The Impact of Immersion Teaching Strategies on Developing ELT Speaking Skills

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ABSTRACT: *The current research is trying to find out to which extent students' speaking skills, may be develop using the immersion project based learning as a form of different process of teaching. It aims to explore whether the PBL intervention in English as a Foreign Language (EFL) texts may have an impact on the students' speech enhancement and motivation, and will also investigate its strength as a teaching approach. Students of 2nd stage in Dept. of English / College of Education/ Salahaddin University participated to represent the research sample. The research findings revealed that students' speaking skills enhancement have at least an initial level of language speaking competence. However, the PBL intervention was proven worth using in the EFL classroom and highly affecting student learning motivation. The implications of the present research for the EFL showed that the PBL is flexible enough to justify the rapidly changing educational needs, and benefit meaningful speech production if appropriately applied. The researcher aims at first investigating the immersion PBL method of teaching on developing students' speaking skills and finding out to what extent this approach boosts students Careful selection and exploitation of techniques of learning new concepts and encounter new perspectives? For the purpose of finding answers to the questions of the research the researcher will design a questionnaire to be administered to the students and teachers. Through using certain statistical analysis to analyze the collected data and based on the results discussion, a group of suggestions and recommendations will be introduced in the field of investigating the impact of PBL teaching on speaking skills.*
Keywords: Language Immersion, Immersion project based learning, Speaking skills.

I.   INTRODUCTION

Language immersion is a commonidiom that characterize the presentation of the learner specially to the target language, in order to develop bilingualism and is flexible enough to adapt to various sociocultural and sociolinguistic contexts (Cummins, 2012) which is the reason why it is so widely used.

PBI has received considerable attention since the late 1900s, especially after the development of cognitive psychology. Many researchers turned their attention to the learner rather than the teacher and tried to see what good language learners do to organize and facilitate their learning. Clearly, PBI is involved in all types of learning, regardless of the content and context. These strategies are used in learning mathematics, science, history, language and other subjects, both in classroom setting and in informal learning environments.

The present study provides different definitions of PBI, characteristics of PBI, classification, importance of PBI and the relationship between PBI and related strategies.

 PBI is a model that organizes learning around projects. Related to the definitions found in PBL handbooks for instructor, projects are complicated tasks, based on confronting questions or problems, that involve students in planning, problem-solving, deduction making, or exploring activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson,1999).It supplies a medium for the implementation of knowledge and skills but it is not appropriate as a method for teaching certain basic skills (Thomas, Michaelson, &Mergendoller 2002:45). The empoly of project-based learning in class is possible after providing the information that is needed for the project. The classroom effectiviness should be student-centered, collaborative, and reacting. Group members are responsible for their own learning.

1. The Research Problems and Its Significance

Barimani (2013) points out that one of the greatest problems in foreign language learning is that learners, who have studied a foreign language for many years, are unable to communicate effectively with native speakers of the language when they are given the opportunity to interact in a natural environment.Other problem that is faced by the English language learners is their deficiencies concerning their abilities to expand

their creative thinking and produce a large number of ideas to include all aspects of a problem and identify a wide range of options so as to select the best resolution. This study tries to expose these problems and present the suitable solutions through the application of the procedures of it.

The current study is important for both English language instructors and learners since it presents the effective strategies that are applied for teaching English language through PBL and integrate the students' linguistic skills so as they can be autonomous learners. The effects of PBL on EFL students' four main skills are emphasized in the dissertation. The dissertation will present EL instructors with a number of attractive learning English projects to draw their students' interest. It should be noted that these projects are applicable for all students with different levels in language not only to improve their linguistic skills, but also to produce a favorable learning environment in foreign language teaching.

1.2 Aims
The research aims at:
1-Examining the impact of immersion PBL method of teaching on developing students' speaking skills and finding out to what extent this approach boosts students' careful selection and exploitation of techniques of learning new concepts and encounter new perspectives.
2-Investigating about the best teaching learning strategies that foster speaking skills in English Teaching and Learning.

1.3 Participants
The participants of the study will be the English language teachers and the students of the English language department / college of Education / Salahaddin University. In order to reach an accurate data the selection of the samples will be in this way:
- The overall number of the teachers will be between 12 teachers mixed between male and female teachers.
- The selection of the students will be randomly according to the whole population of the students which is 80 so the researcher will select the scientific percentage that is suitable for the aims of the study.
  The sample of the instructor will be selected according to:-
- The certificate: he /she should carry a doctoral or master degree for TEL.
- Years of experiences: the teachers who will be involved in the sample should have at least five years experiences in teaching English language communication.
- The method that will be used for selection the samples will be randomization method.

1.4 Limits
The study is limited to evaluate the integration of the main English language skills of the second stage students of the English language department in the college of education / Salahaddin university-Erbil for the academic year 2018-2019 who study English language communication as one of the most important subjects in their programme.

1.5 Definitions of Basic Terms
In this study some terms have been used therefore they need to be defined. The basic terms and definitions are as follows:
1.5.1 Project Based Learning
1. Morgan (1984: 221) defines PBL as an activity that involves students in authentic situations and takes responsibility over their learning in order to deepen their comprehension about a particular topic. She performs it as:
"An activity in which students develop an understanding of a topic or issue through some kind of involvement in an actual (or simulated) real-life problem or issue and in which they have some degree of responsibility for designing their own learning activities".

1.5.2 Promoting Learner Autonomy
1. Cotterall (1995:221-222) reports that autonomy is not something which can be added to existing learning programmers, but that it has to be implied throughout the complete curriculum. Due to her it is substantial to encourage autonomy within the overall language programme and not just that of the classroom. Autonomy as a purpose cannot be recognized until it is integrated into the structure of the programme. She inserted a generic structure of autonomy-based English for Academic Purposes course as well as its modifications after running it for thirty years. The course is based on these components.
2. Holec's (1981:3) seminal work provided a definition of learner autonomy as the "ability to take charge of one's own learning". He stated that being an independent learner means that one is able:

to have, and to hold the responsibility for all the decisions concerning all aspects of this learning, i.e. defining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedures of acquisition properly speaking (rhythm, time, place, etc.); estimating what has been acquired.

1.5.3 Motivation
1. Gottfried (1990: 525) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks''.
2. Guay et al. (2010: 712) defined motivation as "the reasons underlying behavior".

II.   REVIEW OF LITERATURE
2.1 Project Based Learning
Project-based learning (PBL) is dependent on the concept of students' learning through undergoing and resolving real world problems. There is no specific definition for Project-Based since as (Larmer&Mergendoller, 2010:29) claimed distinctive authors within their own definitions pay attention to different characteristics of PBL. Some of them supported the practical importance in defining PBL, others pointed out the components of dynamic learning and previous experience of students or the significance of the aim of the project.

It was affirmed by Kalabzová (2015: 3) that PBL can be characterized and classified in different ways; once it can be viewed as a complex approach for tuition while the rest authors rank it among institution frames. Likewise, it should be thought of a kind of instructive methodology. As indicated by Thomas (2000:1) "Project-Based Learning is a model that organizes learning around projects" (Accordingly, he clarified project as mind boggling tasks that seem to be "based on challenging questions or problems, that embrace learners in design, problem-solving, decision making, or examining activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations". Based on diverse definitions, it was renowned that there were four principle points representing the main idea of PBL which are:
1) An enterprise.
2) A students' enterprise.
3) An enterprise which resulted in increasing students' responsibilities.
4) An enterprise that has a specific goal.

The determining characteristics of PBL are the students' duty and responsibility in addition to their relationship with activities and their active share on it, in the last idea the activity originates from teachers and is by them composed in detail, explained, ruled and assessed (Guven, 2014:184). Thus, it would be more interesting to clarify the origin of this system and the principle behind it as shown below.

2.2 Characteristics of Project Based Learning
The common basic characteristics of PBL could be summarized according to(Beckett, 2002:55;Railsback, 2002:4; Rousova, 2008:22; Patton & Jeff, 2012:13; Guven, 2014:184; Ahya, 2015:7) as:
1) Student pointed and student centred approach.
2) Meaningful and oriental content to students and directly related to their environment.
3) It concentrates on open questions and challenging tasks.
4) It improves a need to know the basic content and skills.
5) PBL demands verification of knowledge and / or creation of something new.
6) It obliges critical thinking, problem-solving, cooperation, and various forms of communication, often known as 21st century skills.
7) It supplies areas for student access and promotes choice.
8) It empraces feedback, assessment, verification and replication.
9) It extends showing and publishing final products and results to audience is a prerequisite.
10) Opportunity for student self- assessment and reflective thinking.

The basic idea of project-based learning is to engage students with real-world problems subscribe for earnest thinking and motivate them to acquire and apply new knowledge in the context of problem solving. The instructor plays the role of facilitator in this approach of learning, working with students focused on framing issues of interest and structuring meaningful tasks, and training in the development of social knowledge and skills (Markham, 2011:38).

2.3The Implementation Procedure of Immersion PBL
The premise of PBL is to solve real-world challenges over questions, investigations, analyses, designing conclusions and finally the presentation of findings to an authentic audience. Modeling, training, and

scaffolding collected throughout a project help our students acquire the content and skills needed to reflect on and articulate their final solutions.

According to Wilhelm (1999:14-19), several basic principles should be applied in project based classes:
1.   use of a task and theme-based syllabus
2.   encouragement of cooperative learning in the classroom atmosphere,
3.   personalized educational organization and feedback,
4.   the involvement of students while grading,
5.   the teacher serving as a facilitator and critic,
6.   authentic contexts for cooperative projects, and
7.   Learner and teacher reflection for progressive change.

Grant (2017:4) describes the project process in three broad phases: selection of the project topic, data collection and culmination of the project. In the first phase, the project topic is selected based on a discussion of the teachers' and students' ideas and knowledge about the related topics including personal stories and experiences about the topic.

A project, as Fried-Booth (2000:10) maintains, moves through three stages: beginning in the classroom, moving out into the world and turning back to the classroom.

These three stages identify respectively to:
1. Classroom Planning: in collaboration with their teacher, learners discuss the significant and the field of the project.
2. Carrying out the project: learners move out of the classroom setting to complete the tasks they planned like conducting interviews and collecting data.
3. Reviewing and monitoring the work: it includes discussion and feedback session to evaluate the project.
4. In addition to these phases, Fried-Booth (1997:10) indicates that a follow-up program to meet the language needs the students to observe the activities during the implementation stage that fruitful for students' linguistic competence.

Many benefits of incorporating project work in second and foreign language settingshave been suggested. First, the process mastering to the end-product of project-work providesopportunities for students to develop their confidence and independence (Ibid).

In conclusion, the history of PBL and the theory behind it is one that focuses on student learning. PBL helps students to take the knowledge they have, and apply it to a meaningful wayto problems that can occur in real-life situations.

2.4 Organizing PBL in English Classes

It appears that despite the fact that PBL offers students incredible space for independence and autonomy, it must not be considered as unprepared improvisation which is orientated exclusively on students' advantage. On the contrary, PBL is important to plan for one thing from the perspective of position and time of the project inside the educational modules, for another planning it should cover the learning of the instructive objectives that ought to be met and level of their challenges. Hutchinson (1992:25) contends that the comprehension of project work and the capacity to manage it lies in learner-centered characteristic for PBL which stands not in the inquiry what?But instead in the inquiry who? Who makes the decisions? It has been said over that spontaneous and unplanned projects are uncommon, so it is generally the instructor who gives the fundamental theme, however the product and the content are determined mainly by the students who are given the space for inventive work and autonomous decisions, on the other hand, all that occurs in a precisely arranged teachers' plan. The primary things to consider while introducing PBL into the lessons are constrained into three distinct areas. The first major thing to theorize is whether students are prepared for this sort of strategy. It is not right to display PBL technique to them with no fundamental practice. The second point is that educators for any project work are not probable to lead students towards a successful realization of PBL and in this way should acclimate to its issue and correspondingly accumulate data from more experienced instructors or their work. What's more, the third point is that instructors should design precisely their first project work, assigned "pilot project", which sounds as per usual, however, as indicated by the authors, there are as still numerous cases in which project work was acknowledged with practically no arrangement (Lamer&Mergendoller, 2010:1).

This leads to the ways PBL can be actualized. Different authors propose diverse divisions; one of those models is a model of PBL which is done within the system and documentation of project work alongside with fundamental steps advocated by Alan &Stoller (2005:15). Accordingly, it was assumed that PBL and project management depend on similar standards, indeed, project management is a long-standing methodology towards realization of complex and extensive tasks and what is more, from the viewpoint of management there is no distinction between dealing with projects at school or some other (business) association. Thus, as per project management principles, PBL is divided into four noteworthy stages which can be summarized in the following figure 1.
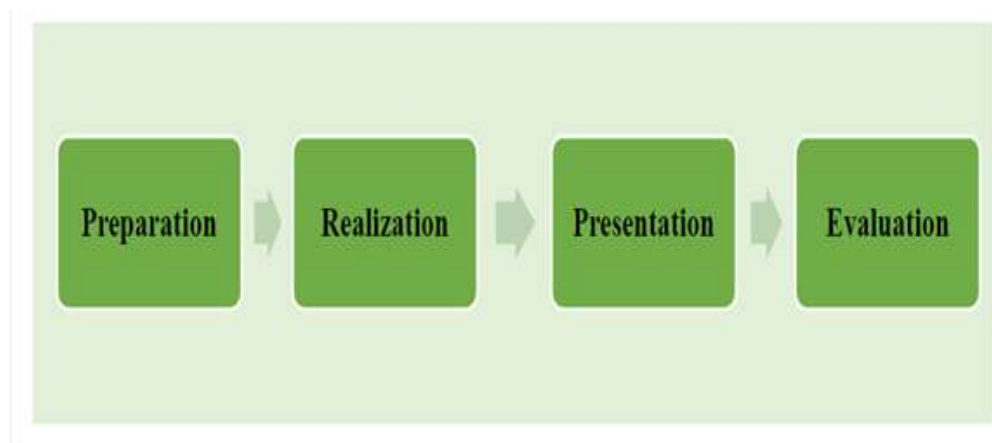
Figure 1:PBL common four required stages in english classrooms (Kalabzová,2015:16)

Alternatively, it was recognized by Lam (2011:142) that there are ten general step processes for implementing PBLL which are summarized as follows:

- Teacher and students agree on a project's theme
- Teacher and students determine the final outcome
- Teacher and students structure and outline the project
- Students are prepared by the teacher for the demands of information gathering
- Gathering information by students
- Students are prepared to raise and analyze data by the teacher
- Data are compiled and analyzed by students
- Students are prepared for the language desires of the final activity by teacher
- Students present the final product
- Students evaluate the project

III. RESEARCH METHODOLOGY

3.1 Population and Sample

The total population of the research consists of (**12**) senior & junior teachers of English in both ,College of Education and College of Basic education / Salahaddin University (SU) in Kurdistan Region/Iraq . Among the population of the research (**12**) teachers were randomly selected to form the sample of the research and to resemble the research participants in both colleges. In addition to the language teacher a group of 80 students in second stage of department of English participated to constitute the ample of the research. Two types of questionnaire forms were designed to be administered one for the teachers and the other for the students.

3.2. Research Instruments .

To investigate the teachers' and students awareness and attitudes towards significance of PBL techniques of teaching and their effects on the developing the students learning autonomy different-items questionnaire was constructed by the researcher and distributed to the participants of the study to form the main instrument of the research.The questionnaire was developed to survey the learners' use of certain projects in their studying of communication, such as whether they actively chose to use a particular project and whether they believed it to be useful. One of the characteristics of good research instruments is validity. The items used in the questionnaire were open format: they asked for unprompted opinions, i.e., the participants were free to answer the items in the way that the can be active with their preference and what was applied to his/her own case. It should be known that items in this questionnaire were elicited from different sources, and as follows:

1. Reviewing the literature on LLS$_s$,
2. The experience of the teachers who are specialized particularly in this field,
3. The researcher's experience, and
A. The classroom observations as the researcher presented, was attending communication classes at both colleges of Education and Basic Education.

B. To conduct this study, a questionnaire was designed, for the English teachers in college of Education and Basic Education.

C. **The Teacher Questionnaire: -**Teacher's questionnaire survey (see appendix 1) were constructed and administered to all teacher participants who agreed to be involved in the study and they have experiences in teaching communication course. The aim was to help the lecturer participants from different disciplines to understand and complete the questionnaires.Also, the teacher questionnaire was designed to provide the teachers with opportunities as well as encourage them to freely state their perspectives on the implementation of a PBL approach. The teacher questionnaire consisted of 10 questions (see appendix 1). It included questions which aimed to explore some information related to teachers' individual teaching profession such as qualifications or years of teaching experience and open-ended questions which focused on how the teacher implemented a PBL approach in their university classes. It was designed with three sections which aimed to collect a range of rich information to answer the research questions.

3.3.Validity and Reliability of the Questionnaire

In language instruction, PBL is an elastic methodology allowing four skills to be developed in an integrated, meaningful, effective activity. Beckett (2002: 52-66) stated that project works are namely thought of as a long-term (several weeks) activity which are part of an instructional method that promotes the simultaneous acquisition of language, and skills. ImmersionPBL is necessary to plan for one thing from the viewpoint of time and position of the project within the curriculum, for another planning should coating the knowledge of the educational goals that should be met and level of their difficulties. Thus, the main aims of designing the project are to help students assign resources and responsibilities, motivate staff and community, and achieve the best results. PBL should be arranged and planned with a high cultural and content awareness of study setting and the participants' background information.

Preparation is the key to make project work more successful and should be depended on deep understanding of project work and the ability to deal with it lies in learner-centered characteristic of PBL.The first thing to ponder is experimental whether students are ready for this kind of method. The second point is that teachers should have general information about the way of planning and reviewing this kind of project. And the third point is that teachers should plan very carefully their first project work with their students cooperatively.

The study used the experimental approach which acquires two groups of students; an experimental group and a control one. The researcher prepared plan based on project–based learning to develop students' English skills and sub-skills through achieving many projects that were related to their academic syllabus. The researcher prepared an implementation plan for the experiment.

The teacher divided the experimental group into 8 groups each group consists of four or five students should work cooperatively with each other and it's important to mention that each group had different projects titles from other group which were related to their academic studies and related to their background information. The number of the projects the students presented was main six projects with different titles for each group. The instruction of all groups was undertaken by the researcher herself in order to control the teaching bias variable in the experiment.

3.4 Co-operative Learning and Project Work

Artz and Newman (1990) define cooperative learning as "small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal". According to Johnson (1989: 29-33) cooperative learning and collaborative problem solving frequently engage teams of students as they work to complete a project. Cooperative learning has been shown to be effective in improving academic and social skills; however, project-based learning provides an authentic environment in which students can become more masterful at learning and solving problems through collaboration.

Generally, when students are supposed to work in a group, they need to co-operate and help each other to succeed. Project work can follow different interaction samples, such as individual work, pair work, group or whole class work. However, the invention of an outstanding end-product is an insisting task and often requires responsible group work when all the members are highly interested in the task achievement. In addition, project work prepares students for solving real- word problems that they faced in their process of learning, tasks and situations. It also raises learner autonomy, i.e. makes learners responsible for their own learning.Collaboration is essential to successful project as well as performance-based products such as exhibits and oral presentations.

Teachers' role is effective and plays an important part in this case, teachers should make pupils co-operate, and there should be groups where the brighter would help the weaker ones. It gave students opportunities to share their individual information with their group's members in order to arrange their ideas and achieve their projects.

3.5. Data Analysis&Discussion

The following tables show the statistical analysis of teachers' responses to the questionnaire form, the domain was calculated according to the percentages of the frequencies means and significance.

Table 1-The questionnaire domain

No.	Items	Frq	%	Mean	Sig
1-	It is useful using PBL when speaking English.	6	31	1.25	0.05
2-	By using PBL the students can speak English better.	17	86	3.44	0.05
3-	By using PBL the students can understand English better.	19	95	3.67	0.05
4-	By using PBL knowledge of English vocabulary has improved.	0	0	0	0.05
5-	By using PBL the students can read English better.	9	47	1.89	0.05
6-	By using PBL my English writing has improved.	18	90	3.66	0.05
7-	By using PBL the students feel more comfortable and secure when speaking English.	18	94	3.70	0.05
8-	I do not worry when the students speak English because they can use projectswhenever they face a problem.	11	56	2.25	0.05
9-	Students like to speak English more and they do not worry not to perform well on a task.	14	76	3.00	0.05
10-	By using project the students can be a successful language learner.	13	52	2.66	0.05

To analyse the results of the questionnaire in connection to the aims of the research, the following was concluded:

1. **Investigating the impact of immersion PBL method of teaching on developing students' speaking skills and finding out to what extent this approach boosts students' careful selection and exploitation of techniques of learning new concepts and encounter new perspectives.**

'T- Test' formula was applied in order to analyze teachers' attitudes toward the type of the language curricula in higher education. Results indicated that there were statistically no significant differences at $\alpha \leq 0.05$ between the two Colleges teachers' attitude toward the use of project-based learning for the purpose of developing ELT Speaking Skills i.e. teachers of College of education and teachers of College of basic Educationin Salahaddin University. The calculated T-value is (1.932), which is less than the T-tabulated (3.606) at (0.05) level of significance and (5) degree of freedom, as shown in table (2).

Table (2)
The Result of T- Test for the Teachers' Attitude towards the impact of PBL on speaking skill

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				Calculated	Tabulated	
Boosts student's selection and exploitation of techniques of learning new concepts and encounter new perspectives	12	33.606	0.549	1.932	3.606	0.000 (HS)

Results Related to the second aim:

2. Investigating about the best teaching learning strategies that foster speaking skills in English Teaching and Learning.

'T- Test' formula was applied to analyze teachers' attitudes towards using different main strategies of learning projects evaluation. Results indicated that there were statistically no significant differences at $\alpha \leq 0.05$ between the two Colleges teachers' attitude toward using this standardized model of evaluation i.e. teachers of College of education and teachers of College of Basic Education in SU. The calculated T-value is (2.467), which was less than the T-tabulated (4.242) at (0.05) level of significance and (5) degree of freedom, as shown in table (3)

Table (3)
The Result of T- Test for the Teachers' Attitude towards using different strategies methods of teaching of SU after 2003

Variable	Number	Mean	standard deviation	T- Value		Level of Significance
				Calculate	Tabulated	
Using Learning Strategies of learning projects evaluation.	**12**	**18.743**	**42.94**	**2.467**	**4.242**	**0.000 (HS)**

After the researcher summarized the data analysis above, the following can be discussed about each aim of the research:

1-Concerning the first aim of the research, it was found that the participants of the research showed no significant statistical differences between teachers of English in both colleges as they both agreed that the update immersionproject-based methods of teaching needs more updated teaching curricula. Through using PBL students can get more opportunity to speak and communicate with their teachers from one hand and classmates from other. They can endure their interaction without any interruption which was confirmed by the results of the speaking test and that the learners' accuracy, fluency and topic relation were improved. Learners' strategic competence has improved and they can encounter communication difficulties easily.

2-When coming to the second aim of the research which is related to**Evaluating andinvestigating** the benefits of immersion project based learning in the students' speaking skills. The findings and class recordings show improvement in most categories of oral production which complies with the belief that EFL students must be exposed to environments with opportunities to express themselves and communicate with others authentically in order to enhance their speaking competence (Oradee, 2012).Students were required to participate in small groups to complete some assigned learning tasks as it was discovered in the teachers' responses. In addition to examine whether the immersion PBL increased student motivation and therefore classroom participation. The data revealed increased learner motivation that stemmed from the adapted lessons and the fact that they had the opportunity to interact in an English only classroom. The majority view was that these activities were enjoyable and could be employed in other units. Some of the feedback specified that students understood the value of interaction for learning. Cooperation in the groups in class is great to meet students and discuss the course content. It helps the understanding of the import and gives you confidence that your opinions are valid and relevant. According to the findings, the students thought that the activities were interesting and they enjoyed participating, although it was sometimes complicated for them to decode meaning, a barrier that was overcome through the teachers'/researchers' intervention and through cooperation with classmates (see also Luan &Guo, 2011).

3.6. Results, Conclusions & Recommendations

To sum up, teachers use different curricula based on a combination of their teaching experience and their real preference. Students in this study may be lacking awareness of the aspects ofPBL. They may not be aware of available strategies they can use to facilitate their leaning or the strategies that they are already employing. All these operators show that students should be trained in PBL so they will consciously start employing the right strategies to enhance their learning and to become more autonomous and competent language learners.Thus, it is important to emphasize that teachers can address in the classroom the process of learning how to learn in appropriate way that can motivate language learners on the other hand. It is important for the students to be more efficient and develop strategies that help them make progress in the process of learning; and how to approach a new language. Based on the concluded results, the researcher inserted the following recommendations:

1. Since teachers play a significant role in the classroom, they should not devote the whole lesson depending on themselves in the interpretation and discussion. They need to motivate the students to participate actively and to reflect their background information by identifying their own strategies that are useful in learning process.
2. Empirical studies on the effect of teaching PBL on students' achievement are also needed and can be fruitful topics for future research.
3. Empirical studies on factors of language learning strategies at different stages of acquisition for language learners might help to answer different research questions.
4. It was also recommended that teacher must involve in regulated and continuous global workshops for further teaching development of this approach of language learning which is more globalized in the modern classes.

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Appendix 1
Teachers' Questionnaire

Statement	Strongly dis agree	Dis agree	to some extent (not certain)	Agree	Strongly Agree
1. It is useful using PBL when speaking English.					
2. By using PBL the students can speak English better.					
3. By using PBL the students can understand English better.					
4. By using PBL knowledge of English vocabulary has improved.					
5. By using PBL the students can read English better.					
6. By using PBL my English writing has improved.					
7. By using PBL the students feel more comfortable and secure when speaking English.					
8. I do not worry when the students speak English because they can use projects whenever they face a problem.					
9. Students like to speak English more and they do not worry not to perform well on a task.					
10.By using project the students can be a successful language learner.					
11. Projects increase students' motivation towards English by enabling them to work in groups that have students with general shared interests.					
12. Teachers' reasonable Evaluation rules and their reasonability in dividing works that suit all students' levels are effective methods to facilitate autonomous learning employment.					
13. Ensuring the Cooperation and communication between students is a focal method in project based language learning through which autonomous learning would be facilitated.					
14. Allowing students to choose their study material, topics and ways of doing project is one of the main methods in PBL that ensure autonomous learning employment.					

15. Doing project works enhances students' integrated skills such as listening, speaking, reading and writing.				
16. The discussion between students and their teacher in English class through the project work procedure enhances students' speaking skill.				

تأثير استراتيجيات الغمر التدريسي على تطوير مهارات التحدث اللغة الانكليزية كلغة أجنبية

ملخص

تبحث هذه الورقة في تطوير مهارات التحدث لديالطلاب باستخدام التعلم القائم على مشروع الغمر كشكل من أشكال عملية التمايز. يهدف هذا (سيكون له تأثير على تطوير خطاب الطلاب وتحفيزهم TFL) في الإنجليزية كسياق اللغة الأجنبية (PBLالبحث إلى استكشاف ما إذا كان تدخل (، وسيقوم أيضًا بدراسة جدواه كنهج تعليمي. تم استخدام فصل المرحلة الثانية للطلاب الذين لديهم مستوى أولي على الأقل من الكفاءة في التحدث باللغة ، ولكن لم ومع ذلك ، فقد ثبت أن (PBL)يتم اكتشاف أي اختلاف للطلاب الذين ليس لديهم كفاءة في التحدث ، مما يشير إلى الحاجة إلى مزيد من التمايزمجدي لاستخدامه في الفصول الدراسية للغة الإنجليزية كلغة أجنبية ومؤثر للغاية لدوافع الطلاب. وقد أظهرت الآثار المترتبة على هذا البحثلسياق . تدخل مرنة بما يكفي لتلبية الاحتياجاتالتعليمية المتنوعة ، والاستفادة من إنتاج الكلام ذات مغزى إذا ما تم PBL اللغة الإنجليزية كلغة أجنبية ان الطلاب ومعرفة إلى أي (PBL)تطبيقها بشكل مناسب. يهدف الباحث إلى البحث أولاً عنطريقة الغاطسة للتدريس في تنمية مهارات التحدث لدى مدى يعزز هذا النهج الطلاب من خلال الاختيار الدقيق واستغلال أساليب تعلم المفاهيم الجديدة ومواجهة وجهات نظر جديدة؟لغرض العثور على إجابات لأسئلة البحث ، سيقوم الباحث بتصميم استبيان ليتم تقديمه للطلاب والمعلمين. من خلال استخدام تحليل إحصائي معين لتحليل البيانات التي تم جمعها واستناداً إلى مناقشة النتائج ، سيتم تقديم مجموعة من الاقتراحات والتوصيات في مجال التحقيق في تأثير تدريس بى بى ئيل على مهارات التحدث

الكلمات الرئيسية: غمر اللغة ، التعلم القائم على مشروع الغمر ، مهارات التحدث.