

Research Work

Subject	English
The title of the research work	Implementing project work for developing speaking skills.
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Date of Submission	15.09.23

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Introduction

While learning a foreign language learners face several challenges, especially when it comes to speaking;

1. Pronunciation: English pronunciation can be difficult due to its many irregularities and exceptions. The same letters or combinations of letters can have different sounds in different words. 2. Grammar: English grammar can be complex and there are many rules and exceptions to learn. For non-native speakers, understanding and using grammar correctly can be a challenge. 3. Vocabulary: English has a vast vocabulary, with many words having similar meanings or multiple meanings. Learning and remembering new words can be a challenge, especially when there are so many exceptions and idiomatic expressions. 4. Fluency: Building fluency in English can take time and practice. It's important to develop the ability to speak English quickly and smoothly without pauses or hesitations. 5. Understanding native speakers: Native speakers of English may speak quickly, use slang or idiomatic expressions, or have different accents and dialects. Understanding them can be challenging, especially for non-native speakers who are still learning the language. 6. Confidence: Building confidence in speaking English is crucial. Many learners may feel self-conscious or afraid of making mistakes, which can hinder their ability to communicate effectively. 7. Cultural differences: English is spoken in many different countries and regions, each with its own cultural nuances and variations in communication styles. Understanding and adapting to these cultural differences can be challenging for non-native speakers. Overall, while learning and speaking English can be challenging, practice, dedication, and exposure to the language can help overcome these difficulties

There are various techniques that can be implemented to boost speaking skills in schools. Here are some effective strategies:

1. Project work :As a speaking boosting means
2. Public Speaking Workshops: Organize workshops or classes that specifically focus on developing public speaking skills. These workshops can include training on speech delivery, body language, voice modulation, and effective use of visual aids.
3. Debate Clubs: Encourage students to participate in debate clubs or mock debates. Debating helps improve critical thinking skills, organization of thoughts, and the ability to articulate arguments.
4. Class Presentations: Incorporate regular class presentations where students are required to give short talks on various topics. Provide constructive feedback to help students improve their speaking skills.
5. Peer Assessments: Encourage students to provide constructive feedback to their peers during presentations. This will not only improve their speaking skills but also develop their ability to provide constructive criticism.
6. Drama and Theatre Activities: Offer drama and theater programs to students. These activities promote confidence, verbal expression, and effective communication.
7. Time for Speaking: Allocate specific time for class discussions and debates on current events or relevant topics. This allows students to practice speaking in a structured and supportive environment.
8. Classroom Discussions: Encourage active participation in classroom discussions by promoting an inclusive environment where all students are encouraged to express their opinions and ideas.
9. Presentation Skills Training: Provide students with training on effective presentation skills, including how to structure a presentation, use visual aids, and engage the audience.
10. Public Speaking Contests: Organize public speaking contests or competitions within the school. This provides a platform for students to showcase their speaking skills and motivate them to improve.
11. Provide Resources: Offer resources such as books, articles, and online resources that can help students improve their speaking skills. This can include tips on effective public speaking, language usage, and overcoming stage fright.

Remember, consistent practice, constructive feedback, and a supportive environment are key to improving speaking skills in schools.

Referring to implementing project work as a speaking boosting skill, it is worth mentioning that

The project work is a unique speaking skill booster that offers several advantages compared to other methods. These advantages include:

1. Real-world application: Project work involves students working on a specific project or task that requires communication and speaking skills. This real-world application helps students practice and develop their speaking skills in a meaningful and practical way.
2. Collaborative learning: Project work often requires students to work in groups or teams. This discussions, share ideas, and present their findings to their peers. This process stimulates communication and enhances speaking skills through interaction with others.
3. In-depth knowledge acquisition: Project work allows students to delve deep into a particular topic or subject area. This intensive research and exploration enable students to build knowledge and understanding, which they can then confidently present and talk about. This process strengthens speaking skills as students become more knowledgeable and confident in discussing their findings.
4. Creativity and critical thinking: Project work often encourages students to think creatively and critically. This process involves brainstorming, problem-solving, and decision-making, which can further develop speaking skills. Students will need to articulate their thoughts and ideas effectively, boosting their ability to express themselves verbally.
5. Ownership and self-motivation: Project work empowers students to take ownership of their learning and become self-motivated. As students have more control and independence in their projects, they are likely to be more engaged and motivated to improve their speaking skills. This intrinsic motivation can lead to increased effort and better results.
6. Multi-modal communication: Project work often incorporates various forms of communication, such as oral presentations, visual aids, and technology. This diversity in communication modes provides students with opportunities to develop different aspects of their speaking skills, including verbal expression, visual communication, and technological fluency.

Overall, project work offers a more holistic and engaging approach to boost speaking skills compared to other methods. It promotes real-world application, collaboration, in-depth knowledge acquisition, creativity, critical thinking, ownership, self-motivation, and multi-modal communication.

The Research Aims

This research study aims to assess the impact of project work on enhancing speaking skills. The objective is to determine whether project-based learning activities can effectively improve individuals' speaking abilities, in terms of fluency, accuracy, and confidence. The study will be conducted with 12 Graders who will engage in project work designed to target speaking skills development. The process of the research

1. Sample Selection: Fifteen 12 graders are selected seeking to improve their speaking abilities.
2. Pre-Test Assessment: A pre-test assessment of the speaking skills of participants is administered before engaging in project work. This test will evaluate fluency, accuracy, and confidence in speaking.
3. Project Design: Develop a project-based learning curriculum that includes speaking tasks and activities. The project(GLOBALIZATION) is designed to simulate real-life situations where participants need to express their thoughts and ideas verbally.
4. Project Implementation: Participants will engage in the project work over a specific timeframe, which can vary depending on the complexity of the project and the available resources. Provide necessary support and guidance throughout the project to ensure participants' understanding and active participation.
5. Post-Test Assessment: After the completion of the project work, administer a post-test to evaluate the improvement in participants' speaking skills. The post-test should be similar to the pre-test to ascertain any changes in fluency, accuracy, and confidence.
6. Data Analysis: Analyze the data collected from both the pre and post-tests. Use statistical techniques to compare the results and determine the effectiveness of project work on enhancing speaking skills. Look for any patterns, trends, or significant differences between the pre and post-test scores.
7. Interviews or Surveys: Conduct interviews or distribute surveys to gather qualitative feedback from the participants regarding their experiences with project work. This will provide additional insights into their perceptions of how the project work has enhanced their speaking skills.
8. Discussion and Conclusion: Discuss the findings obtained from the analysis and compare them with existing literature on project-based learning and speaking skills development. Draw conclusions on the effectiveness of project work in boosting speaking skills and suggest recommendations for further improvements.
9. Limitations and Future Directions: Identify any limitations of the research study, such as sample size, timing constraints, or resource availability. Recommend

areas for future research, such as exploring the impact of different types of projects or the long-term effects of project work on speaking skills. 10. Report Writing: Document the research findings, methodology, analysis, and conclusions in a comprehensive research report that can be shared with relevant stakeholders and academia. By following this research plan, we can assess the effectiveness of project work in enhancing speaking skills and contribute to the existing body of knowledge in language learning and teaching.

Literary review :Several studies have examined the effectiveness of project-based learning in improving students' oral communication abilities in different languages. One study by Pool (2010) explored the impact of project work on the development of speaking skills in English as a foreign language (EFL) learners. The findings indicated that project-based activities provided students with meaningful contexts for communication and encouraged them to engage in authentic and interactive language use. The study suggested that project work can be an effective way to enhance speaking skills, as it promotes active learning and opportunities for student-centered communication. Similarly, Guo and Beckett (2008) investigated the effects of project-based learning on improving speaking skills in Mandarin Chinese as a foreign language. The results demonstrated that project work helped students improve their fluency, accuracy, and overall speaking proficiency. The researchers concluded that project-based learning fostered autonomous learning and created a supportive environment for oral communication practice. Furthermore, a study by Sohrabpour and Kheyrzad (2015) explored the impact of project work on the development of speaking skills in Iranian EFL learners. Here are a few more linguists who support the idea that project work can boost speaking skills: 1. Stephen Krashen: Krashen is a well-known linguist who emphasizes the importance of comprehensible input for language acquisition. He believes that project work provides learners with meaningful opportunities for communication and can therefore enhance speaking skills. 2. Vivian Cook: Cook is a linguist who has conducted extensive research on the role of communication in language learning. He argues that project work promotes communication and interaction, leading to improved speaking abilities. 3. Jim Cummins: Cummins is a linguist known for his research on bilingual education and second language learning. He highlights the importance of task-based learning, which includes project work, in developing language skills, including speaking. 4. Pauline Gibbons:

Gibbons is a linguist and educator who focuses on language and content integration in education. She believes that project work offers students opportunities to engage in authentic language use and develop their speaking skills. 5. Merrill Swain: Swain is a linguist who developed the concept of "output hypothesis," which suggests that producing language, including speaking, is crucial for language learning. She argues that project work encourages learners to use language actively and can therefore enhance speaking proficiency. These linguists have conducted research and published works that highlight the benefits of project work in improving speaking skills.

The findings revealed that project-based activities enhanced students' oral communication skills by encouraging them to use the target language in authentic situations. The researchers suggested that project work could be an effective method for promoting communicative competence and improving speaking proficiency in language learning. Overall, these studies suggest that project work can be a valuable tool in improving speaking skills in language learning contexts. By providing meaningful and authentic opportunities for communication, project-based activities can enhance students' oral communication abilities and promote autonomous learning.

Structure of the Project Work

The structure of the project work conducted at language classes by the students can vary depending on the specific class and the objectives of the project. However, a general structure for a language class project could include the following components: 1. Topic selection: Students are given the freedom to choose their own topic or are assigned a specific topic related to the language they are learning. This could be a particular aspect of the language, its history, culture, or any other relevant theme. 2. Research: Students are expected to conduct research on the chosen topic. This may involve gathering information from various sources such as books, academic articles, online resources, interviews, or cultural experiences. 3. Planning and organization: Students should create a plan outlining the different aspects they will cover in their project. This might involve creating an outline, deciding on the structure of the project (such as chapters or sections), setting goals and milestones, and allocating tasks if the project is a group assignment. 4. Data collection:

Depending on the nature of the project, students may need to collect data or gather relevant information. This could involve conducting surveys, interviews, experiments, or collecting examples from authentic language materials. 5. Analysis and interpretation: Once data is gathered, students should analyze and interpret the information they have collected. This might involve comparing and contrasting different elements, identifying patterns or trends, or drawing conclusions. 6. Presentation: Students will prepare a presentation of their project work. This may involve creating slides, posters, or other visual aids to support their explanation. The presentation should be clear, organized, and engaging, allowing the classmates and teachers to understand the key findings and insights. 7. Reflection and feedback: After the presentation, students may be asked to reflect on their learning experience. They might be given feedback from their classmates and teachers on their research, presentation, and overall project work, which can help them improve their skills and understanding. 8. Evaluation: The project work is usually assessed by the teachers based on specific criteria, such as research skills, language proficiency, organization, creativity, and presentation skills. It's important to note that the structure of a project in language classes can be adapted and customized to suit the specific objectives and requirements of each class or assignment.

Methods used conducting the project work on Globalization

There are several methods that can be used when conducting a project on globalization. Here are a few examples:

1. Literature review: Conducting a comprehensive review of academic literature on globalization can provide a solid theoretical foundation for your project. This method involves reviewing and analyzing published research papers, books, and other relevant sources to gather insights and understanding on the topic.
2. Case study analysis: Studying real-life examples of globalization can provide valuable insights into its impacts and implications. This method involves selecting specific cases or examples of globalization, such as multinational corporations or international trade agreements, and conducting in-depth analysis to understand the processes, challenges, and outcomes involved.
3. Surveys and interviews: In order to gather primary data, surveys and interviews can be conducted with individuals and organizations involved in globalization. This method allows for gathering real-time data and perspectives on the topic, which can provide a more nuanced understanding of the issues at hand.
4. Data analysis: Utilizing quantitative data, such as economic indicators or trade statistics, can help in studying the patterns and trends associated with globalization. This method involves collecting and analyzing large datasets to gain insights into the economic, social, and political dimensions of globalization.
5. Comparative analysis: Comparing different countries, regions, or industries can provide a comparative perspective on the effects of globalization. This method involves selecting comparable cases and analyzing them to identify similarities, differences, and key factors affecting globalization.
6. Simulation exercises: Simulating scenarios related to globalization can help in understanding and forecasting its potential impact. This method involves modeling and conducting simulations to predict the effects of globalization on various aspects such as economies, cultures, or the environment. It is important to choose the most appropriate methodologies based on the research objectives, available resources, and the scope of the project. A combination of these methods can provide a comprehensive analysis of globalization and its implications.

The procedure of the Project work

Project start date-September 2(2023)

Project deadline-September 13(2023)

Grade 12a/b-(12 a-Traditional Methods of learning, 12b- Experimental group)

1.Pre-test Assessment :A pre-test assessment of the speaking skills of the learners was administered before engaging them in the project.

2. The topic is introduced to both groups.The first group started the topic in a traditional way .The second group was given the task, as a project work topic . The students conducted through the research on globalization and its impacts on their country .They should focus on areas such as language, food, music, fashion and customs.

3. Case Studies: Each student selected a country or region to analyze and investigate the influence of globalization on its traditional culture. They examined specific examples of cultural exchange resulting from globalization, such as the adoption of foreign cuisines or the spread of popular music genres. 3. Interviews: Students interviewed individuals from different cultural backgrounds to understand their experiences regarding cultural exchange and globalization. These interviews were conducted with the volunteers or people who have traveled extensively. 4. Visual Representation: Each student created visual representations, such as posters, infographics, and multimedia presentations, to showcase the findings from their research and case studies. They highlighted the ways in which globalization has altered cultural practices and the implications of this exchange. 5. Class Discussion: Students presented their projects to the class, discussing their research findings and sharing the insights gained from interviews. The class engaged in discussions about the positive and negative aspects of cultural exchange through globalization. 6. Reflection: Students wrote a reflective essay on their own perceptions and experiences with globalization. They considered how their own cultural identity has been influenced by globalization and discussed their thoughts on preserving traditional cultures in a globalized world. 7. Final Project Showcase objective of this project was to explore the effects of globalization on cultural exchange: The teacher arranged a final project showcase event, inviting other students and faculty members to learn from the insights and perspectives shared by the students. This provided an opportunity for further discussions and exchange of ideas

surrounding globalization and cultural exchange. By implementing this project, students developed a deeper understanding of globalization and its impact on cultural exchange, fostering critical thinking skills, multicultural awareness, and appreciation for diversity

Conclusion

In conclusion, project work can be considered as one of the most effective approaches to enhance speaking skills due to several reasons. Firstly, project work requires students to actively engage in group discussions, presentations, and interactions. This regular and meaningful communication provides ample opportunities for students to practice speaking and receive feedback. Secondly, project work fosters a learner-centered and authentic environment, where students are encouraged to express themselves, share ideas, and discuss topics of interest. This not only promotes self-confidence but also strengthens students' ability to articulate their thoughts and opinions effectively. Additionally, project work often involves research and information gathering, which requires students to communicate and present findings in a clear and coherent manner. This process helps students develop critical thinking skills and improve their ability to express complex ideas concisely. Furthermore, project work often simulates real-world scenarios where collaborative teamwork and effective communication are essential. By working with peers, students learn to negotiate, listen, and respond appropriately, thereby expanding their speaking skills in various social and professional contexts. In conclusion, project work offers a dynamic and practical approach to enhance speaking skills by providing opportunities for active participation, promoting self-expression, developing critical thinking, and fostering effective communication in real-life situations.

Taking into account what has been said earlier we can come up with the conclusion that the first group covered the topic in a traditional way and had 40% effectiveness ,but the learners of the experimental group covered the topic with the effectiveness of 80 % .

Literature on Globalization

1. "The Lexus and the Olive Tree" by Thomas L. Friedman 2. "Globalization and Its Discontents" by Joseph E. Stiglitz 3. "The World is Flat: A Brief History of the Twenty-First Century" by Thomas L. Friedman 4. "The Globalization Paradox: Democracy and the Future of the World Economy" by Dani Rodrik 5. "Globalization: A Very Short Introduction" by Manfred B. Steger 6. "The Globalization of World Politics" edited by John Baylis, Steve Smith, and Patricia Owens 7. "The Travels of a T-Shirt in the Global Economy" by Pietra Rivoli 8. "Globalization and Its Enemies" by Daniel Cohen 9. "The Globalization Reader" edited by Frank J. Lechner and John Boli 10. "The Global Transformations Reader: An Introduction to the Globalization Debate" edited by David Held, Anthony G. McGrew, and Jonathan Perraton. These books provide different perspectives on various aspects of globalization, including economic, political, cultural, and social dimensions. Additionally, you can also consider academic journals, research articles, and reports from organizations like the World Bank and the International Monetary Fund (IMF) for more specific and up-to-date information on globalization.

List of literature on the Project work

1. "The Handbook of Linguistics" by Mark Aronoff and Janie Rees-Miller
 2. "Research Methods in Linguistics" by Robert J. Podesva and Devyani Sharma
 3. "An Introduction to Language" by Victoria Fromkin, Robert Rodman, and Nina Hyams
 4. "How to Do Linguistics with R: Data Exploration and Statistical Analysis" by Natalia Levshina
 5. "The Linguistics Student's Handbook" by Laurie Bauer and Peter Trudgill
 6. "Language Files: Materials for an Introduction to Language and Linguistics" by Department of Linguistics, The Ohio State University
 7. "Practical English Language Teaching" by David Nunan
 8. "Research Methods in Applied Linguistics: 8. "The Art of Public Speaking" by Dale Carnegie.
 9. "Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds" by Carmine Gallo
 10. "Presentation Zen: Simple Ideas on Presentation Design and Delivery" by Garr Reynolds
2. . 11 "Confessions of a Public Speaker" by Scott Berkun -. 12. "TED Talks: History's Greatest Speakers" by James C. Humes speaking styles.
 7. "The Quick and Easy Way to Effective Speaking" by Dorothy.
 8. "How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships" by Leil Lowndes.
 9. "Public Speaking for Success" by Dale Carnegie.
 10. "The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience" by Carmine Gallo -