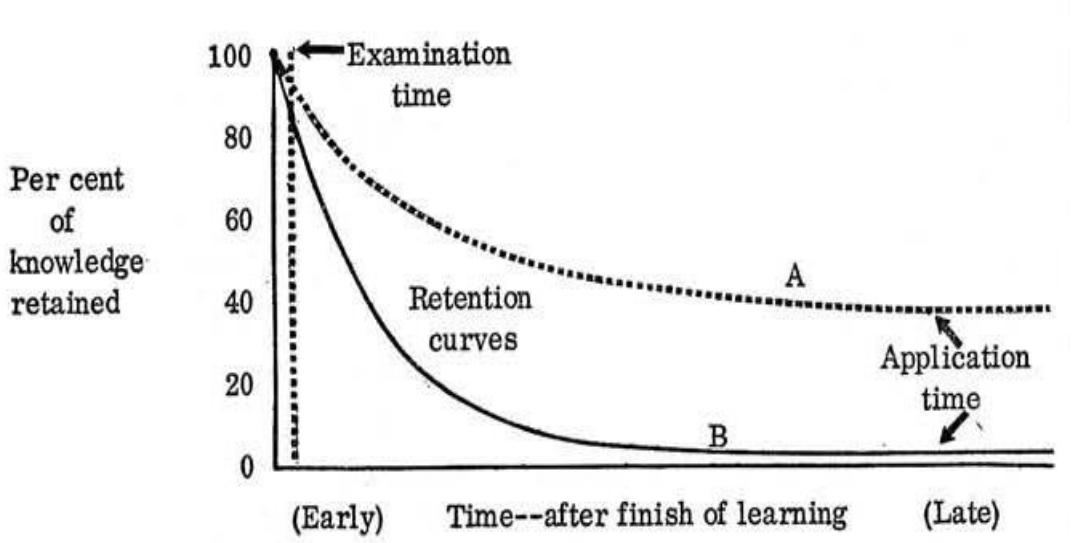


Figure 2. Retention of learning material

As general rule, in inductive learning teachers are concerned with specific problems rather than general theories and principles.

In fact, taking account of some psychological processes involved in learning a foreign language, Gilbert Jarvis indicates the learner's place at the center in the triangle of institution-teacher-student.

Scientists (Ellen, Silber, 1991) argue about altering the traditional approach to the other one which assists to activate the creativeness of students.

Secondly, inductive approach breaks down the barriers of the traditional classroom, because in the inductive teaching, the role of the learner is significantly altered. The teacher becomes a true facilitator of learning for the language learners, purely by means of dialogic communication (Vygotsky, 1978 cited in Abilasha, Ilankumaran, 2014. p.46-52). The teacher's role is not shunned altogether but is restricted; the teacher is expected to be a guide by the side.

The traditional method lays more emphasis on a teacher himself and is teacher centered. Repetitive practice, mechanical drills and memorization are the hallmarks of

the traditional methods. Wilkins (1976) calls a synthetic in which different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up (Patil, 2012).

As it is postulated by G.Hall (2011) that to the deduce rules from the examples makes them more autonomous learners who are responsible for their own learning while working with the target language. Also this approach has positive effect on pupil's analytical and cognitive skills by means of the process of discovery.

Finally, inductive teaching fits the students' needs and triggers the development of problem solving skills and creative thinking abilities.

The inductive approach to learning is incorporated in some of the best teaching methods – as examples: the case method, the project method, demonstrations and group discussions. These methods use great amount of student involvement and activity.

In conclusion, when we speak about inductive methods, we therefore do not mean total avoidance of lecturing and complete reliance on self-discovery, but simply teaching in which induction precedes deduction. In summary, inductive approaches to teaching and learning have much in their favor. They are supported by the best research on learning currently available, compatible with the currently most widely accepted theories of learning, and promote problem solving skills and attitudes to learning that most instructors would say they desire for their students.

1.3. Experience of using inductive instructions in the practice of education

As the students attempt to analyze the data or scenario and solve the problem, they generate a need for facts, rules, procedures, and guiding principles, at which

point they are either presented with the needed information or helped to discover it for themselves. Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case based teaching, discovery learning, and just-in-time teaching (Prince & Felder, 2006. p.1).

The above mentioned types of inductive approach have much in common, as they all qualify within inductive approach to FLT.

Correspondingly, all of the types have the following features:

1. They are all student-centered, which is seen in imposing more responsibility on students for their own learning;

2. They are all research based, as students learn by fitting new information into already known cognitive structures;

3. They can all be characterized as constructivist approaches, building on the widely accepted principle that students construct their own versions of reality rather than simply absorbing versions presented by their teachers.

4. All of them support active student learning, involving discussions, and solving problems in class.

5. They all share collaborative and cooperative learning, with much of the study being done in and out of the class by students.

6. All types of inductive learning involve *diagnostic teaching*, with lessons being designed to "discover what students think in relation to the problems on hand, discussing their misconceptions sensitively, and giving them situations to go on thinking about which will enable them to readjust their ideas"(Prince & Felder, 2012. p.123).

However, these types differ in the nature and scope of the challenge and in the amount of guidance students receive from their instructor as they attempt to meet the challenge (Many faces of inductive teaching and learning, 2007).

Below, we will examine the individual inductive methods – what they are, how they differ, and what is known about how well they succeed in achieving desired educational objectives.

Problem-based learning (PBL) begins when students are confronted with an open-ended, ill-structured, authentic (real-world) problem and work in teams to identify learning needs and develop a viable solution, with teachers acting as facilitators rather than primary sources of information (Boud & Feletti, 1997).

PBL originated, and is extensively practiced, in different non-linguistic HE (Savin-Baden & Major, 2004; www.udel.edu/pbl; www.samfordedu/pbl), both of which provide links to many additional resources. It is now extensively spread in the fields of engineering, architecture, psychology, business and giving way to be practiced in FLT.

Class time may be devoted to: (a) groups reporting out their progress on previous learning issues and listing their current learning issues and plans of work, (b) mini-lectures giving information on issues being dealt with by all groups, clarifying common difficulties, and suggesting additional learning issues, and (c) whole class discussion (Duch, 2001).

What makes problem-based learning unique is its core focus on learning through solving real, open-ended problems to which there are no fixed solutions (Ertmer, Lehman, Park, Cramer, & Grove, 2003). Students work alone or in groups first to understand a particular problem and then to find possible solutions to it.

The PBL approach also emphasizes self and peer-assessment, communication and interpersonal skills (Boud, 1985). Biggs (2003) observes that PBL encourages

deep learning as students learn for understanding and seek meaning, whereas the traditional teacher-centered approach promotes surface learning with little understanding. Harland (2002) believes that students learn new skills and new ways of thinking through PBL. Williams & et al (2003) suggest that students appreciate the active participation in the PBL learning process. This will enhance their personal growth and increase their confidence and responsibility as learner. PBL also encourages collaborative learning among students. Glaser (1991) argues that in small group work, the learner's exposure to alternative points of view is a real challenge to initial understanding. In small group work, students evoke their problem-solving methods and conceptual knowledge. They express their ideas and share responsibility in managing problem situations.

Project based learning involves assignments that lead to the production of a final project, design of an experiment, analysis, interpretation of the data. The written or oral report is the culmination of this approach, which presents the outcome of the whole work being done.

In this approach most projects are done by equally sharing dominance between student and teacher, by allowing students the autonomy to choose their own project formulations and strategies, which increases their motivation.

De Graaf and Kolmos (2003) define three types of projects that differ in the degree of student autonomy:

• *Task project:* Student teams work on projects that have been defined by the instructor, using largely instructor prescribed methods. This type of project provides minimal student motivation and skill development, and is part of traditional instruction in most engineering curricula

• *Discipline project:* The instructor defines the subject area of the projects and specifies in general terms the approaches to be used (which normally involve methods

common in the discipline of the subject area), but the students identify the specific project and design the particular approach they will take to complete it.

• *Problem project:* The students have nearly complete autonomy to choose their project and their approach to it.

Project-based learning is similar to problem-based learning in several respects. Both normally involve teams of students in open ended assignments that resemble challenges the students are likely to encounter as professionals, and both call for the students to formulate solution strategies and to continually re-evaluate their approach in response to outcomes of their efforts. However, there are some distinctive features in the two approaches as they have traditionally been implemented. A project typically has a broader scope and may include several problems. Also, in project-based learning, final product is the central focus of the assignment and the completion of the project primarily requires application of previously acquired knowledge, while solving a problem requires the acquisition of new knowledge and the solution may be less important than the knowledge gained in obtaining it.

In other words, the objective in project- based learning lies on applying or integrating knowledge while that in problem-based learning is on acquiring it.

The studies compared the both approaches have shown similar positive outcomes as well as disadvantages of above mentioned types of inductive learning.

Positive effects include the development of problem solving skills, conceptual understanding, and attitudes to learning, or better student performance on tests of content (Thomas 2000; Mills and Treagust 2003).

However, Mills and Treagust (2003) note that, students taught with project-based learning may gain a less-complete mastery of fundamentals than traditionally taught students receive, and some students may be unhappy over the time and effort required

by projects and the interpersonal conflicts they experience in team work (See Mills & Treagust, 2003).

In case-based teaching, students analyze case studies of historical or hypothetical situations that involve solving problems and/or making decisions. Typically, cases should be authentic, involving various types of problems drawn from stories in newspapers, magazines, or taken from interviews with individuals on certain issue.

In view of G.Kardos (1979), analysis of instructional conditions involve several steps:

1. reviewing the case content,
2. stating the problem,
3. collecting relevant information
4. developing alternative solutions
5. evaluating alternatives
6. selecting a course of action
7. evaluating all solutions and identifying actual reliable solution to the problem.

The idea is that, in analyzing complex authentic cases, the students become aware of the kinds of situations and dilemmas they might have to face as professionals, gain both theoretical and practical understanding of their subjects, develop critical reasoning skills, explore their existing preconceptions, beliefs, and patterns of thinking, and make necessary modifications in those preconceptions, beliefs, and patterns to accommodate the realities of the cases (Lundeberg, Levin, Harrington, 1999).

The main difference of cases from problem based learning is that former tend to be relatively well-structured, with provided contextual details, while the latter being poorly structured aiming to the acquisition of new content knowledge. Studies have shown that relative to conventional teaching, case-based instruction significantly

improves student retention (Fasko 2003), reasoning and problem-solving skills (Levin, 1997; Fasko, 2003), higher order skills on Bloom's taxonomy (Gabel, 1999), the ability to make objective judgments (Dinan. 2002), the ability to identify relevant issues and recognize multiple perspectives (Lundeberg & et al., 1999), and awareness of ethical issues (Lundeberg, Levin, Harrington, 2002).

Discovery learning is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, "discovering" the desired factual and conceptual knowledge in the process (Bruner, 1961).

The purest form of this type of inductive learning is that students are provided with little or no guidance by the teacher and only are provided by feedback on errors.

More common than pure discovery there are variants such as *guided discovery*, in which the instructor provides some structure and support (Spencer & Jordan, 1996).

Just- in- time teaching combines Web-based technology with active learning methods in the classroom (http://webphysics.iupui.edu/ jitt/jitt.html). In other words, students respond electronically to conceptual questions before each class, and the teacher adjusts the lesson to react to misconceptions revealed by students' responses.

JITT classes are a combination of interactive lectures, in which the instructor does a fair amount of mini-lecturing between activities; collaborative recitations, which are not necessarily preceded by preparatory Web-based exercises, and laboratories. In the lectures, the instructor might begin by summarizing student responses to the preparatory exercises and then discussing common errors. The end of the lecture might involve a similar discussion of a puzzle. The collaborative recitations are likely to begin with a review of the homework, and then teams of

students work on new problems. Faculty members circulate, help teams that need help, and if a common problem emerges, provide some instruction on how to address it. Lectures and recitations may be held separately or they may be integrated with each other and with laboratories. Paper homework is assigned in addition to the preparatory web based exercises.

And finally, Inquiry learning begins when students are presented with questions to be answered, problems to be solved, or a set of observations to be explained.

Inquiry based approach is considered to be an umbrella category that encompasses several types of induction mentioned above, as it is very comprehensive type.

Besides overlapping with other inductive methods, inquiry learning encompasses a variety of techniques that differ from one another in significant ways.

Some studies found inquiry to be an effective strategy (See Tamir et al.; Berg et al.; Geier et al.), while others found inquiry to have a partial effect (Chang & Mao, Schneider et al.) or no impact (Pine et al.). In the most recent meta-analysis to date, Furtak et. al. (2009) compared nine studies (some included in this analysis) in a meta-analysis, where she was able to select the studies based on a framework that included her four facets (conceptual, procedural, epistemic, and social).

Through a review of the literature focused on empirical studies that compare inquiry teaching with other approaches, Maria Jose Figueroa Cahn Speyer in her PhD dissertation developed a framework used to define inquiry teaching and assess it using a variety of measurement methods. The framework focuses on three basic elements: 1) teachers, 2) students, and 3) curriculum materials, and how they tap into inquiry facets or domains (conceptual, epistemic, and social). (See the figure 3.)

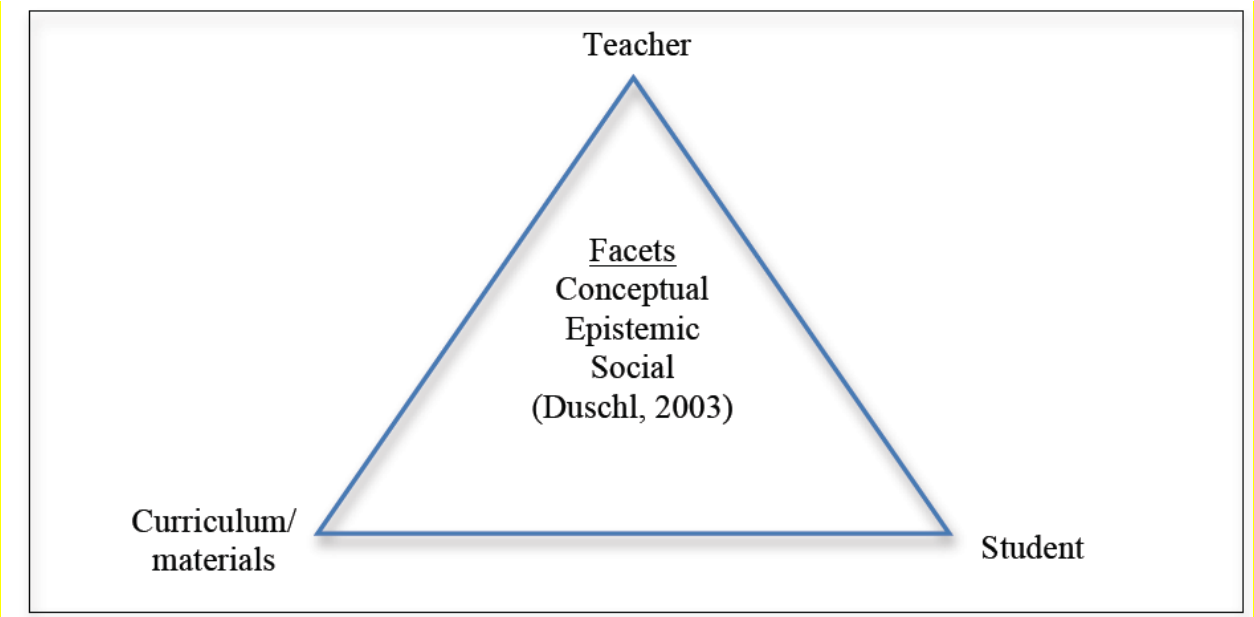


Figure 3. Three basic elements

Her framework for inquiry-based education is therefore defined by the teacher's actions in the classroom, including questions asked, activities used, and the set-up of the learning process, by students in the way they develop knowledge and understanding, and by the curriculum and materials used.

Concequently, she argued that through three facets presented students start constructing the knowledge, in other words, framework is defined by the teacher and his actions in the classroom, including questions asked, activities used and set up of the learning process. To be more precise, the facets act as the following strands (Taking Science to School, Duschl et al. 2007):

1. Conceptual domain – structures and cognitive processes used when reasoning
2. Epistemic – developing and evaluating the knowledge
3. Social - the processes and forums that shape how knowledge is communicated, represented, argued, and debated.

In conclusion, even if studies supporting the different inductive methods vary in both quantity and persuasiveness, the collective evidence favoring inductive teaching

over traditional deductive pedagogy is unequivocal. Induction is supported by widely accepted educational theories, cognitive science, and empirical research.

Summary of the first chapter

In the first chapter we concentrated on the challenges in the field of FLT confronted after the adoption of the competence based aproach, which was developed by local specialists in the framework of CEFR, universially recognized international standard.

This Decree of the president called upon Linguistic Universities to re-assess the teaching materials and evaluation instruments, and ensure them to be more practical and communicative in nature.

Moreover, it represented a significant challenge for teachers as well, who is responsible for developing the students' language proficiency in communicative dimensions as listening, writing, reading and speaking.

It is argued that, constructivist style of teaching FLT might be a needed approach to teaching in order to satisfy the above mentioned issues, in which the student is primary and teacher accommodates to learner.

Competence based syllabus has to comprise communicative competence and socio-cultural competence to be acquired by students, in which the much emphasize is given to the real world activities to be implemented.

In this way, both teachers and students engage in the process of critical reflection, which is discussed in the works of John Dewey (1938), Yancey (1998), Schon (1983, 1987), Mezirow (1991), Kember et al. (1999), Yancey (1998), Wallman et al. (2008) and Orland-Barak (2005) with proffered significant insights.

Moreover, progressing to the area of ICT, that provide the necessary tools and give full sense to the idea of learner autonomy, specifically, computer programs can be adapted according to the needs and levels of students.

What we need to emphasize here is that, the emergence of blended learning requires redesigning of all teaching materials and the approaches of teaching FL. The basic learning modes in BL are constructed in the Moodle platforms and include case studies, online debates, discussions, key themes, and group learning which can be achieved by implementing inductive teaching.

Inductive teaching is an umbrella term that encompasses a range of instructional methods, including inquiry learning, problem-based learning, project-based learning, case based teaching, discovery learning, and just-in-time teaching.

Although the mentioned individual inductive methods differ in nature and scope of challenge which is thoroughly examined in the chapter, they have much in common.

We relied on the sources written by Boud & Feletti (1997), Prince & Felder(2012), Mills and Treagust (2003) and others, that define the types of inductive approaches specifically.

And the basis of this is that, they all can be characterized as constructivist approaches, which support active student learning, involving discussions with art of questioning and solving problems in class.

CHAPTER 2. TEACHING ENGLISH VIA INQUIRY-BASED APPROACH AT THE LINGUISTIC UNIVERSITY

2.1. Models and stages of the inquiry-based approach

As we revealed in the previous chapter the inquiry-based learning is more than a model for learning. It is an attitude towards life that implies students´ involvement in facing and solving a problem and the search for realistic and strategic solutions. This model requires students to think in a systematic way in order to reach reasonable solutions. It is also student centered and promotes collaboration among the students. Some important characteristics of IBL are:

- It encourages the development of critical thinking.
- It allows an active participation of students in the acquisition of knowledge.
- It facilitates problem solving skills.
- It guides students to form and express concepts through a series of questions
- It allows for a more meaningful use of digital technologies linking students to the local as well as the global community.

When EL teachers use this model, the role of teachers is changed**.** They become more student centered and use open ended questions to encourage research, participant observation and reasoning. They introduce different tools and strategies according to the content of the unit or topic and become mediators for students' learning. They do active teaching, proposing projects and problems to work on. They constantly become part of the group by walking around the class interacting with the students, talking to them, asking questions and making suggestions instead of just sitting down at their desks**.** They also encourage students to follow the inquiry cycle (Inquiry Page website):

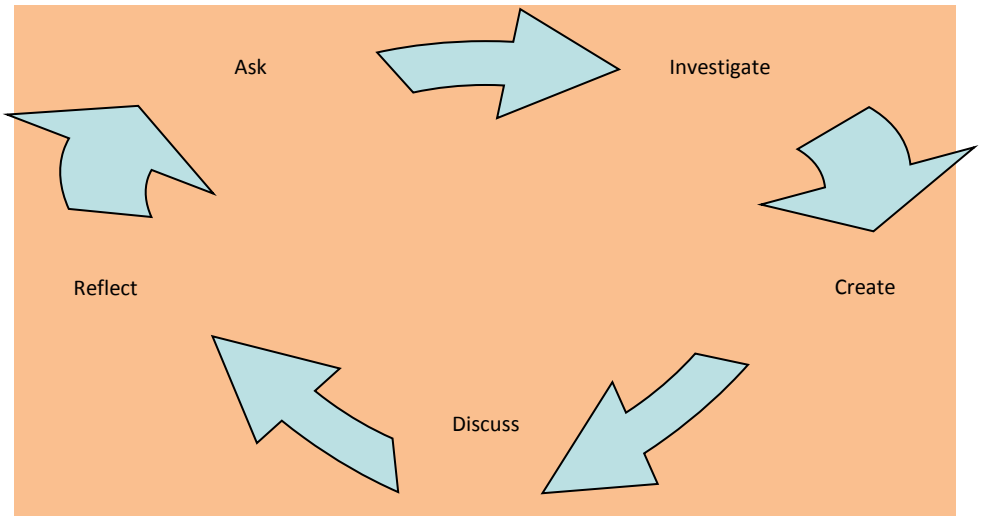


Figure 4. Inquiry cycle

As we see in the Figure 4 Inquiry-based teaching consists of five interrelated stages. On the first stage, that is, ask, students have to plan their tasks and formulate meaningful questions based on a problem or topic they have to discuss as part of a unit of study. Then they try to answer to the questions by themselves. But at this very stage, one question may not be fully defined and might be left. Without doubt, all questions are redefined throughout the learning process.

The second stage, investigate is fully self-motivated process, as it is thoroughly depend on the students. Students are divided into small groups. They begin to gather information, inquire from different sources, study and interview people, observe carefully and even recast the question when necessary. The use of computers and digital resources open many windows for them. Teachers, then, must teach them to evaluate the information found in the Internet and how to choose reliable sources.

On the creation stage students begin to make connections. They synthesize what they have learned and shape new thoughts, ideas, and theories outside their prior knowledge and experience. This is the stage where students practice their composition

skills and begin writing their reports and planning their presentations within their subgroups.

On the fourth stage, discussion is organized: students share their new discoveries with other members of their small group. They also find out other classmates´ findings and involve themselves into a community-building process. The purpose of their research now becomes more relevant as students continue comparing notes and discussing inferences with members of their small groups and with the collaborators from the other groups.

On the stage of reflection students get together once again to look back at the question or problem proposed. They analyze once more the whole research process and the summaries including the information received by online collaborators. They also prepare for the final written reports and oral group presentations.

These stages have cyclical and circular character; if there are gaps, new questions arise, giving students more opportunities to investigate and continue through the cycle until they are satisfied with the answers.

Similarly, Carin, Bass, & Contant (2005) suggest two models for inquiry instruction in which also five stages of inquiry instruction are highlighted.

The first inquiry instruction model is namely guided discovery, in which students are given concrete materials and questions by the teacher. In order to answer the questions, students work individually or in small groups to explore, observe, and discover answers. The teachers can then expand upon the discoveries the students make to provide explanation of the discovery and instruction.

It is essential to note the teacher's inevitable role in this model, as the development of questions and designing the materials are handled by the facilitator. This model requires being as quick as possible, so that the students do not become

frustrated and quit. In order to encourage the classroom discussion, teacher may provide direction by asking questions or giving hints.

The second 5-E model is focused on the five phases that comprises engagement, exploration, explanation, elaboration, and evaluation.

This model was first developed by Biological Sciences Curriculum Study and was also relevant to teaching science as inquiry.

Admittedly, we suppose that this model can be implemented to FLT as well as other mentioned instructions.

The first stage of this model – engagement, serves as a motivator. As it triggers curiosity and provides direction for the remainder of the lesson. During this phase, the question for investigation is developed, basic knowledge is activated, and procedures and rules are outlined. Students should be able to immediately make the transition to the exploration phase.

The exploration stage resembles a guided discovery. Students manipulate the materials, make discoveries, and share their findings with classmates and the teacher. The teacher provides scaffolding by observing, questioning, and guiding. Exploration provides concrete experience from which student learning and knowledge can build.

In the third explanation stage – teacher invites students to share their explanations. Based on the descriptions provided by the students, teacher introduces relevant concepts, principles, and/or theories. Teacher should encourage students to make connections to their experiences during the exploration phase. Together, students and teacher utilize the concept and the experiences to describe and explain the notion and answer the initial question.

The elaboration phase allows students to create connections between new concepts, principles, theories, and real-world experiences by applying them to a new situation. Discussions in the small groups continue to play an essential role in the

learning process by providing students to share and defend their understandings and explanations.

The last stage is evaluation which provides teachers an opportunity to assess students' knowledge and provide feedback on their language performance. It must be noted that informal assessment and feedback may be provided throughout the inquiry learning process to reassure, encourage, or direct students. Formal assessments, such as tests or projects, provide the teacher with feedback and allow them to determine how much the students have learned from the activity. Students should also be encouraged to utilize self-assessment throughout the learning process.

In contrast, Anna J. Warner and Brian E. Myers (http://edis.ifas.ufl.edu.) suggest 6 stages of inquiry which of each should be completed by teachers while incorporating inquiry-based methods into the classroom. As well as we find six stages of the inquiry cycle in the model suggested by D.Llewellyn (2002, p. 13-14), that is, in our opinion, more interesting for discussion **(Figure 5).**

1. Inquisition – stating a "what if" or "I wonder" question to be investigated
2. Acquisition – brainstorming possible procedures
3. Supposition – identifying an "I think" statement to test
4. Implementation – designing and carrying out a plan
5. Summation – collecting evidence and drawing conclusions
6. Exhibition – sharing and communication results

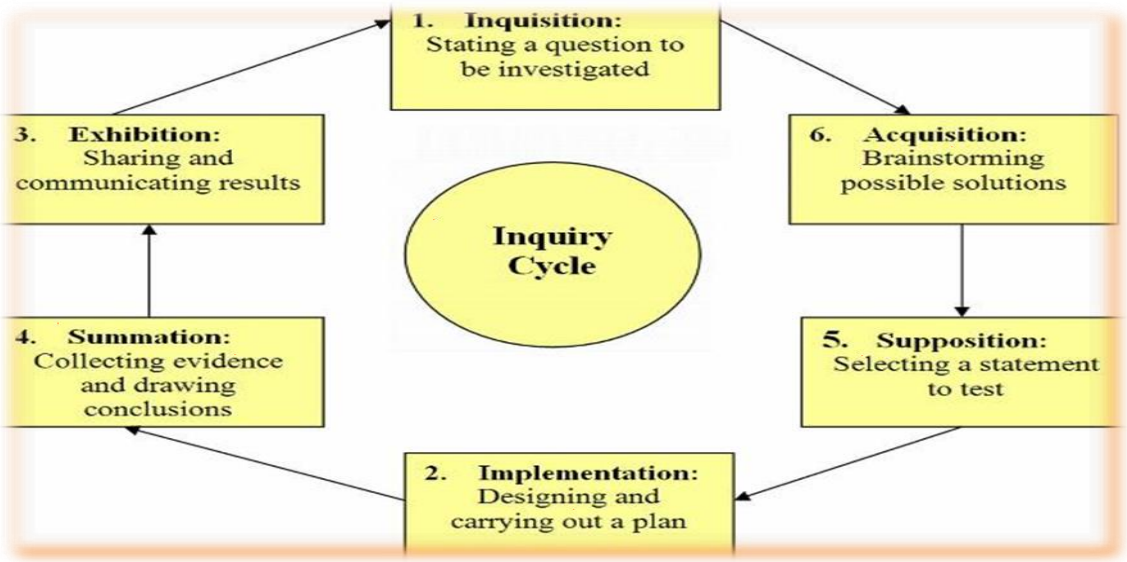


Figure 5. Six-stages of Inquiry cycle

Comparison of 5 stage model with the 6 stage model showed that there correlations are watched between them. In particular, asking stage correlates with inquisition, investigation and creation stages are concerned with summation, discussion envelops exhibition and supposition stages, and reflection can be dealt with as acquisition. In spite of correlations between them, we think that the 6 stages model is more flexible for using research activity such as project, case-study. The 5 stage model is more manageable and can be used for organization of various problem-solving activities.

2.2. Design of teaching material

In order to show the above mentioned stages and cycles of inquiry, we have developed a complex of exercises. The topics for the materials were chosen in accordance with the existing curriculum for the linguistic universities.

As we revealed the process of inquiry has cyclic character, including 5 or 6 interrelated steps which should be guided by the teacher.

Visual demonstration of 5 stage inquiry-based instruction (asking → investigating → creating →discussing → reflecting) can be shown on the basis of a certain teaching material for the first year students of linguistic universities.

Taking account of first year students' needs to the teacher guidance, guided inquiry is very optimal variant of teaching, as they may not know whether their investigation plans make sense or not. The key things teachers can do to promote inquiry include: ask open-ended questions that calls for *higher-order thinking*, such as analysis, inference, evaluation and prediction according to the topic "Cities and country life: Migration from countries to cities" they are studying: "What do you think, why do people migrate?", "What factors may attract newcomers to those cities?", "Would you assess migration as a good or a bad phenomenon?" and etc. The teacher should encourage students to a grater depth of analysis by presenting general probes and questions exploring underlying assumptions and boundary conditions: Why?", "Could you say a little more about that?", "Could you find out the cause and effects?", "What leads you to that conclusion?", "Do we have any evidence to support that?" and so on.

It should be pointed out that often students stick on one question, so it is particularly useful to indicate whether the next student should respond directly to the previous comment or not: "Any questions for [previous student]?", "Who would like to build on [previous student]'s point?", "Does everyone agree?" "Does anyone see it differently?", "Can someone help us [work through this analysis, resolve this confusion]?", "Can anyone address [student x]'s concern?" and others may possibly be used.

At the second stage, investigate is fully self-motivated process, as it is thoroughly depended on the students. Students investigate the main points and problems of the topic. The teacher asks students to conduct a brief survey of family, friends, or others

who have come (recently or long ago) from distant places to live in city and why they chose to immigrate to the city. The teacher explains that the students should classify the responses fitting into one of these categories:

1. Looking for new or better job opportunities
2. Looking for a more secure and better environment
3. Forced to move out from their original place
4. Other reasons (please specify)

Moving on the stage of create, students make a report of their findings. At this stage, the teacher should be creative in developing materials, varying classroom routines, and devising student activities.

On the fourth stage, discuss, students share their new discoveries with other members of their group. They also find out about other classmates´ findings and involve themselves into a community-building process. Such methods aim to maximize student – student interaction through their various participatory, and provide opportunity for students to learn through active engagement. They also make a bar chart in which they illustrate the percentages of each category and identify the major reasons of immigration of country people to the city.

The last stage, that is reflecting, presupposes writing paper where students describe the chart trying to organize the information appropriately and join the sentences with necessary transition words.

It is clear that inquiry based approach to learning enhances critical thinking skills of students, giving the opportunity to invilve them in decision making process, as well as practice better decision making. Inquiry cycle which includes Inquisition - Acquisition – Supposition – Implementation – Summation – Exhibition enables students dealt with a difficult decision or a major problem in life situations.

Below we use the model to teach the topic “Healthy lifestyles, smoking” which is taught to first year students of UzSWLU.

In iquisition stage teacher asks the students to form small groups and gives the real life situations concerning smoking:

Suggested Situations:

l. One of your friends is a smoker and is very aggressive. He wants his friends to smoke as well. In such a situation, you are confronted with the decision as to whether you should also join in smoking.

2. Your friend asks you to bunk the school to go to a bar with him/her.

3. There is going to be a party of youngsters, boys and girls but not adults.

Alcohol and cigarettes will be served at the party. Should Aziza attend the party or should she decline?

Teacher asks students to solve these situations, remind the students that many decisions have severe/irreversible consequences, It is, therefore, very important that students learn and use the Decision Making Skills.

In the acquicition stage, teacher presents the handout in which students should present a problem they are facing, three or more choices to solve the problem.

The next stage requires the the testing of the suggested solutions, in which students discuss and reflect the positive and negative concequences of each choice.

Making Well-Informed Decisions

1. Challenge (or decision) you are facing:

…….....……

……

…….....

……

…….....

……

…….....

2. Choices you have: ……

Choice 1

…….....

....

Choice

2…….....

.....

Choice

3…….....

.....

3. Consequences and aspects of each choice:

Positive	Negative

Your decision is:

……..

Major reason is: ……

In the summation stage students present the choice which they consider to be the best and show the reason why they think that this solution excells the other two.
The last stage usually comprises the collaboration and cooperation, in which students share their results with the other small groups.

Nowadays the English language teachers are working out the modules and cases, so it is necessary to demonstrate the ways of implementation of inquiry-based approach in constructing of cases.

We worked out 3 cases for the first year students of bachelor degree at the linguistic universities. Case-study can consists of 3 or more stages, where different activities are presented.

Case 1. Family values: Divorce

I. Discussion of the topic

- Why do you think people get married?
- Why do you think people get divorced?
- What is a happy family like?
- What good may come from the divorce?
- What do you think your life will be like in five years?
- What good qualities does your dad have? Your mom?
- If you could change anything about your life, what would you make different?
- What are some of the common causes of divorce?
- Is divorce legal in your country? Has it always been legal?

- Is it easier to get a divorce now that in the past? Why?
- Is divorce more common now than in the past? Why or why not?
- Some people say that children of divorced parents are more likely to divorce themselves. What do you think?
- Many actors, for example Michael Douglas and Catherine Zeta Jones, sign very detailed contracts before they get married (called pre-marital
- contracts). These contracts say exactly how much money and materials each person will get if they divorce. Do you agree with these contracts?
- Would you make one before you get married?
- Does age make a difference in divorces? Are younger couples more likely to divorce than older ones?

II. Making decision activity

Work with a partner. Discuss the following situations. Discuss your opinions and what you think should be done.

Situation1. Janna recently separated from her husband. They have two children and they aren't able to agree about arrangements on when and how to share the time with the children.

How do you think time should be divided?

Situation 2. Christina was in a relationship with Joseph. Soon after Christina got pregnant, Joseph left her. He never lived with his son. Christina wants Joseph to pay child support.

Do you think Joseph should pay child support? Why or why not?

Situation 3. Tony and Sandra have separated. They haven't made arrangements about dividing their assets yet. Sandra purchased the house they were living in before she married Tony. Tony wants to split everything fifty-fifty.

How do you think assets should be divided if a couple separates? Why?

III. Problem solving activity

Use a computer at university or at home to find out the following information. Visit the Legal Services Society's Family Law website at http://www.familylaw.lss.bc.ca/ and find the following information (Hint: Look for a search bar or find the FAQ section.)Now, imagine that you are a judge, and responsible for divorce cases where the husband and wife cannot agree. Read about the case below.

John and Christine got married ten years ago. Christine Robinson is a forty-year-old advertising executive. She works very long hours and earns a lot of money. Since their daughter Olivia was born four years ago, Cristina has worked and supported the family. John Robinson is an unemployed forty-six year old man. He worked for many years in a bookshop. At the moment he is trying to write a novel. He stopped working when their daughter Olivia was born, and has stayed at home to take care of her for the past four years. They began to have problems in their marriage after Olivia was born. They have decided to get divorced, but are now very angry with one another.

Christine wants:

· Full custody of Olivia.

· The family house, a three-bedroom house in a nice part of town.

· Charlie, the family dog.

· Christine wants to sell the summer beach apartment and share the money. She refuses to give John any money at all. She does not want any money from John. John can see his daughter every two weeks and have her for the summer holidays.

John wants:

· Full custody of Olivia.

· Charlie, the family dog.

· The summer beach apartment so he can write there.

· John wants to sell the family house in the city and share the money. He also wants Christine to pay $1000 a month for child support. Christine can see her daughter every two weeks and have her for holidays. John also wants $30 000 compensation because he feels he sacrificed his work to raise Olivia.

Now discuss with the other judges in your group. You must come to a decision and make some clear recommendations. Write your recommendations.

Case 2: City and country life: Problems of big cities

I. Brief discussion of the topic:

Why do people like living in the city?

What are some of the advantages of living in a city?

What are some of the disadvantages of living in a city?

Do you know the neighbors who live near you?

What's your favorite city? Why?

What parts of this city do you like the best?

Can you describe the city?

What aspects of life in the city would you complain about?

What do you think should be done to improve living condition in cities?

What are some differences between living in the city and living in the country?

II. Read the text and reflect to the questions.

PROBLEMS OF CITY AND COUNTRY LIFE

Cities grew over the centuries because they served aims that could not have been served otherwise. Two thousand years ago most people lived in the countryside. It was not their choice. Today, almost half of humanity lives in cities. Man has always lived in groups. It makes life safer and easier. Geography – rich soil, a safe navigable

river, ample fresh water, easy defense, coal – was the start of many towns. In Europe towns grew over the strongholds of a local lord. Most of them developed as buying and selling centres; trade needed a market, and markets needed people.

Towns served their citizens very well if they in turn were served by them. During the middle ages when harvest failed, the nearby town offered hope of survival. All successful towns satisfied economic needs. For a peasant town was the only place where he might make a fortune. In the new industrial order, the city was the nerve centre, brining to a focus all dynamic economic forces: vast accumulation of capital, business and financial institutions, spreading railroad yards, factories, and armies of manual and clerical workers. For example, in the USA villages, attracting people from the countryside and from the land across the seas, grew into towns and towns into cities almost overnight.

Life in the city is much easier than in the country – developed transport system, sewerage system, information, sports, shopping mails, etc. Modern men are too sophisticated for simple country pleasures. There is far more entertainment in the city than in the country. Cities offer high concentration of good things in life: big stores, restaurants, theatres, cinema, art galleries. Life is more convenient in a city: services are always better here. In the city people are more open-minded. It is possible to go out, make friends and never be cut off from them by weather conditions. Generally, people do not mind what you do in the city. In the country everybody knows you and expects you to live and behave in a certain way. Moreover, life is never dull in the city, people always have something to do here.

It is needless to say that the citizens are more advantaged in education. The students have museum classes and excursions. They can attend lectures and preparatory courses and therefore have more chances to enter this or that university. After graduating the university, the residents of big cities are more likely to find a

prestigious and well-paid job, than the outsiders. They are more communicative, more experienced and have more friends, relatives and to help them. In the city people have more chances to succeed.

The objections to city living are not convincing enough. People easily adapt to various inconveniences of city life. For example, noise and traffic are hardly noticeable to city-dwellers. In the city especially in our country people live in apartments with central heating, telephone, gas, electricity, radio, TV, the Internet. Most people love cities. In 330 BC Aristotle wrote that by nature man belonged to a city. Many people love the busy city life. It is enough for them to visit a country at week-ends.

It goes without saying that life in a big city has got a lot of disadvantages. Pollution is the greatest disadvantage of the city life today. Polluted air is hanging like a brown cloud over cities. All big cities have problems with air pollution. There was still nothing anywhere like “killer-smog” which caused some 3000-4000 deaths in London in December 1952. Mexico city’s air is famously filthy, as is that of many Indian, Chinese, and East European cities. Noise pollution is the problem of big cities too.

Urban garbage – like food, paper, and cans – on the ground or in the street is one more problem of cities. People don’t always put their garbage in the garbage can. Urban garbage is ugly. It makes the city look dirty, and it spoils the view.

There are lots of other disadvantages of living in a big city. Today’s cities are ballooning. Bombay in 1960 was a jam-packed city of 4 mln. people. Now Mexico city holds around 18 mln people. “The rash-hour” with crowded streets, packed trains, full buses that happen twice a day is one of them. Everyone grumbles about exorbitant rents that must be paid for tiny flats which even country hens would disdain to live in. Apart from accommodation, the cost of living

is very high. A citizen runs into a lot of extra expenses paying for public transport, snacks, food delivery and entertainment.

Besides, life in a big city is much more stressful than that in the country it causes stresses and heart disease. Drivers suffer from traffic jams accidents and car crashes, pedestrians curse rush hours, constant queuing and irregularity of public transport. In addition, people live under constant threat. Businessmen and clerks are scared to lose their jobs and become unemployed. Living conditions in crowded cities are similar to those of animals in a zoo and make inhabitants abnormally aggressive. So the crime rate is constantly increasing. In the city people lose touch with land, rhythms of nature. Everyone who cares about his health tries to move out from the city. Cities are not fit to live in, man are born for countryside. Most people in Europe and America try to live in non-industrial cities, which are set down near big cities and can not be killed by pollution and traffic.

In the countryside people enjoy such simple things of primary importance as sunlight and fresh air. Besides, living in the countryside is cheaper and safer than in a city. It provides people with more security. There is less crime and, of course, there is less traffic there. Life in the countryside is quiet, peaceful, and healthy if you like to be close to nature. Here people are friendly and it is much more pleasant in the countryside than in the city. Unfortunately, life in the countryside is rather hard. Working and living conditions are difficult, social and cultural life in the countryside is not full of entertainment. And annually more and more young people flee from the countryside for a better life in the city.

Certainly, the problem of employment in the countryside is very crucial today. It is especially acute for the young people and professionals. As a rule there are few labor places for skilled agricultural workers and less for professionals. Although villages do need teachers and physicians, they can not provide them with the

necessary facilities. There are few schools and clinics in the countryside. Sometimes there is one secondary school for several villages and children have to walk ten kilometers to study there. Usually either the village community is too poor to provide the children with a bus or the roads are too bad for the bus to run off them.

Surely, people should always be optimists and hope for a better life. Where there is a will there is a way. Nowadays we can witness the revival of some villages. So far they are few but annually their number is increasing.

Source: http://festival.1september.ru/articles/593540/

Questions:

1. What are the major problems in cities people suffer from ?
2. What kind of advantages can be seen of living in a countryside ?
3. If you could live anywhere, where would you live? Why?
4. If you could solve the problem of pollution in cities or prevent unemployment in villages, which would you do?

III. Conducting a chalk talk

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems.

Materials: Chalk board and chalk or paper roll on the wall and markers.

The teacher explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people's ideas simply by drawing a connecting line to the comment. It can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with.

The teacher divides the class into two groups and asks one group to write city problems, while the other group writes the country problems given in the text.

THE PROBLEMS OF CITY LIFE	THE PROBLEMS OF COUNTRY LIFE
Air pollution	Rural life is boring
Stressful life	Living conditions are difficult
High level of crimes	It's difficult to find a good job
High cost of living	Few schools
Inhabitants are agressive	Social and cultural life is limited
Traffic jams	Narrower range of people to make friends

The teacher either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.

People write as they feel moved. There are likely to be a long silence—that is natural, so allow plenty of wait time before deciding it is over.

How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:

• circling other interesting ideas, thereby inviting comments to broaden

• writing questions about a participant comment

• adding his/her own reflections or ideas

• connecting two interesting ideas/ comments together with a line and adding a question mark.

Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

IV. Home task

Go to the site and read the document:

http://catalog.flatworldknowledge.com/bookhub/reader/3064?e=barkansoc_1.0-ch14_s03

Read silently to the designated “stopping point”. When you have finished reading up to the “stopping point”, stop and “Write Something”

Use the following items which guide you what you might say:

a. Something I agree with

b. Something that puzzles me

c. Something I am reminded of when I read…

d. A new idea

e. Something I disagree with

f. Something I want the author to explain more

g. Something I want to talk with others about .

Case 3. Food: Eating outside

I. Group work. Reflect to the questions.

- What comes to mind when you hear the word ‘restaurant’?
- Have you ever complained about the food or service in a restaurant?
- How often do you eat out? Who do you usually go with when you eat out?
- Which meal do you like to eat at a restaurant**:** breakfast, lunch, or dinner?
- Which kinds of restaurants have you been to**:** Uzbek regional dish, Korean, Chinese, Japanese, Mexican, Russian, Italian, Indian, etc?
- Do you think this area has a good variety of foreign restaurants? What other kinds of restaurants would you like to see opened?
- In your native city, are there many restaurants with food from different countries?
- If you could try one new food, what would you try? Why?

- Would you send a dish back if it did not taste good or if you received the wrong food?
- Why is it important to tip waiters and waitresses in Europe? How do you decide how much of a tip to give?
- Do you tip at restaurants in your native country? Explain.
- What did you eat the last time you ate at a restaurant?
- If you are living abroad, what is the food that you miss most from home?
- What is the cheapest place to eat that you know?
- About how much is a meal?
- Where is it?
- How often do you go there?
- What's the best restaurant you've ever been to? Why did you like it?
- Do you believe that "we are what we eat?"
- How many meals a day do you think should be eaten?
- Have you ever left a restaurant without paying ("dined and dashed")?
- If you were invited to a fancy dinner in a restaurant with the president or a celebrity, what would you do to prepare?
- Do you usually eat at home or eat at a restaurant?
- Why do you think obesity is becoming such a problem in the United States and throughout the world?

II. Read the text and do true –false activity

The slow death of the home-cooked meal

By Roberto A. Ferdman

Americans are leaving their stoves, ovens, countertops and cutting boards behind - or, at least, untouched a lot more often. The purest example of this trend is playing

out in the types of dinners people are eating at home today. Less than 60 percent of suppers served at home were actually cooked at home last year. Only 30 years ago, the percentage was closer to 75 percent.

Men and women, collectively, are spending less time at the stove. On average, the two genders spend roughly 110 minutes combined cooking each day, compared with about 140 minutes per day in the 1970s and closer to 150 minutes per day in the 1960s. The main driver of this trend has been a significant drop-off in the time women spend cooking.

Americans' growing lack of interest in cooking hasn't merely left households in front of a burner infrequently from a historical perspective — it has led to a reality in which people in this country spend less time cooking each day than in any other developed nation, according to the Organization for Economic Cooperation and Development. Perhaps not so coincidentally, Americans also spend less time eating than people elsewhere in the world.

The reasons for the slow death of cooking in this country are many, but a few stand out. For one, women, who traditionally have carried the brunt of the cooking load, are working more, and therefore spending less time at home cooking. The other thing that is marginalizing the country's care for cooking is the fact that people simply don't have the time that they used to. The majority of Americans, after all, still enjoy to cook. The problem, according to Balzer, is that time is more precious than it once was, especially now that both genders are working. "People don't have the time for dinner that they used to," he said.

And large food companies, who have made a killing on the country's susceptibility for laziness, aren't helping either. The same corporations that made billions on packaged foods are now capitalizing on the market for "packaged meals." Demand has been especially strong for what are called "fresh prepared foods," meals

prepared en masse and served at grocery stores, bodegas, and even pharmacies around the country. Sales of such foods now tower above $25 billion annually, according to market research firm Supermarket Guru.

Source: https://www.washingtonpost.com/news/wonk/wp/2015/03/05/the-slow-death-of-the-home-cooked-meal/

True-false activity: Read the information below and decide whether it is True, False or Not given.

1. American women are spending less time cooking comparing to the women in any part of the world.
2. The reason why these people spend little time for home cooking is that Americans now are eating less.
3. In America, women work more than men.
4. Half – prepared food is gaining popularity among the people of The US.

III. Discuss the following questions with your group and prepare reasonable responses:

1. What is the main problem in the text?
2. What several reasons can you count of some people spending less time at home cooking?
3. What are the privileges of dining out over eating at home?
4. What positive features of home cooking can you reflect?
5. Do you prefer dining at home or eating out and why?

IV. Hometask: Evaluate the restaurant which you often visit

A. Tick the characterstic you have met in the restaurant you visited

Assessment criteria

Loud and busy atmosphere _____

Television broadcasting music, film, sport event etc._____

High quality ingredients and experienced cook_____

Staff with positive attitudes_____

Comfortable sitting_____

Regional dish_____

Excellent service of refilling, bringing or clearing plates_____

Delicious dish_____

Balanced food prices_____

Clean eating utensils_____

Well dressed and trained employees____

Nice and quick delivery of order_____

B. Now, write an overall impression of the restaurant utilizing the phrses above, write the positive and negative characteristics of the restaurant. (Word limit: at least 60 words)

C. Think about your findings and write down top three good and bad characteristics that were met in majority of the restaurants.

Good characteristics:	**Bad characteristics:**
1	**1**
2	**2**

3	**3**

Thus, the teacher can design different variants of activities in the framework of inquiry-based approach. The teacher should be creative.

Summary of the second chapter

The second chapter is devoted to reveal the stages and models of inquiry based approach and corresponding material designs proposed by the author.

Through analysis of literature where inquiry-based teaching is described we revealed the core types of this approach. It is more associated with creation of the questions that motivate students learning. The questions can be provocative, open-ended, and aligned to the content, but also allowing space for exploration. Asking questions create deeper understanding and advances cognitive and emotional processing in all students, even if they are not actively participating.

Besides, inquiry-based teaching focuses to develop problem-solving and decision-making skills and reflective abilities (analysis, synthesis, evaluation).

As we revealed, there are several inquiry models suggested by different authors, though all of them correlate each other. We opted for the models given in the Inquiry page (five stage model) and suggested by D. Llewellyn (six stage model) and according to the proposed stages worked out sample teaching materials on topics “ Migration” and “Healthy lifestyles, smoking”.

The topics for the material designing were chosen in accordance with existing curriculum of first year students of II English faculty, UzSLWU.

Moreover, as the modern conditions and reforms in educational system of linguistic universities require, we proposed several case study activities that can be taught to freshman students of the above mentioned institution.

While working out the cases on topics “Divorce”, “Problems of big cities”, “Eating outside”, we paid attention to the core principles of inquiry based instruction. As the inquiry based activities are aimed to develop critical thinking skills of students, the above mentioned teaching materials included problem solving and decision making exercises.

We used articles from the internet which are related to a linguistic context in order to design reading and writing exercises.

In material we tried to include exercises which enforce higher-order thinking, that are the levels of making judgments, supporting their opinions, drawing conclusions.

CHAPTER 3. ORGANIZATION OF EXPERIMENTAL TEACHING

3.1. Need analysis and discussion

This study aims at evaluating the effect of inquiry based teaching of "Integrated skills" of English language. The questions that were addressed by this study were:

1. Is inquiry based teaching an effective way of improving Integrated skills (reading, listening, speaking, writing) If yes, what evidence is there to support this conclusion?
2. Do learners who are taught using an inquiry based approach perform significantly better on practical English classes (Integrated skills)?
3. Do the improvements from pre-test to post-test differ between the inquiry based approach groups at different ability levels?
4. How do those learners engage with I.S. practical tasks in which the activities have been presented by using inquiry based approach?

To prove effectiveness of the inquiry-based instruction we conducted experiment with the 1st year students of II English faculty during scientific-pedagogical practice.

The goal of experiment is to develop communicative and research skills in the English classrooms through implementation of inquiry-based instruction.

Objectives of experiment are:

- to identify present needs of teachers in improvement of communicative and research skills of students;
- to work out tasks and activities for developing students' communicative and research skills on the basis of inquiry based approach;
- to experiment the inquiry-based instruction;
- to approbate the created material in the practice of teaching English at the UzSWLU, II English faculty, 126 group.

There were three stages in experiment conducting.

First stage – data collection:

- review of necessary scientific literature;
- analysis of the syllabus from the position of using inquiry-based instruction;
- need analysis through questionnaire and observation of lessons.

Second stage – experimental teaching:

- preparation of teaching material and tools;
- approbation of the tasks for developing students' communicative and research skills via inquiry-based instruction.

Third stage – qualitatively and quantitatively analysis of the result of experimental teaching:

- constructing tests and conducting cutting;
- statistic data processing;
- Interpretation of the results of experimental teaching.

We organized teachers' and students' need analysis through questionnaire to reveal the level of students' metacognitive and reflective skills, if inquiry-based instruction can be successful for developing communicative and research skills of students and what material can be selected for inquiry-based instructions.

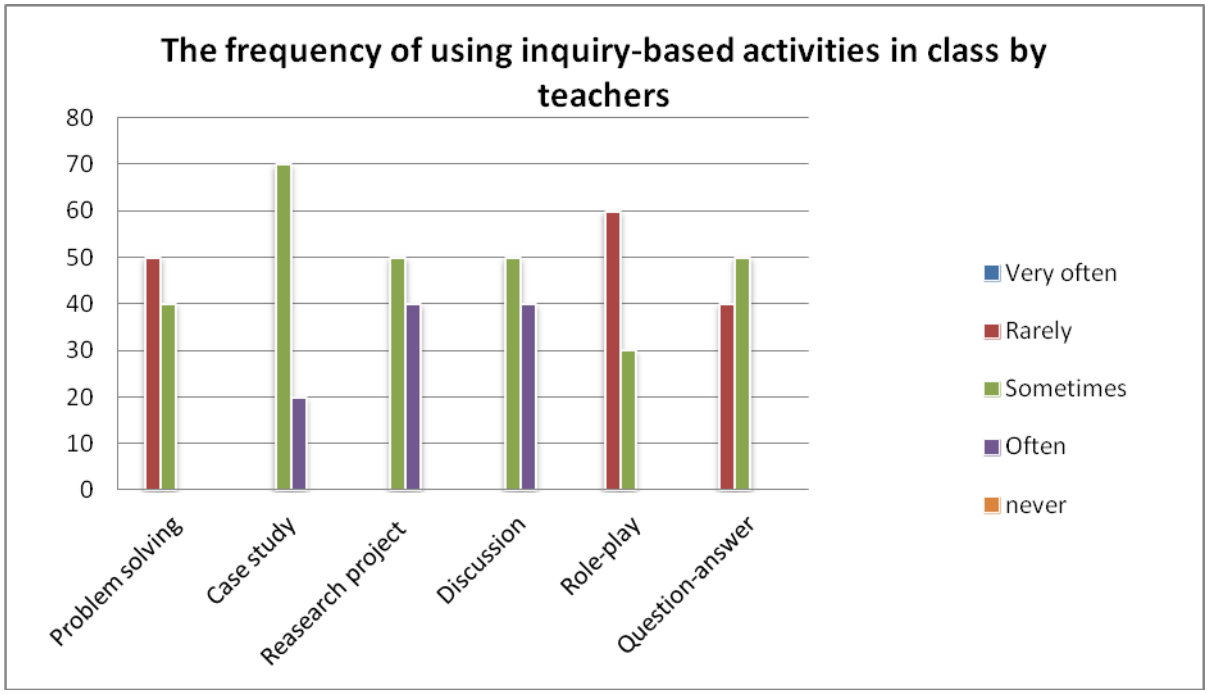
The teachers and students were given the questionnaire (See samples I and II in Appendix 1). In survey 9 English language teachers and 10 students of the 2nd English language faculty were participated.

Table 3.1

1	**Qambarova D**
2	Sagatova M
3	Urinbaeva I
4	Omonov P
5	Baxadirov U

6	Qosimova Z
7	Sharipova M
8	Khojieva R
9	Tashpulatova F

The results of the Needs analysis questionnaire for teachers are presented in the Figure 6.



The figure 6. The results of teachers' need analysis questionnaire

The results of teachers' need analysis questionnaire showed that, there is an obvious exiguity of using inquiry based activities that promote higher order thinking abilities by teachers.

As the diagram shows, teachers rarely engage their students in problem solving activities, where students participate in "authentic" discussion and understand their accountability to that discussion and to their peers. And eventually, the discussions

are observed in half of the classes (50%) from time to time, and the rest of them (40%) utilizing them often.

Development of communication skills is another valuable dimension worth highlighting. Need for more usage of role plays and question- answer during the teaching process seem to be the two elements most needing some attention. As a matter of fact, majority of teachers engage lower order thinking questions in classes that are only aimed to check the student comprehension.

You can see the results of the Needs analysis questionnaire for students in the Figure 7,8.

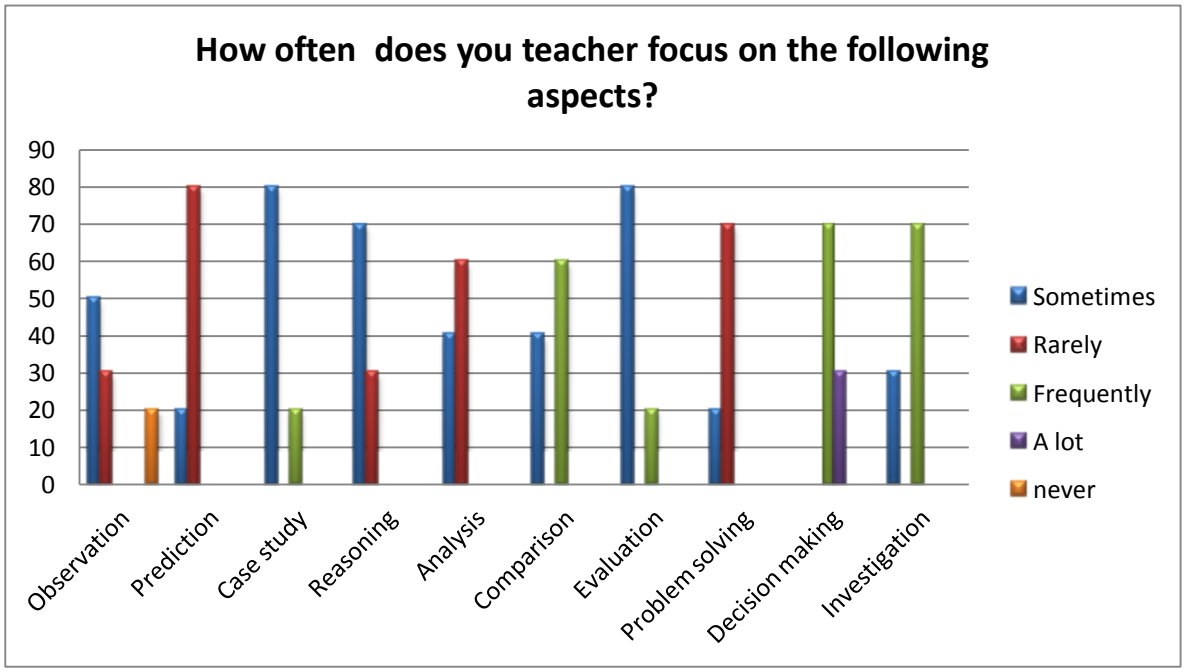


Figure 7. The results of students questionnaire

One of the aims of education is for students to think critically. In order to achieve this end, it is important to identify certain cognitive factors that can facilitate it.

The need analysis questionnaire was aimed at investigating the quantity and quality of utilization of ten discrete skills that have emerged as the core of critical thinking skills.

The outcome of the student need analysis showed that the investigation and decision making skills are in large proportion of use in class, in contrast to problem solving, prediction and analysis which are rarely focused on by the teacher.

It should be noted that, nearly three quarter of students admitted the usage of such skills as evaluation, reasoning, case study as minimum, from time to time.

Projects and presentation making are the core skills that students' are familiar with, which is very essential way of developing communicative and reflective skills of students. However, by observing some lessons, we came up with the opinion, that most of the projects are just informative, that they do not enable critical thinking skills as problem solving or evaluation of the situation. By questioning the students, we revealed that, students are mostly using PPT as a tool to demonstrate their projects. Admittedly, In PPT students have to focus on key points in order to meet established objectives. Moreover, it requires coherence and logical sequence which cannot be achieved without acquiring such skills as analysis, evaluation or reasoning and creativity. Unfortunately, with the minimum usage of just mentioned skills, students and teachers are not enhancing their language learning and making it powerful tool in class.

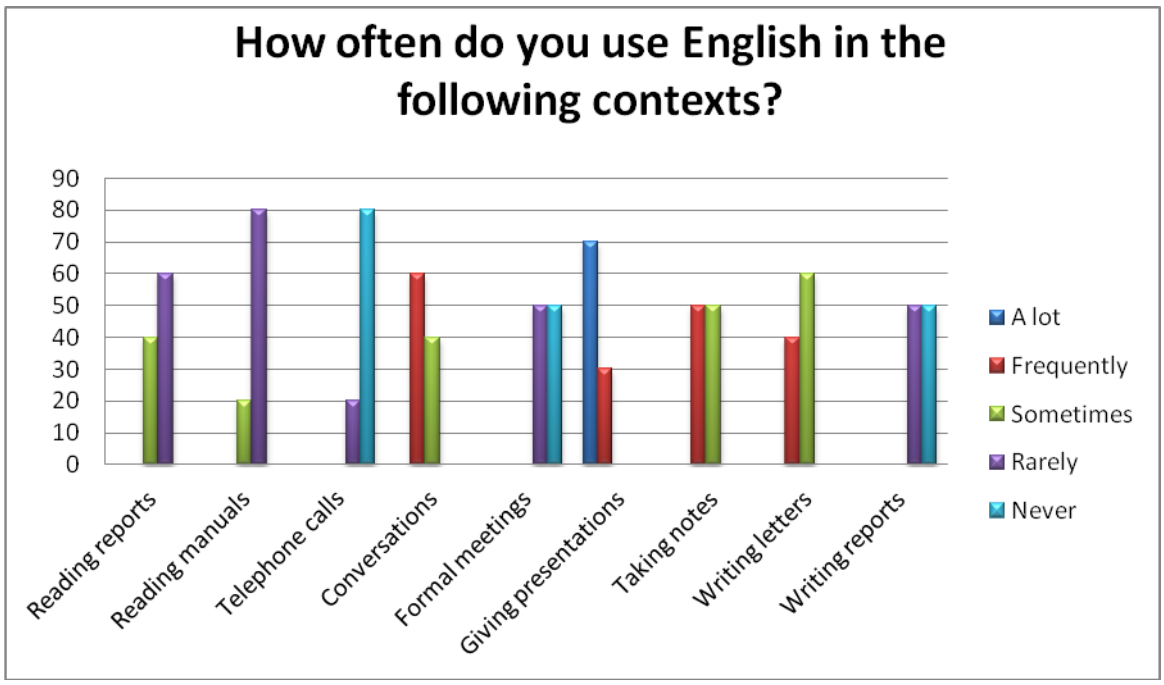


Figure 8. The results of students' questionnaire

The questionnaire was aimed to investigate the frequency of english language usage of students in different situations.

Inquiry based approach activities are designed to actively encourage learners to use English outside of the classroom, by providing additional, authentic opportunities. These enrichment activities provide learners with the chance to meet other people and learn or do something different.

However, the results showed that students mostly use their English in class sessions rather than outside of the classroom. In formal meetings or answering telephone calls they mostly (if not all) have mother tongue rather than English, which proves the absence of natural English learning environment.

The students produce utterances in English mostly in small group conversaions and while addresing to the audience frequently rather than reading reports and manuals. A glance at the results of the questionnaire show that writing is the least

used skill outside the classroom. The glaring anomaly in the statistics is the use of English in writing e-mails and letters from time to time, in contrast to report writing with half of the students using rarely and the rest never utilizing it.

3.2. Ways of implementation inquiry-based instruction into teaching process

Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; using strategies to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations. Developing the ability to understand and engage in this kind of activity requires direct experience and continued practice with the processes of inquiry.

Experimental teaching description:

In this stage we suggest the several methods and techniques for implementing inquiry in English language classrooms.

The experiment lasted two months, including need analysis questionnaires both for teachers and students.

We conducted several lessons with the 126 group of students, II English philology faculty and depict one of the lesson procedures in order to show the implementation of inquiry based approach.

The lesson we conducted was on the topic “Migration from countries to cities” and it had the following parts:

1. Discussing the issue by questioning - It involves intensive and focused dialogue between lecturer and student/s, so that each question and response builds

incrementally on the preceding. This approach encourages self-reflection, analysis and critical evaluation.

2. Examining both sides of the issue – it is reflected by the case study activity.

Case study activity is conducted in the form of group problem solving, by putting students in a group and giving them a problem or issue to work on together, their mutual articulation and exchanges will often help them to think better. The exploratory nature of enquiry allows students to grapple with different ways of looking at ideas and issues, and to think creatively about problems that do not possess simple (or perhaps even any) answers. The flexibility of the learning is suited for the flexibility of the problems. Similarly, Enquiry-Based Learning is highly appropriate for issues whose complexity is such that they straddle traditional academic disciplines. Interdisciplinary or cross-disciplinary topics inevitably oblige students to think imaginatively and to search for knowledge in unfamiliar areas. If such problems are considered by a group of students who themselves are formally studying different disciplines, then the pooling of different kinds of knowledge can be a powerful instigator of complex learning. They will often help correct each other, and so learn to 'correct' themselves.

3. Home assignment - is aimed to develop reflective skills of students

4. Reflection (self –assessment) – as a way of deeper approach to learning, encourages students to reflect on their role and contribution to the process of the group work.

The process of the experimental teaching:

A) Starting a discussion pasture – teacher frames the students' approach to the case "Migration process. Migration from countries to cities" by asking for an assessment, diagnosis or recommendation:

- Can you give definition to the term migration?

- What do you think why do people migrate?
- How do you perceive the migration phenomenon?
- Did any members of your family migrate to the city you live in?
- Which of these groups migrate the most? Men or Women?

B) Following up – teacher as a facilitator of learning process, responds to the students' comments by probing for more depth in order to open up the discussion for more depth:

- What are the reasons of people migrating from countries to cities?
- What kind of factors may attract newcomers to cities?
- Do family relations deteriorate when a family member migrates to another country? "Why?"
- What are the most important changes required for adapting to the new lifestyle in a city?
- "Could you say a little more about that?"
- Could you walk us through your logic?
- Was migration higher after II World War or is it higher nowadays? "What leads you to that conclusion?"
- Would you consider living in another country after your University graduation?
- What do you think, in which sector do the immigrants mostly work?

In this part, it is essential for the teacher to encourage passive students by calling on them to previous comment:

Is that right? Any concerns?

Who would like to build on [previous student]'s point?

Does everyone agree?" "Does anyone see it differently?

Can someone help us [work through this analysis, resolve this confusion]?

Can anyone address [student x]'s concern?

Other perspectives? Are we missing anything?

Are there other issues we should consider?

Who can reconcile these different interpretations/conclusions/points of view?

C) Transitioning – teacher gives comprehension-checking questions that invite students to make final thoughts about the issue " Migration":

- Have we missed anything important?
- Any final comments before we move on?
- Before we get into, are there any questions?

We must mention that, there are a number of student contributions that can create challenges for discussion leadership as tangential, non-sequitur, long, complex, and/or confusing comments given by the students. In many of these instances, it may be difficult to redirect or refocus the comment without interrupting the student. In order to capture the student's attention and reduce the likelihood of causing offense or embarrassment, we have found it helpful to begin the response by making eye contact, saying the student's name, and offering a neutral-to-complimentary observation:

We'll get to that a little later in the discussion. Let's stay with [previous student]'s question.

You're raising a number of issues. Let's focus on [x].

I just want to make sure I understand your argument. You're saying [. . .]?

Did anyone come up with a different answer?" "Let's see if we can reconcile these different responses.

2. **"Examining both sides of the issue part"**

It included the task in which students had to respond to their imaginative pen pals who lives in countryside and whose family is thinking very seriously about moving to London. Students had to write a prompt letter that comprises what they think about

this idea and provide at least two reasons why you think life is better in the city and two reasons why life can be worse in the city.

Writing Prompt: Uzbekistan

Name:

Group:

Examining both sides of the issue: Moving to the city in UK.

Imagine that you live in London, UK. You are pen pals with a student who lives in Uzbekistan's countryside. Your pen pal, Bahodir, has written you a letter saying that his family is thinking very seriously about moving to London, and has asked you what you think about this idea.

In the space below, write a letter to Bahodir in which you explain that there are good reasons to move to the city, but that there are also reasons that life in the city can be very hard. You should provide at least two reasons why you think life is better in the city and two reasons why life can be worse in the city.

At the end of the letter, tell Bahodir whether or not you think his family should move to Rio de Janeiro. A use example from the reading to explain why you do or do not think moving is a good idea.

Dear Bahodir:

_____

_____

_____

_____

_____

_____

_____

3) **Case study activity part**

Teacher presented a variety of cases in which different people wrote about their immigration stories. Students had to analyze each of the cases within their small groups and answer the following up questions.

I came to the United States as a child. My dad is a resident alien but could never fix my situation. Since I have been here I've formed a family of my own. I don't know anything about Mexico because I was raised here and I find myself scared to be deported to a place that I do not know.
Gonzalo
South Bay, Florida

I came here in 2009 by myself from Iraq. I was 20 years old then. Now I'm 25 years old and pretty soon will become a citizen. I don't have family support or any kind of support. It was tough at times but quiet seas don't make good sailors. Life is going pretty well. I have a lot of experience in sales and customer service. I can work in any field I wish. I'm working full time and going to school part time. I made a really good plan for my future. I believe that my future is set.
Bashar
No location given

I went school in Canada and moved to Texas in 2010. At that time I was thinking it will be hard to settle in because of my race. However this was not the case. Within 3 months I got my first job and from there on I am just progressing. My family moved here in 2012. I would just like to thank the US for giving me an opportunity to pursue my dreams. Of course all countries have pros and cons but I still believe US is the land of opportunities. It has all the tools and resources you need to succeed. You don't need to be rich to enjoy all the privileges this country has to offer. You can still live a beautiful life. People are so helpful here. You get the respect you deserve. I was not born here but I wish I did.
Thank you US for everything.

George
Texas

I met my husband a Mexican national in 2007 after having our daughter. We wanted to "fix" his status as he was illegal. He left the states in 2011 and was given a 10 year ban from reentering the US with no waiver. Living a nightmare of trying to keep our marriage together, our kids happy and the inflow of money to the family. We will not be allowed to live "normal" until 2021. Immigration has robbed me of my children's daily growth and amazing first memories as I travel between Mexico and San Diego weekly. I simply want to see and hold my children daily and have the daily support of my amazing husband. Immigration is such a cold inhumane process… It's tearing families apart when it should be uniting them.
Stephanie
San Diego

Questions for group discussion:

1. What was the first thought that came to your mind when you read these case studies?
2. Would you support the migration process? Why? Why not?
3. What negative impact of migration can you identify?

4) **Home assignment** - Using film to discuss migration and cultural integration

Teacher presents the list of films and television shows that involve immigrants and issues of cultural integration. The following is a list of films the students may have seen:

An American Tail	*Le Grande Voyage*
Babel	*Mississippi Masala*
Bend It Like Beckham	*My Big Fat Greek Wedding*
Bread and Roses	*My Son, the Fanatic*
Crash	*Real Women Have Curves*
Gangs of New York	*Strictly Ballroom*
The Godfather	*Tortilla Soup*

The House of Sand and Fog *The Joy Luck Club* *In America*	*Ugly Betty* *The Wedding Banquet* *West Side Story*

Teacher asks students to view one of these films, or to view films in small groups. Have students consider the following questions about these films:

- Each of these films features an immigrant family. Where did the family come from?
- Can you tell when they migrated?
- Can you tell why they migrated?
- What do each of these films say about immigrants and subsequent generations?
- What issues do the younger generations in these films face?
- What are the concerns of the older generations?
- How do they resolve their differences—or do they?
- Describe any other issues from the film you can identify that are related to migration and cultural integration.

4) self- checking activity

The following strategy is useful when giving students the opportunity to peer assess one another's written work.

Students, in groups of four, choose the best paper, then join with a second group and choose the best of the two. This last paper is read to the class as a whole and a class-wide discussion is held about the strengths and weakness of the papers chosen, leading to the class voting on the best paper of the day.

Students in groups of three or four write out their recommendations for improvement on three or four papers (from students not in their group). The written

recommendations go back to the original writer who does a revised draft for next time.

3.3. Results of the experimental work

The purpose of teaching experiment was to suggest developed inquiry based activity materials and to approve that their integration enforces reflective and critical thinking skills. Moreover, the researchers wanted to check critical thinking skills of experimental group through testing exercises.

The following skills and abilities were distinguished as core elements of controlling students' communicative and research (reflective) skills in reading, writing, speaking and listening activities:

Inference - ability to discriminate among degrees of truth or falsity of interferences drawn from given data. (10 points)

Recognition of Assumption - ability to recognize unstated assumptions or presuppositions which are taken for granted in given statements or assertions. (10 points)

Evaluation - ability of critical assessment, determine the quality of a paragraph by formulating a judgment (10points)

Making decisions - the thought process of selecting a logical choice from the available options. (10 points)

Interpretation - ability to weigh evidence and to distinguish between (a) generalizations from given data that are not warranted beyond a reasonable doubt; (b) generalization which, although not absolutely certain or necessary, do seem to be warranted beyond a reasonable doubt. (10 points)

Evaluation of Arguments - ability to distinguish between arguments which are strong and relevant and those which are weak or irrelevant to particular question at issue. (10 points)

Classification - the ability to classify, differentiate, organize facts / data / events / objects; (10 points)

Comparing and contrasting - the ability of highlighting the similarities between two objects, while contrasting ability is highlighting the differences; (10 points)

Reasoning – the ability to draw inferences that are supported by evidence; (10 points)

Discriminating- distinguishing things, items as to category or rank. (10 points)

The sample of the tests is presented in the Appendix 2.

As we see in the Appendix 2 the test includes ten questions aimed to measure ten most important research and reflective abilities of students that are core skills in problem solving and inquiry based approach. Systematic implementation of inquiry based approach and practice of critical thinking skills will help high school students develop habits of mind that allow them to view the world through a critical scope. Repeated student exposure to critical thinking practices will assist students in all academic disciplines, as well as translate to life beyond high school.

The traditional textbook approach—read a chapter and test—is no longer conducive to a rapidly evolving global context. Focus on traditional texts is inadequate as ―they do not allow for a full consideration of how texts and their readers are shaped by socially and culturally constructed practices related to beliefs, attitudes, and norms (Thein, Oldakowski, & Sloan, 2010, p. 23).

A rigorous English curriculum, focused on an inquiry based approach to practicing research and reflective skills, will better prepare high school students for employment.

The time projected to cover the actual working time and the time spent in giving directions, passing out materials, and other preliminary activities was about fifty (50) minutes. A time limit was set to thirty minutes to spend on the test.

The students were told that the test was on checking the l;anguage and research skills as the pre-test begun. They were not told that there would be a post-test.

Having received all the necessary materials, the participants filled in their name and the other information called for on the left-hand side of the answer sheet. They were further instructed to read the directions for each set of the tests carefully and study the possible answer options. For each question, the participant decided upon what they thought was the best answer. Their choice of answer was self-recorded by their making a black mark in the appropriate space on the answer sheet.

After the administration of the tests, the participants were debriefed about the purpose of the study and were thanked for their effort.

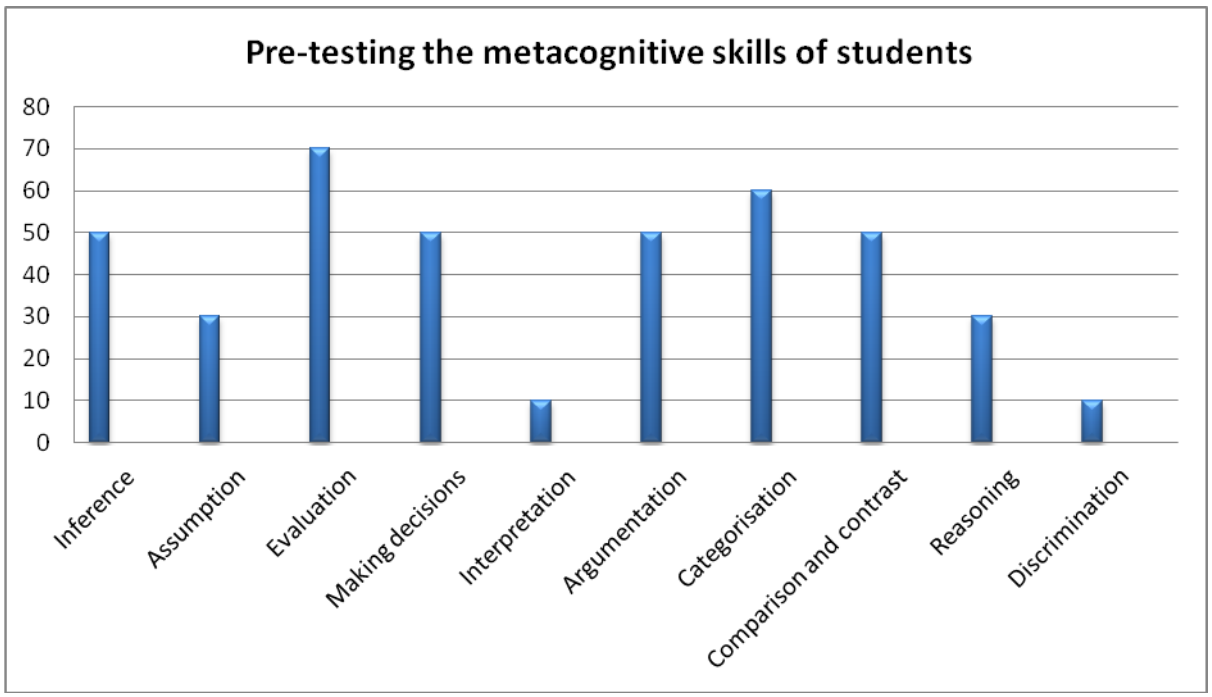


Figure 9

The provided chart shows the data about the results of pre-testing, depicting the numbers in percentages. The number of students who attended the pre-testing is 10, accordingly, the tests are also the same number.

Pre-test results showed that, students are good at some of the critical thinking skills as evaluation, and categorization, while they demonstrated considerable incapability in making assumptions, decision making skills and reasoning which are reflected in the scale below half percent.

Accordingly, results also indicated a very low score in performing the skills of interpreting the information and discriminating items, which prove the need of further actions to be taken for curriculum development and improvement.

Relying on the approach that we are proposing, we identify the inquiry skills as the highest priorities and the development of them as crucial. While there is consensus that all levels of the curriculum are fertile ground for critical and creative thinking, especially the freshman year is crucial to student development.

Therefore, we believe that inquiry based approach acts as model for nurturing critical and creative thinking in first-year students.

Post test results:

Table 3.2. The comparative analysis of pre –and post test results

The students participated in the experiment - 10						
№	**Criteria**	**The results of the pre testing (the number of right answers)**		**The results of the post testing (the number of right answers)**		**Differences in quality**
		Given in numbers	**Given in%**	**Given in numbers**	**Given in %**	**Given in%**
1.	The ability of making inferences	5	50%	8	80%	30%
2.	The ability of making assumptions	3	30%	9	90%	20%
3.	The evaluation skills	7	70%	9	90%	20%

4.	The making decision skills	5	50%	8	80%	30%
5.	The ability of interpretation of information	1	10%	7	70%	60%
6.	The argumentation skills	5	50%	8	80%	30%
7.	The classification skills	6	60%	9	90%	20%
8.	The skills of comparing and contrasting	5	50%	7	70%	20%
9.	The ability of reasoning	3	30%	7	70%	40%
10.	The ability of discrimination of words	1	10%	8	80%	70%

The given table presents the results of the analysis of the level of the creative skills of students before and after conducting experiment on the basis of the method of mathematical statistics Pearson's -χ^2.

All in all, ten students participated in the experiment.

The essence of the problem consists of the following:

It is given two sets of scores: in first of them, it is estimated a mean score of a level of knowledge of students after experiment; in the second – a mean score of a level of knowledge of students before experiment.

On the basis of the table, in order to identify of the effectiveness of the development of the creative skills of students after the experiment (parameter H1 of a hypothesis) comparing to the pre experiment results, we select an alternative hypothesis H_0.

Results of the pre experiment and after the experiment of groups appear as follows:

n = 5; 3; 7; 5; 1; 5; 6; 5; 3; 1; (1)

m = *8*; 9; 9; 8; 7; 8; 9; 7; 7; 8; (2)

Distinction in the parametres of two groups is due to the application of the different approaches to teaching , that contradicts our hypothesis:

$K_0 : F_X = F_u$

In this case, the distribution on two general sets of scores corresponds to each other.

Given α value at the level N_1: - for testing the hypothesis in normal distribution , we first calculate the theoretical frequencies, and then the criterion of the relationship of Pearson – on Xi- square (1) and on the basis of system (2) is produced calculation according to the formula:

$$X^2_{n,m} = \frac{1}{n \cdot m} \sum_{i=1}^{3} \frac{(nm_i - mn_i)^2}{m_i + n_i} = \sum_{i=1}^{3} \frac{(m_i - n_i)^2}{m_i + n_i}.$$

On the basis of the formula $X^2_{n,m}$ it is equal:

$$X^2_{n,m} = \frac{(5-8)^2}{5+8} + \frac{(3-9)^2}{3+9} + \frac{(7-9)^2}{7+9} + \frac{(5-8)^2}{5+8} + \frac{(1-7)^2}{1+7} + \frac{(5-8)^2}{5+8} + \frac{(6-9)^2}{6+9} +$$

$$+ \frac{(5-7)^2}{5+7} + \frac{(3-7)^2}{3+7} + \frac{(1-8)^2}{1+8} = \frac{9}{13} + \frac{36}{12} + \frac{4}{16} + \frac{9}{13} + \frac{36}{8} + \frac{9}{13} + \frac{9}{15} + \frac{4}{12} + \frac{16}{10} + \frac{49}{9} = .$$

$$= 0,69 + 3 + 0,25 + 0,69 + 4,5 + 0,69 + 0,6 + 0,33 + 1,6 + 5,44 = 17,79$$

Degree the freedom on this criterion k = 10 – 1 =9; we find critical point through it is distributed to Xi square, the degree of the possibility with the value α = 0,95

$t_{0,95}(V) = t_{0,95}(9) = 3,33.$

For the flat denial of zero criteria with one and other side, let us critically estimate right side. Result is confirmed.

$X^2_{n,m}$ = 17,79 3,33 = $t_{0,95}$ (3)

Hence it follows that the distribution of Xi-square is more than the critical point. Thus, it rejects a zero hypothesis.

Thus, it is confirmed the effectiveness of the experimental work, carried out on the development of the level of the abilities of the creative thinking of the students.

The study showed that, if provided with suitable approach to learning, including problem solving and decision making activities, and a well-trained teacher with a good command of English using inquiry based approach to facilitate her/his purpose of teaching can produce better results than teaching through traditional methods.

It proves the fact that, inquiry-based teaching is more suitable for teaching English as a foreign language than the other methods.

Summary of the third chapter

We have adopted several materials for the experiment based on the themes and topics presented in the curriculum. We used articles from the internet which are related to a medical context in order to design reading and writing exercises. An experimental part of our research work showed that course syllabus does not ensure effective learning, so that students feel necessity in redeveloping the existed program. There is suitability of the course curriculum for their needs but the designed course lacks teaching materials that call for higher order thinking abilities as problem solving and decision making which ensure maximum learning. Based on the results of the experiment, there is a slight need to revise teaching materials and instruction-giving skills with taking into consideration learners' skills, abilities and interests. It is proved that current level of students' critical reading and writing skills is poor as the curriculum lacks exercises which enforce reflection and research skills. Participants' level of making judgments, solving problems, making decisions, supporting their opinions, drawing conclusions is not enforced thoroughly. In addition, students feel difficulty in participating formal meetings, reading reports, writing business letters and e-mails.

After implementing inquiry based activities in the experimental group, students developed their communicative and inquiry skills, skillfully making decisions on issues, proposing solutions to some problems and easily participating in discussions, supporting own arguments. The experiment showed the need in the implementation of activities that are aimed to develop integratively communicative and research skills of students, based on inquiry based approach in order to make lessons effective and to create an opportunity to students to implement gained knowledge in their career. To sum up, the obtained results proved the effectiveness of inquiry based learning based on learner-centered approach.

CONCLUSION

The aim of the research work was to prove the effectiveness of the inquiry based approach in teaching FL both in theory and practice, and to work out methodical recommendation for realization of the suggested model in the experimental teaching.

We studied different views on the problem of training skilled personnel in the field of FL; identified the core of the inquiry-based teaching and learning and its types and models; created teaching materials on the basis of inquiry-based teaching which will work to develop students' communicative and reflective skills; conducted an experimental test on in order to identify the level of reflective skills that are used in pre and post experimental procedures.

The study proved that, with providence of suitable approach to learning, including problem solving and decision making activities and a well-trained teacher with a good command of English, using inquiry based approach to facilitate the purpose of teaching can produce better results than teaching through traditional methods.

Inquiry-based learning (IBL) includes case studies, problem solving activities, online debates, discussions, key themes, and group learning. Thus, the inquiry based teaching can be an effective approach in such condition, as IBL is seen to offer rich opportunities for improving student learning, communicative and research skills.

Successful IBL flows from enthusiastic, questioning, purposeful, imaginative engagement with well-designed inquiry tasks, in a challenging but supportive learning environment. The starting-point might, among other possibilities, be an intriguing fieldwork or design problem, a complex case scenario, or an important research question.

This view of IBL also sees it as encompassing related approaches such as problem-based learning (PBL), project-based learning, case-based learning and problem-solving. The terms IBL and PBL sometimes are used synonymously. However, 'IBL' often is used in particular to describe approaches that offer students considerable freedom in defining and directing their inquiries, are oriented towards open-endedness of questions and problems, and have a clear focus on teaching students the research approaches and techniques of their disciplines.

An experimental part of our research work showed that course syllabus does not ensure effective learning, so that students feel necessity in renewing the existed program. There is suitability of the course curriculum for their needs but the designed course lacks teaching materials that call for higher order thinking abilities as problem solving and decision making which ensure maximum learning. Based on the results of the experiment, there is a slight need to revise teaching materials and instruction-giving skills with taking into consideration learners' skills, abilities and interests. It is proved that current level of students' research skills is poor as the curriculum lacks exercises which enforce reflection and critical thinking skills. Participants' level of making judgments, solving problems, making decisions, supporting their opinions, drawing conclusions is not enforced thoroughly. In addition, students feel difficulty in participating formal meetings, reading reports, writing business letters and e-mails.

Implementing inquiry based activities in the experimental group enable to develop communicative and research skills of students, in particular, skillfully making decisions on issues, proposing solutions to some problems and easily participating in discussions, supporting own arguments. The experiment proved that the system needs in the implementation of activities that are aimed to develop inquiry skills (research, reflective) of students through inquiry based approach in order to

make lessons effective and to create an opportunity to students to implement gained knowledge in their career.

The general conclusions and recommendations:

1. The constructed model of inquiry-based teaching enable to develop students' communicative and inquiry skills.

2. The foreign language teacher should make comparative analysis of approaches and methods to reveal the positive and negative sides and should master the principled eclecticism for successful organization of the FLT process.

3. Results of the research allowed making decisions about the adequacy of the suggested inquiry-based teaching model.

4. It is necessary to take into consideration the modern requirements to FL teachers training and develop professional skills.

5. It is reasonable to introduce the worked out model and means of its realization into the practice of teaching English.

6. The suggested assessment tools can be used in BA and MA departments.

The future perspectives of our research we see in the further development of the issues of the Reflective approach in training EL teachers.

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APPENDIX

Appendix 1.

The sample of the Needs analysis questionnaire for teachers

1. How often do you use the inquiry-based activities?

Activities	**Very often**	**Often**	**Some-times**	**Hardly ever**	**Never**	**Notes**
Question & Answer						
Problem-solving						
Case-study						
Research project						
Discussion						
Role-play						

2. Does the inquiry-based instruction enable to improve students' communicative and reflective skills? Give your arguments

_____

3. What activities do your students prefer?

II. The sample of the Needs analysis questionnaire for students

1. How often do you use English in the following contexts?

1-5 correspond to:

1 2 3 4 5

Never / Rarely / Sometimes / Frequently / A lot

(a) reading reports, correspondence _____

(b) reading instruction manuals, technical articles_____

(c) telephone calls _____

(d) conversation in small groups_____

(e) participating in formal meetings_____

(f) addressing an audience - giving presentations_____

(g) taking notes _____.

(h) writing business letters, emails _____.

(i) writing reports_____

2. Does your teacher focus on the given aspects?

1-5 correspond to:

1 2 3 4 5

Never / Rarely / Sometimes / Frequently / A lot

- Investigation _____
- Observation_____
- Critical thinking development_____
- Case-study_____
- Evidence_____
- Analysis_____
- Comparison_____
- Synthesis_____
- Evaluation_____
- Problem-solving
- Decision-making

Appendix 2

Tests on checking the research and reflective skills of students:

Name_____

Group_____

1.(INFERENCE) Analyze each inference separately and select the variant you believe to be TRUE.

Some people think that good employees should include a photograph with their application form. Such practice has traditionally been blamed for allowing more attractive individuals to get ahead in their career over 'ugly' colleagues. However, one study demonstrates that this is, in fact, untrue. Ruffle,

the creator of special study, thinks that, companies would be better advised adopting the selection model where resumes are anonymous and candidate names, gender and photographs are not allowed to be included on CVs. Such a democratic model allows the candidate to be chosen on factors appropriate to the role applied for.

A) The model of selecting future employees aims to reduce discrimination based on appearance and gender.

B) The method of selecting future employees adopted by the sector has helped to eliminate discrimination.

C) The method of selecting future employees has had the effect of increasing discrimination based on appearance.

2**. (ASSUMPTION) Decide which assumption is logically justified based on the evidence in the statement and select it.**

Chilean students were right in 2012 to stage protests demanding that university education in Chile should be made free.

A) Education in Chile should be made free.

B) Chilean students cannot afford to pay fees for university education.

C) Assumption not made in both variants

3. (EVALUATION) Two students have written a paragraph **in which they have to explain what the most important characteristics of a "friend" are and why they are important. Evaluate and decide which of them is suitably written.**

A) A friend is someone who cares a lot about you, who likes to be with you, and who helps you out when you get in trouble. The most important characteristics of a friend are loyalty, helpfulness, and honesty. First, it's important for a friend to be loyal because you want to depend on your friend. If someone is not loyal that person may turn against you, especially if she meets someone he or she likes better than you. Second, it's important for a friend to be helpful, because often a person needs help and if you have no friends it can be real hard to feel so alone. And finally, it's important for a friend to be honest because very few people will tell you something about yourself that you don't want to hear. An honest friend will try to help you improve, even though she knows it may hurt your feelings. It's okay to hear some things from a friend because you know that she isn't trying to hurt you.

B) The most important thing is to have a lot of friends who like to do the things you like to do. Then you can go places and have fun. I mostly like other boys for my friends because they like sports like me. Girls sometimes play sports too but not as good as boys. I like to play baseball, football, and basketball. Sometimes I like to play Hockey. There are no good places to play in my neighborhood and sometimes my mother makes me come in too early. She sometimes makes me very mad because she screws up my life. All she ever wants me to do is work around the house. I don't think she knows anything about having friends. Maybe if she had played sports when she was little she'd let me play more and not just think about work, work, and more work.

C) Everyone has their closest friends to share happiness and sadness. So am I. My closest friend is Dung. He is quite a intelligence boy, ease-going, and especially humorous. Thanks to his nice appearance, he has bring a lot of fun to everyone around

him not except me. Besides, Dung is also a optimistic boy, he always smile on his face even in most difficult situations. Moreover, he learns very well, he is usually on the top of my school; he has now helped many weak friends to be better in their learning. Not only does Dung an excellent student, but he also is a good son in the family. Dung often helps his family with house chores and even earns more money by doing half time of jobs. Although he is busy all time, he tries to spend as much time as possible sharing happy or sad things with me. As for me, I really happy to be friend with such a wonderful person like Dung. I hope our friendship will be forever.

4. (MAKING DECISIONS) Choose the most suitable conclusion over the suggested conclusions based on the given information.

Ilkhom owns a new company. New companies are more likely to fail than well establishedcompanies. Therefore:

A) Ilkhom's company will fail.

B) Well-established companies are more likely to succeed than new companies.

C) Ilkhom's company is more likely to succeed than a well-established company.

5. (INTRERPRETATION) Interpret the information below and decide in which variant the conclusion over the material is made.

The British National Library has the largest collection of publicly-owned books in the United Kingdom. Therefore:

A) There might be a larger collection of books in the United Kingdom.

B) There might be a larger collection of publicly-owned books in the United Kingdom.

C) The British National Library is the largest library in the world.

6. (ARGUMENTATION) Choose the strong argument that is directly related to the question.

Should university-level education be free to all students?

A) No. Too much education can lead to over-qualification, and therefore unemployment.

B)No, research has shown that students that are not required to pay tuition fees; tend to slack off more and learn less during their degree.

C) Yes, having a highly qualified workforce ensures high levels of employee productivity in a country.

7. (CLASSIFICATION) Below are six titles taken from books and journal articles. Try to match which subject areas they are belong to.

Titles:

I Agriculture in semi-arid environments

II Soil plasticity

III Madness and sexual politics in the feminist novel

IV Gender issues in physics education

V Is it good to make people happy?

VI A theory of cultural values and some implications for work

Subject areas:

Psychology, Agriculture, Civil Engineering, Education, Literature, Philosophy,

A) I – Agriculture, II- Civil Engineering, III- Psychology, IV – Philosophy/Ethics, V – Literature, VI- Education

B) I – Agriculture, II- Education, III- Literature, IV –Civil Engineering, V- Philosophy/Ethics, VI-Psychology

C) I- Agriculture, II- Civil Engineering, III- Literature, IV – Education, V – Philosophy/Ethics, VI - Psychology

8. (COMPARISON AND CONTRASTING) Opt for the variant where the author compares or contrasts one item to another.

A) For some people, reading a book is not the easiest activity in the world. We have sometimes picked up a book and put it down after battling to read the first page.

B) It can also be argued that in order to use our imagination whilst reading we need to have some actual experience of the situation and that experience either comes through accurate and informative writing or visual images (movies).

C) Some movies that are adaptations of books can enhance the setting, the scenery and dialogue. This is especially helpful for people who have experienced difficulty in learning to read, as watching the movie as well as reading the book can enhance the experience

9. (REASONING) Choose the strongest opinion that is supported with specific reasons and details about the issue "Teenagers' having job while they are still students is good idea"

A) The important aspect of getting job is that a student most likely will have no time for parties, movies, and his friends. That's why working is not a good idea for them.

B) This is a good idea, because a person gains new experience and knowledge which gives more benefits in the future.

C) Working students have not enough time to meet their course requirements, and sometimes it may result in a failure on an exam and waste of money and time.

10. (DISCRIMINATING) Look at the word categorizations and choose the variant in which one word doesn't belong to the group.

A) Tree, mouse, man, bird

B) Ear, lip, nose, eye

C) Cloth, jacket, shirt, trousers