

In this paper researcher explores the advantages and benefits of using advanced pedagogical technologies in an English Foreign Language classroom. The purpose of researcher's paper is to further the understanding of using advanced pedagogical technologies in a Foreign Language and to start the process of implementing lesson plans for her particular teaching context. Among different approaches to teaching and learning reading, advanced pedagogical technologies have received worldwide acceptance from researchers and educators for its many benefits to the learners. Furthermore, the researcher collected data through questionnaires and interviews from subjects in order to identify their needs and achievements and to point out how the usage of advanced pedagogical technologies influence and improve the teaching and learning environment. The findings indicate that students can increase their learning process through advanced pedagogical technologies, as well as this, advanced pedagogical technologies can promote students' motivation in learning English, enhance vocabulary, improve their reading, listening and writing comprehension.



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Usage of advanced pedagogical technologies in TFL

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Abstract

In this paper researcher explores the advantages and benefits of using advanced pedagogical technologies in an English Foreign Language classroom. (Further, you may see as EFL) The purpose of researcher's paper is to further the understanding of using advanced pedagogical technologies in a Foreign Language and to start the process of implementing lesson plans for her particular teaching context. Among different approaches to teaching and learning reading, advanced pedagogical technologies have received worldwide acceptance from researchers and educators for its many benefits to the learners. Furthermore, the researcher collected data through questionnaires and interviews from subjects in order to identify their needs and achievements and to point out how the usage of advanced pedagogical technologies influence and improve the teaching and learning environment. The findings indicate that students can increase their learning process through advanced pedagogical technologies, as well as this, advanced pedagogical technologies can promote students' motivation in learning English, enhance vocabulary, improve their reading, listening and writing comprehension. Based on these findings, the results of the study ought to be useful to students and teachers alike.

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I. Statement of intent

It is commonly believed that teachers face various challenges in a classroom. The increased concern of the ecological crisis, diversity in society, and classroom challenges educational researchers to explore areas of professional development in which reforms are necessary to provide the optimal learning environment for English language learners (Mueller, 2009; Silverman, 2010).

As our president, Islam Karimov, has said “It is necessary to state that on the frame of the laws “About educational system” and “National program of educating specialists” a complex system of teaching foreign languages, to be more accurate, educating mature generation, forming the type of the young who think sophisticatedly and a system that encounters the country to integration of development of the world have been created” (Karimov, 2012).

The purpose of this research was to study the advanced pedagogical technologies provided to educators teaching English language learners in mainstream classrooms in Uzbekistan. The specific content of professional development researched was educators’ skills and knowledge gained through professional development training and transferred to the mainstream classroom to improve and strengthen the learning experiences for English language learners (Klein & Riordan, 2009).

English language learner (ELL), Second Language Learner (SLL), and Foreign Language Learners (FLL) have become terms used synonymously for students who do not speak English as a first language (Carder, 2009; Gunderson, 2009). English as a Second Language (ESL), English as a Foreign Language (EFL), and teaching English to speakers of other languages (TESOL) have become terms used synonymously for the instruction and intervention given to English language learners. For this research, the educators in the study were classroom teachers, administrators, and ELL specialists.

Educators’ abilities, culture, and language barriers were variables considered to influence the educational environment of English language learners (Cenoz, 2009; Franquiz, 2012; Johnson & Chang, 2012).

The aim of this study was to explore the effects of how ELL professional development learning was applied in the mainstream classroom as shown through effective teaching strategies to promote academic success with English language learners.

This direction in research may help to increase instructional effectiveness and student success (Ray, 2009). Student outcomes may improve because of teachers' abilities to increase cognitive thought for English language learners (Korth, Sharp, & Culatta, 2010).

Educators' abilities may come from knowledge and skills received through experiences, teaching, and collaborative studies about English language learners (Davison, 2006; Department for Education and Skills, 2004; Edmonds, 2009). Qualitative educational research that explores the ELL professional development trainings and seminars of educators in the classroom may allow stakeholders to increase successful outcomes of reform for English language learners (Lichtman, 2013; Wallen & Fraenkel, 2011).

II. LITERATURE REVIEW

Introduction

The intent of this literature review is to examine teaching strategies and methods that promote social acceptance and enhance academic success for ELL students of B1 level. Additionally, stages of second language acquisition and ESOL teaching strategies and methods were examined. A search for literature that focused on the impact of social acceptance and the academic success of ELLs was conducted. The literature review concluded with an examination on the types of teaching strategies and their benefits to ELL students.

A portion of the approach to research was traditional whereas other studies came from online sources. After discovering that some resources did not apply or were irrelevant, the literature was removed. Literature in the study ranged from 2005 to 2011. The online sources of literature came from peer-reviewed articles, data files from agencies, brochures and handbooks, doctoral dissertations, and scholarly books. The following databases were access points for the sources: Internet, ProQuest, EBSCOhost, Education Research Complete, Business source, Academic Search Complete, CINHALLPlus, MasterFILE, Premier, MEDLINE, Gale Virtual Reference Library, and Research Library databases.

For the purpose of this study, social acceptance referred to the capability of B1 level students to accept the diversity, differences and shared likenesses within a group or classroom (Odom et al. 2006). Academic lyceum or vocational college years are difficult for all students (Jackson & Davis, 2000). During these years, a student's life seems to change daily as they enter different phases of adolescence (Allison, 2000). Adolescence has been defined as a stage in life beginning between the ages of 10 and 14 when remarkable transformations take place in the body and a mixture of emotional, cognitive and social adaptations begin (Laursen, 1995). This research study will refer to adolescence as the period of time in human development between the ages of 12 and 17 (Atwell, 1987). The research in this study will be focused on B1 level adolescents between the ages of 17 and 19. The age of adolescence varies by culture. In Uzbekistan, adolescence is normally

referred to as the years between 15 and 19. Adolescent bodies are maturing rapidly and often times the academic lyceum students are not mentally ready for the physical changes. One-minute adolescents are physically antsy and the next minute they are in an emotional turmoil (Atwell, 1987). These young people are simply trying to fit in. As Atwell points out, adolescence is as special and important a time in students' intellectual development as any other phase in a child's life. Their sense of themselves, the world, and the relationship between the two is challenged every day by their own needs and by the demands of new roles (p.27).

Because the community demographics affects the school demographics, the populations of English language learners continue to rise in public schools (Lenski, Ehlers-Zavala, Daniel, & Sun-Irminger, 2006; Letts & Sinka, 2013). Classroom teachers must continue to assess all students in the classroom, including this diverse group of learners. The English language learners and teachers face educational challenges because learners "represent a variety of socioeconomic, cultural, linguistic, and ethnic backgrounds" (Lenski et al., 2006, p. 24). Compulsory education challenges English language learners to develop English competence and content knowledge at the same time with most of the instructional and student resources provided in English only. Local authorities may help lessen the challenges by providing mainstream resources targeted for English language learners (Department for Education and Skills, 2004). The local resources may help English language learners deal with learning environments that are lower in standing (Chang & Shen 2010).

Another challenge that exists for English language learners, suggested by Edmonds (2009) is the challenge to connect to distinguished American content knowledge which refers to the Western society of the United States culture. Educators in the Western world are unaware of how culture influences individuals' understanding of content knowledge (Popkewitz, 2012). One example is how educators teach science content; the western world views Darwin's theory of evolution as linear progression.

A third challenge for some of these learners was the influence from limited exposure to the English language before coming into the United States education system (Lanski et al., 2006). The English vocabulary needed for English language learners to understand ideas for academic content is inadequate (Edmonds, 2009). With restricted vocabulary, writing skills present a challenge from one culture to another culture.

Grouping students for a mixture of cultures may help decrease the limited exposure to the English language (Department for Education and Skills, 2004).

These three challenges make it difficult to promote classroom discussion for students to learn; classroom discussion is essential for student learning (Dooley, 2009).

Dooley (2009) suggested that discussion allowed learners to use the English language repeatedly to build competence and engage in ideas with other individuals. English language learner specialists and educators must use instincts and trusted expert skills and strategies to educate students using the widely accepted model of participatory education (Light, 2006). Finally, English language learners' reticence may create a barrier in the mainstream classroom. Learners may feel embarrassed, inferior, or shameful when educators in the United States place the burden of communication on English language learners (Dooley, 2009). The Beliefs About Language Learning Inventory (BALLI) directly related to this study in proving that learning the English language and communication strategies were barriers to academic achievement for English language learners (Chang & Shen, 2010; Khodadady & Zabihi, 2011).

B1 level students are between the ages of 17 and 19 years of age. Sometimes these students are childlike, and at other times, they are more mature as they advance through the adolescent stages. B1 level students do not fit into any category suggested by psychologists (Allen & Stevens, 1994). How can B1 levels provide a successful academic environment for all B1 level adolescents?

According to Compton and Hawn (1993), the nature of the student is complex during academic lyceum study years. Educators must be concerned with physical

development, intellectual development, emotional development, and social development. The additional burden of learning a new language and culture increases the difficulty and stress of this time period of adolescence. Cohen's 1998 study recommended using resources that fit the individual along with the language acquisition level for ELL students. Additionally, the same study by Cohen suggested using life skill situations to enhance the interest of learners. This concept goes hand-in-hand with the B1 level curriculum.

Social Acceptance

Good secondary – specialized educational institutions strive to create an atmosphere where students feel cared about, and feel free to express their individuality. Is this social acceptance? It is a part of the equation in social acceptance. B1 level students strive to be accepted and to become part of a group. How is this accomplished when it is a daily challenge to communicate?

Perhaps past teachers' social behavior, instructional behavior, and teaching tactics result in poor classroom etiquette that created a barrier for communicating with English language learners. Thornberg (2008) suggested that teachers with poor classroom etiquette were dismissed because it was ineffective communication and social skills.

Some educators used bad language and unethical decision-making in the classroom and displayed behaviors that were not viewed as tradition or as school culture. Where poor etiquette exist, students cannot achieve the goals needed to receive grade level promotions and graduate certifications (Worrell, 2008).

According to Orosco and Klingner (2010), educators with limited skills and training were not prepared to instruct English language learners. Too little preparation before entering the teaching profession limits the expertness of curriculum content and pedagogical skills to instruct learners (Tikly & Barrett, 2009). Honigsfeld and Dove (2008) suggested that to have a positive influence on the educational environment, classroom teachers, administrators, and those instructing English language learners must have intercultural communication skills, social skills, and training in educating English language learners. Educators must be

equipped with the ability to use appropriate resources and technology to assist English language learners (Morgan, 2012). Educators who do not update knowledge and skill with continued education may not apply current skills and knowledge to help English language learners (Freidus et al., 2009).

A name is an important part of a person's identity. When people are called by their name, it gives them a sense of self-worth. Studies by Manning (1994) have indicated that names definitely affect how people function because of the impact on one's self-worth.

Students are happy when teachers have taken the time to learn each student's name. Sometimes teachers have the difficult task of remembering and saying very unusual names. ELL students are very cooperative in assisting teachers with the correct pronunciation of their names because it is part of a student's identity. This seems like such a simple thing, but knowing a student's name and pronouncing it correctly adds to social acceptance.

According to Schirmer and Twiss (1996), guidelines for teachers of ELL students include:

- (a) never make assumptions,
- (b) ask the students,
- (c) never give the student a new name, and
- (d) remember that the structure and use of names varies among cultural groups.

Research by Freeman and Freeman (2000) found that one such obstacle is the need to create an environment in the classroom that is welcoming for multiple languages. Other obstacles include inclusion, communication with other students, class size, and following the state-mandated curriculum.

The majority of teachers are not trained in linguistic levels, cultural diversity issues, or the learning styles that produce successful results for ELL students. Still ELL students are placed in their classrooms due to mainstreaming laws. In these classrooms, it is common for LEP students to feel isolated and not part of the

group. This is due to a lack of social acceptance, and it does interrupt academic success.

Research compiled by Carrasquillo and Rodriquez (1997) suggested principles for guiding mainstream classrooms for ELL students. The first principle states that mainstreaming should provide a full range of educational opportunities to all students. In addition, the second principle requires providing opportunities for ELL students to interact socially with English proficient peers. The third principle includes opportunities for ELL students to function effectively in groups after successful instructional strategies are clarified, and the fourth principle remains loyal to mainstreaming. The fourth principle explains that the practice should provide opportunities for regular education teachers to consider the language demands for all students (Carrasquillo& Rodriquez).

These principles provide additional data for incorporating teaching strategies that will be adaptable for all learning styles, including ELL students. The aforementioned principles should help to promote social acceptance within the academic classroom. Inclusion and instruction within the mainstream classroom are used in public education throughout Georgia for students with special needs. ELL students fall under the special needs group, and ELL students are therefore mainstreamed into regular education classrooms (Hamayan& Damico, 1991). Mainstreaming is considered inclusion, and it is the regular education teacher's responsibility to ensure that the environment is welcoming. Class size is an integral part of inclusion, and it has to be a major consideration when scheduling classes for ELL students.

Stages of Second Language Acquisition

After teachers have established a relationship with their ELL students by learning their names, it is time to assess learners for placement to determine where to begin.

Cummins (2001, 1981) concluded that it could take 2-5 years for ELL students to become conversationally adept, and it could take 5-10 years for those same students to become academically adept in a second language. Studies

conducted by Krashen and Terrel (1983) explored the stages of language development for second language acquisition. We described the five stages of second-language acquisition as follows: preproduction, early production, speech emergence, intermediate fluency and advanced fluency.

Current research by Hill and Flynn (2006) continued to use the same stages of second language acquisition. According to research (Hill & Flynn; Krashen & Terrell), each of the five stages is evaluated by characteristics, approximate time frames, and teacher prompts. In the preproduction or silent period, the ELL student has few oral skills, and cannot understand, read or speak the targeted language. In addition, the ELL student will not be able to work independently nor have the ability to dramatize words, concepts, or events. By the end of the preproduction stage, the student will have some understanding of what is heard. The time frame for this stage is approximately 0-6 months.

During the early production stage, the ELL student's vocabulary will comprise one or two word responses, present tense verbs, key words and phrases, and limited comprehension.

The second stage of language acquisition lasts approximately 6 months – 1 year.

The third stage in language acquisition is the speech emergence stage and lasts from 1-3 years depending on the individual student's progress. Characteristics of this stage include improved comprehension, producing simple sentences, some understanding of jokes, and the making of grammar and pronunciation errors. The fourth stage can last from 3-5 years. During the intermediate fluency stage, the ELL student has improved comprehension to an excellent status and makes few grammatical errors.

The final stage is advanced fluency and the time frame is 5-7 years. During the final stage of language acquisition, the ELL student possesses near-native levels of speech. All students in the ESOL programs will progress through all five of the stages (Carrasquillo & Rodriguez, 1997).

The target language is almost always English for schools in Uzbekistan. It is important for educators to remember that the methods used in the classroom might need modifications to meet the ELL student's needs. To create an environment that will be comfortable for ELL students within the ESOL classroom and mainstreamed regular classroom, teachers must be flexible and understanding in order to have a positive influence on the ELL student's success. Creating the proper environment will be an ongoing process as daily problems surface. Some examples of daily divergences that could surface are conflicts with life styles, values, beliefs, and communication skills (Carrasquillo & Rodriguez, 1997). A growing challenge to all teachers in Uzbekistan educational system is teaching the English language to ELL students. It is no longer just the sole responsibility of the ESOL teacher, but is now the responsibility of all of the school staff.

According to data collected by Hill & Flynn (2006), not only are the public school systems facing greater numbers of ELL students, but the ELL population is the fastest growing segment of the overall school makeup. Recognizing and adapting to a student's unique learning style is one aspect of building that all-important relationship between student and teacher. With this in mind, teachers must read, listen, question, and observe closely to understand and help students convey what they want to say. People are different, and educators are made aware of this everyday in hallways, cafeterias, classrooms, and playgrounds. All people, including educators, realize that people come in different sizes, shapes, intelligence levels, abilities, and talents. These varying qualities include different skin tones and cultures, and educators must adapt to meet the needs of all students regardless of their differences (Fitzgerald, 1999).

Foreign Language Teaching Strategies and Methods

Vygotsky's (1978) social constructivism or social cognitive theories, along with Bandura's (1986) social learning theory, provide important components in the acquisition of second languages (Gredler, 2005; Vygotsky). While known for his social-cognitive learning theory, Bandura explores the social, cognitive, and personal factors that influence learning and motivation (Gredler). According to

Vygotsky's work, an individual's cognitive ability is a result of social interaction, and this leads to the connection between the theory and the acquisition of a new language (Oxford, 1998).

Cooperative group learning, peer tutoring, and modeling are the instructional strategies clearly identified to support the social learning theorists' research (Gredler, Oser, & Baeriswyl, 2001). Research conducted by Freeman and Freeman (2000) provided a checklist for effective practices to be used with ELL students. They are as follows:

1. Is the curriculum organized around "big" questions?
2. Are students involved in authentic reading and writing experiences?
3. Is there an attempt to draw on students' background knowledge and interests?
4. Are students given choices? Is the content meaningful?
5. Does it serve a purpose for the learners?
6. Do students have opportunities to work collaboratively?
7. Do students read and write as well as speak and listen during their learning experiences?
8. Are students' primary languages and cultures valued, supported, and developed?
9. Are students involved in activities that build self-esteem and provide them with opportunities to succeed?

As Freeman and Freeman have suggested by consulting this checklist it will allow teachers in traditional classrooms to analyze their teaching strategies for effective practices for ELL students. In the list, one can see references to oral strategies, cooperative groups, listening skills and other important supports for ELL students.

Oral Strategies

ELL students need exposure to language in a way that will enable them to understand what is being taught. Studies by Carrell (1991), Bernhard, and Kamil (1995) confirmed that language proficiency is a considerable component of reading

in a second language. Their research supports the principle that language aptitude shadows reading ability. This confirms a relationship connecting oral proficiency and reading aptitude. A new study by Condelli, Wrigley, Yoon, Cronen, & Seburn (2003) supported the correlation between oral proficiency and reading aptitude.

Topics should be taught that have meaning to all students including the ELL population within the class. Oral strategies are helpful in this stage. Oral strategies that have been shown as effective learning tools are cueing, modeling, elicitation and chunking (Enright & McClosky, 1998). ELL students need exposure to language in order for them to understand topics, which have meaning for them. Teachers can use oral strategies to promote this comprehensible input. In addition, it is essential for ESOL teachers and regular education teachers to provide varied opportunities for ELL students to speak English.

Cueing is one strategy that uses props, models, or actual physical examples of things being discussed. Facial expression is a second cueing technique that can be used (Long, 1994). Gestures also can convey meaning. Another oral strategy is modeling. It is important to avoid calling attention to student errors, instead correct them by modeling.

Chunking is a third oral strategy that has been effective. Chunking is a phrase or short sentence spoken frequently. Some examples are “I don’t know” or “Sure, okay.”

Chunking should be meaningful, simple, and varied according to students’ needs (Woolfolk, 1998). If there is any way to make the oral strategies fun, the students will be more eager to learn and participate.

Cooperative Learning Groups

Cruz et al. (2003) found that over 500 research studies that endorsed cooperative learning groups. The studies showed that through the use of cooperative learning groups that content mastery occurred, the development of social skills improved, content course skills were achieved, and collaboration took place in the classroom successfully. Results by Cruz et al. also provided evidence that through cooperative groups prejudices can be reduced, and ELL student

proficiency levels can advance successfully. Cooperative learning classrooms are organized, so that students work together to reach mutual goals.

They must both collaborate and cooperate to be successful. McCloskey (1990) indicated that cooperative learning groups effectively integrate learners of different linguistic levels and diverse backgrounds. Other research studies by Carrasquillo and Rodriguez (1997), Cruz et al. (2003), and Hill and Flynn (2006) agreed that cooperative learning groups are a successful teaching strategy for ELL students.

Cooperative learning groups promote learning for all students by enabling them to find value in helping each other learn. In a classroom set up to accommodate cooperative groups, learners use higher-level cognitive processes by sharing their views as they analyze options by comparing and contrasting with each other. Students, regardless of their level of English proficiency, are normally successful in cooperative learning groups.

Using cooperative learning groups offers practice in language acquisition that could not be accomplished through the use of worksheets, teacher lecture, or routine bookwork. Cooperative groups can be encouraged in a variety of ways. The instructor can assign pairs or small groups to play the games. Peer tutoring is an excellent method to encourage cooperative groups. English proficient speakers can read and paraphrase difficult material for Limited English Proficient students. Peer assignments are also a successful method used with ELL students. Two students are assigned a common skill or task and the students are allowed to consult each other as long as both parties contribute.

Cooperative projects and Jigsaw, a more complex cooperative learning strategy, are other methods that could be utilized (Kagan, 1988). Other suggestions for successful cooperative groups provided by Hill & Flynn (2006) are as follows: (a) cooperative learning groups need to be heterogeneous and include students whose first language is English and ELL students, (b) groups in cooperative learning activities should be small, and (c) teachers should be careful not to overuse cooperative groups because ELL students also need independent work.

Peer Tutoring

Teachers and students learn from each other (Jalongo, 2002). Peer tutoring is an example of how this occurs. Peers are readily accessible in the classroom, and provide an audience with similar likes and dislikes. Peer tutoring is an active collaboration with classmates and initiates communication, which is essential for academic success for ELL students. Peer tutoring is a social learning relationship beneficial for ELL students (U.S. Dept. of Education, 2007). When it works well, it is rewarding for all involved. As a peer tutor, it is necessary for all parties involved to be committed to the relationship. In peer tutoring groups, there is always a need for feedback. Students should communicate with each other about what is done correctly and what needs to be corrected. Whether it is a pair or a group of students, considerations need to be taken into account for each member of the tutoring party. Communication is essential for positive results in a peer-tutoring group (Gersten& Baker, 2001).

Interactions with peers not only show ELL students' growth with language, but also with writing (Dana &Yendol-Silva, 2003). This strategy of peer tutoring facilitates the acceptance of English Language Learners into the school community. Peer tutoring contributes to social acceptance and academic success for the second language learners.

Listening Skills

Effective listening is an enormous challenge and the most important element in the communication process (Fracaro, 2001). Regardless of race, culture, age, or grade in school, effective listening is necessary for academic success. Poor listening leads to miscommunication, misunderstanding, conflict, and lack of knowledge.

One of the concerns of both teachers and parents is the importance of standardized test scores, especially those that fall below the national norm. Listening skills have been shown to be below the national norm in the targeted school. Listening is a key concept in all content areas for building skills and learning to communicate effectively. Effective listening takes place between two

people when the person translates and comprehends the communication in the manner the sender anticipated (Nadig, 2005).

Effective listening skills are a critical concern for the academic success of ELL students. Students, regardless of their first language use four modes of communication for academic classes: reading, writing, speaking and listening. During the early years of school, students learn to read and write. If students are not developmentally disabled, they learn to speak and listen in a home environment (for ELL students, this could be in a language other than English). An assumption of many educators is that listening is not as important to learn as speaking. As in most traditional academic classes, the teaching of listening skills has been minimal. This is also true for ELL in the traditional classroom.

In order for ELL students to master a second language, they must understand and practice listening comprehension (Jung, 2003; Thompson & Rubin, 1996; Vandergrift, 1997, 2004). The assumptions that second language acquisition would develop through replication and simulation proved to be inaccurate (Jung). According to Vandergrift (2004), in the traditional classroom, listening was believed to be a passive skill. It was in a separate category from speaking and grammar. Speaking and grammar in a second language were considered active, while listening and reading were passive.

The ability to communicate is an essential skill for conveying ideas, analyzing experiences, developing thoughts, and expressing feelings. It is usually presented in written or spoken form. Educators can measure a student's ability to communicate by reading what the student has written or by listening to the student read or speak. It is the teacher's responsibility to provide various opportunities for students to acquire the skill of critical and effective listening. Listening skills affect all academic areas. The forward movement of the NCLB Act of 2001 has shown the need for strategies to improve listening skills.

Skills for listening are rarely taught in schools, as educators assume that listening is the same as breathing (Nadig, 2005). Competency in listening is achieved through learning and practice, like other skills. Additional drill and

practice are necessary for ELL students. Teaching listening skills should be more than simply requiring students to listen for directions and answer questions about information read aloud to them. While these are important skills, teaching effective listening skills are more involved. People, on average, can hear 600 words per minute, but even the fastest talker only speaks 100 to 150 words a minute (Thompson, Grandgenett, & Grandgenett, 1999). The gap that exists between hearing and speaking accounts for one's mind drifting. In such a haste to be productive, there is a tendency to nod or to say "yes" without taking the time to fully understand, assimilate, and interpret what is being said. Students, especially ELL students, must learn to apply good listening to daily conversation with teachers, classmates, and parents. Skills that students learn will be transferred later in life to the workforce and adult relationships (Messner, 1998).

Listening and communication activities can be incorporated into all academic classes. Educators can incorporate taking oral tests, engaging in debates, listening to music, cooperative learning, role-playing, group discussions, and public speaking into their daily curriculum for traditional academic classes. During these classes, educators could introduce students to the fundamentals of active listening and techniques for improving listening. According to Thompson et al., (1999), there are tips for developing classroom listening skills that have proven to be effective in all age groups including B1 level students. These methods include:

- (a) establishing a listening environment for students in the classroom,
- (b) taking time to teach listening in the classroom,
- (c) slowing down your message and letting the listener process the information given,
- (d) enumerating and prioritizing important points of the message,
- (e) repeating and redefining critical parts of the message,
- (f) painting a picture of the message so the listener can visualize what is being said,
- (g) encouraging the disadvantage learner to keep an open mind when listening and recognizing,

(h) rewarding good listening on a regular basis are also needed in developing classroom listening skills. Many of these would be beneficial to students learning a second language.

Further research has shown that storytelling can enhance cognition in many specific ways (McGrath, 2001). Students involved in storytelling programs display improved listening skills. Even though the research is positive, most schools do not have storytelling incorporated into their curriculum.

McGrath's report proposed a link between Professional Development Schools and Schools of Education. The method was to bring together elementary students and survey them for results. Data from this research showed a valuable link that was beneficial for both groups. Students involved in the study exhibited longer attention spans, improved listening skills, accuracy of recall, better sense of sequencing and predicting, and fluency in writing (McGrath). This convincing data supports the assumption that listening skills enhance academic success and that storytelling helps accomplish this (Vandergrift, 2004, 1997).

Mentoring

Most school systems have some type of mentoring program in place for first year teachers, but what about the students? Mentoring refers to both short- and long-term academic and professional development planning for the mentee (Haack, 2006).

According to Haack, this development planning is the very heart of every successful mentoring relationship.

Research conducted by Rowley (1999) found that a good mentor exhibits certain characteristics. These characteristics consist of a committing to the role of mentoring, being a model of continuous learning, accepting of the inexperienced educator (or student), and being a positive influence by communicating hope and optimism toward the mentee (Rowley). Rowley contended that these elements are necessary for a successful mentoring program.

A mentor provides support, gives encouragement, increases communication, is open to professional development, and ensures that mentees receive the attention

needed for success in the classroom. Veteran teachers would have many opportunities through mentoring to share their vast armory of classroom experiences with fellow faculty members. Education is a continuous route and in order for students and teachers to continue to expand their horizons and learn together, it is necessary for them to keep abreast of new trends, strategies, models, and methods. Inexperienced and experienced educators, English speaking students and ELL students, should continue on a path to improve and sharpen their skills with the expertise, knowledge, and support of a mentor.

ELL students are expected to perform many of the same tasks as English speaking students. Teachers and students in both regular education classrooms and ESOL classrooms face challenges daily. Some of these challenges are personal, while others deal strictly with academics and school activities. According to Mason and White (2001), professional needs fall under four categories: emotional, instructional, resources, and managerial. While the personal challenges appear to connect with belonging (social acceptance) in the work environment or in the community, or in the school, a mentor could intervene. The school year is often stressful due to the challenges students face in school, both academic and social.

Mason and White confirmed that a mentoring program could alleviate some of those situations before they become problems or develop into major issues not easily resolved. Examples for students might be failing academically, discipline referrals, or emotional issues.

Knowledge and understanding of the mentoring program are essential components for a mentoring program to be successful. Research by Feiman-Nemser (1997), validated that mentoring will only prove successful for mentors and mentees if both parties are 100% committed to the program. Failure rates of mentoring programs are attributed to the lack of commitment by those participating in the program. The usual mentoring model pairs students to students, teachers to teachers, or teachers to students.

According to Erickson (1995), mentoring relationships are essential for novice teachers and would be an advantage for ELL students. Without the input

from a nurturing, supportive mentor, the inexperienced teacher and the ELL students flounder. Erickson (1995) expounded on the fact that mentoring relationships build the foundation for teaching professionals, first language English students, and ELL students. This foundation provides the opportunity to structure a framework of direction and support vital for continued professional, academic, and social growth. Mentoring programs are beneficial for all students and professionals within the school system.

According to Lock (2006), mentoring could be defined as a "...nurturing process in which a skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, a less skilled or less experienced person for the purpose of prompting the latter's professional and/or personal development" (p. 233). A committed, knowledgeable and cooperative teacher or student is an essential component, providing support, direction and offering meaningful suggestions. This is the essence of mentoring as it pertains to ELL students in B1 level. A mentoring program can be the key component in keeping academics subjects alive and exciting for ELL students, while providing the needed support system.

In schools, there is a drive to raise test scores or to achieve designations such as "School of Excellence." Traditional methods of teaching are no longer acceptable or successful in classrooms due to the culturally diverse populations within American schools. Traditional methods do not meet the needs of the diverse learners. Past practice has left a legacy behind that says that a quiet classroom and all students working promote success. This is no longer true. This simply does not meet the needs of today's diverse school population. There is a need for change and mentoring programs for students would be a positive change.

According to Graves (2000), the key is to keep students focused on people. In addition to keeping students focused on people, Graves reported that in order to keep the lesson fresh and exciting, teachers must go from outside the subject to inside. A mentoring program could help the progression of this process. In addition, educators must follow the guidelines and curriculum provided by

administration and state departments of education for students to achieve success. Educators have not always been provided with stradvanced pedagogical technologiescurricular material, but they are continually trying to accomplish things that have never been done. Mentors are needed more than ever for these things to happen for the students and fellow educators. Gatewood (1998) contended that while curriculum integration is important, classroom instruction is more critical. The goal is “to engage the mind of the learner” (p. 25). When educators do it well, students enjoy learning and the process is satisfying and meaningful to both the students and teachers. A mentoring program for students would certainly engage the learner and give them opportunities to be a leader. This would allow for the additional practice of social skills that ELL students need for success.

ESOL teachers are expected to guide, counsel, mentor, and oversee their students’ emotional and social needs in addition to teaching (Reed & Railsback, 2003). ESOL teachers must find teaching strategies that promote social acceptance while promoting academic success for ELL students as English emerges as their second language. When ELL students feel unproductive in the classroom, they begin to feel inadequate in school, and they lose confidence that they can make any academic progress. By using more effective teaching strategies and promoting social acceptance ELL students can find success during the difficult academic lyceum and vocational college level years.

Inquiry-based teaching

Inquiry-based education is a form of teaching and learning that allows students totailor their learning experiences to their own interests and curiosity (Aulls& Shore,2008). Inquiry-based teaching and learning strategies have been described and defined inmany different ways over the past several decades. Variations on these practices havebeen used in a range of settings, and have taken on many forms. For example, someeducational approaches that have been considered to be inquiry-type learning experiencesare discovery learning, problem-based instruction, and hands-on science. Although inquiry can take on many forms,

a common characteristic of these methods is that they are all different from instruction that might be considered traditional.

Dimensions on which inquiry and traditional instruction tend to differ are the amount of teacher directedness, the amount or type of structure placed on student activities, and the roles of students and teachers (Aulls, 2008). In traditional instruction, as conceptualized for the purposes of this study, teachers are generally seen as transmitters of knowledge while students receive and memorize the information that is presented to them. Many studies that examine different aspects of inquiry-based teaching and learning use a comparison between some form of inquiry instruction and a form of instruction which they labelled "traditional." This traditional instruction most often refers to that which is predominantly lecture-based, teacher-directed, and highly structured (e.g., Chang & Mao, 1999; Hall & McCurdy, 1990).

Inquiry-based teaching and learning has been presented in the literature in many ways over the past several decades. Barrow (2006) summarized several of the different definitions of inquiry and outlined the *National Science Education Standards (NSES)*. In this article, the fact that many different definitions of inquiry exist and the confusion this can cause are made clear. Although Barrow provided a useful historical timeline of how the concept of inquiry has evolved over the past century, the information presented referred only to inquiry in science and completely omitted other subject areas. Anderson (2002) summarized previous research on many aspects of inquiry, such as its effectiveness, how to bring it about, and barriers to its implementation. Again, the *NSES* were cited and briefly described, and used as a background on which to discuss the available literature. Along with others (e.g., Barrow), Anderson indicated that an operational definition of inquiry is needed because there are currently several different labels that depict advanced pedagogical technologies and different forms of inquiry.

Despite the lack of a single definition, several main qualities of inquiry are agreed upon. For example, a key characteristic of inquiry is that the roles of teachers and students are altered, and students take more responsibility for their

learning (Aulls&Shore, 2008). Students' generation of questions is central to the concept of inquiry, and their own curiosity and interest drives their investigations (Llewellyn, 2002). In general, learner-centeredness is a core component of most conceptualizations of inquiry (The Inquiry Page, n.d.). For the purposes of this study, as many potential outcomes of inquiry-based teaching and learning were reviewed as possible, regardless of the exact type of inquiry.

Inquiry has most often been studied in the context of science education, and several definitions of inquiry-based teaching and learning as they apply to science have been presented. For example, the National Science Foundation (2000) has defined inquiry as an approach to learning that involves a process of exploring the natural or material world, and that leads to asking questions, making discoveries, and rigorously testing those discoveries in the search for new understanding. Inquiry, as it relates to science education, should mirror as closely as possible the enterprise of doing real science, (p. 9)

The *National Science Education Standards* (1996) indicated that "when engaging in inquiry, students describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge, and communicate their ideas to others. They identify their assumptions, use critical and logical thinking, and consider alternative explanations" (p. 2). Different types of inquiry in the science classroom have also been described, and these range from open inquiry in which students ask questions and guide their own investigations, to structured inquiry in which students follow directions to arrive at a predetermined end-point or product (Martin-Hansen, 2002). The main variation among these different forms of inquiry in science is associated with the amount of learner self-direction and responsibility.

Goals of Inquiry-Based Teaching and Learning

Regardless of the model or theory of education being employed in any given classroom, students are expected to have more knowledge about a particular topic at the end of a unit than they had when they started. As with more traditional teaching approaches, students engaged in inquiry-based education are also

expected to acquire new knowledge as a result of this experience. However, the goals of inquiry extend beyond content knowledge and include objectives that are not always a priority in other types of instruction (Aulls & Shore, 2008). For example, students in inquiry-based learning environments are generally expected to learn how to generate questions and construct their own understanding of concepts; these skills were not necessarily traditionally promoted in the classroom. These and other potential outcomes of inquiry-based teaching and learning will be discussed in the following sections.

In discussing outcomes, it is important first to distinguish between two different types of outcomes that can be expected to result from an educational experience. The first of these can be considered as concrete outcomes, the actual products created by students in addition to the acquisition of knowledge, understanding, and methodological skills (Tomlinson et al., 2002). The second type of outcomes can be regarded as abstract in nature, with frameworks of knowledge, ideas, problem-solving strategies, attitudes, beliefs and values, and personal and social development falling in this category (Tomlinson et al., 2002). The authors of *The Parallel Curriculum* (2002) described abstract educational outcomes as the more enduring and transferable outcomes of learning, while concrete products were viewed not necessarily or always as ends in themselves, but as vehicles through which abstract outcomes can be developed and applied. Although concrete outcomes or products created by students will not be ignored, this study will focus primarily on the more abstract outcomes of involvement in inquiry.

Summary

Diverse populations in today's schools challenge all educators, and it is the job of everyone involved within the school system to promote social acceptance and academic success for all learners, including ELL students. This review of literature has attempted to focus on social acceptance for ELL students and teaching strategies that would not only promote social awareness, but also would enable ELL students to achieve academically.

Oral strategies, such as cueing, chunking, and modeling are examples of ELL focused interventions that work well for all students. Listening skills are vital for academic success in first and second language students. Cooperative learning groups represent one of the most beneficial strategies for successful academic accomplishments in ELL students. Peer tutoring is a strategy that facilitates the entry of the ELL student into the learning community. Mentoring is an old practice, but one that provides assistance to struggling students and educators.

This literature review has uncovered methods and strategies proven by research to be successful teaching strategies and methods that meet the needs of ELL students in both social acceptance and academic success.

Each educator has different academic backgrounds and teaching styles. ELL students are individuals with different academic needs and learning styles. This research has shown that there is not one single teaching strategy that would benefit each and every student, but there are many different strategies and methods that are successful for ELL students. In this age of technology, research is updated daily and this immediate feedback could prove to be beneficial for all ELL students.

III. Research Plan

3.1. Statement of Purpose and Research Hypothesis

A. The goal of the research paper

The primary aim of this research was to see to what extent using advanced pedagogical technologies in teaching language skills such as reading, writing, listening and speaking in the classrooms of B1 level learners produces positive results; to prove using advanced pedagogical technologies in the language skill focused classrooms could make the learning process more effective and efficient. In addition, this study is aimed to explore the effectiveness of applying different technology - based activities in the EFL classrooms of secondary-specialized educational settings and investigate the teachability of advanced pedagogical technologies in teaching learners of B1 through advanced pedagogical technologies used in the classroom and the degree of input and output of learners during the experimental process of the research. The objective of the research work is to prove that using advanced pedagogical technologies in the integrated skills-based teaching contexts of secondary-specialized educational establishments produces considerable effects on developing language skills of research participants. It is highly expected that B1 level learners will be able to make a progress and educational success in the way they acquire language skills and show their learning in the classrooms where advanced pedagogical technologies are strategically used. Furthermore, we are hypothesizing that B 1 level learners will be able to easily develop their integrated language skills such as reading, writing, listening and speaking through the use of advanced pedagogical technologies in the classroom. The research also focuses on the effectiveness of using advanced pedagogical technologies and technologies in lessons in making classrooms cooperative, motivating, interactive, challenging, interesting, meaningful, and anxiety free during the lesson which are the main objectives of modern language teaching methodology. From this standpoint, it can be said that we attempts to prove that using advanced pedagogical technologies in the language skills development

contexts could make the lessons effective and successful by challenging pupils with different advanced pedagogical technologies and activities that promote cooperation, interaction, motivation, meaningful contexts for learners and other learning opportunities.

B. The Objectives

To achieve the goal of the research work, the following objectives were set:

- to teach language skills to B1 level learners through using advanced pedagogical technologies;
- to teach each language skill based on the selected advanced pedagogical technologies appropriate for the lesson objectives;
- to observe learners' progress in acquiring language skills through advanced pedagogical technologies;
- to collect data on the process of teaching language skills integratively through advanced pedagogical technologies;
- to analyze the data collected during the experimental process;
- to analyze questionnaires and tests given during the experimental teaching;
- to compare the results of pre-test and post-test assignments;
- to analyze the results of post-test.

C. The Research Questions or Hypothesis

This work includes the following research questions and tries to find answer to these questions throughout the scope of the study:

- How much using advanced pedagogical technologies in teaching integrated skills to B1 level learners produces positive results or vice versa pejorative outcomes?
- How should the EFL teachers conduct lessons using advanced pedagogical technologies in teaching integrated language skills to B1 level learners?
- What kind of advanced pedagogical technologies should be chosen for implementation into classroom practice for the subjects?

- What factors should be taken into consideration when using advanced pedagogical technologies to teach integrated skills effectively in terms of appropriateness of the tools with the learner needs?
- Which Advanced pedagogical technologies should be implemented in secondary-specializedEFL classes to teach language skills to B1 level learners effectively to develop and consolidate their language skills?
- How to apply the advanced pedagogical technologiesand other computer-assisted tools to achieve effective and practical interaction, cooperation during the classes?

When it comes to research hypothesis, it can be noted that it is formulated by the following preliminary assumptions and predictions as outlined below: a) the advanced pedagogical technologies are expected to yield positive outcomes in developing integrated skills of research participants (B1 level learners); b) the advanced pedagogical technologies are supposed to encourage cooperation, interaction, motivation in the language skill developing lessons of secondary-specialized educational settings; c) the lessons are hypothesized to be anxiety free, motivating, challenging and interesting thanks to advantages of the advanced pedagogical technologies.

3.2. Method

A. Subjects

The subjects of the research were B1 level learners of secondary-specialized educational setting such as academic lyceum under USWLU in the city of Tashkent. More particularly, research participants were third year students of academic lyceum under USWLU in Tashkent. There were more than 15 pupils in the class. We selected specifically these subjects because of the following reason:the research participants provided a suitable setting for conducting research on the topic of this qualification paper because the research topic specifically focuses on the application of advanced pedagogical technologies in teaching

integrated language skills to B1 level learners. It should be also highlighted that according to the CEFR document, students of professional college and academic lyceum should reach the level of B1 when they finish their studies at such educational settings. In addition, conducting practical lessons with these students is applicable for the objectives of the research paper. To conduct our research more accurately and consistently; and to know our subjects' current level of proficiency more thoroughly, we attempted to conduct placement test survey on our subjects. To be more particular, we carried out a placement test (see Appendix A) to reveal the exact level of students before the experiment and categorize them into groups and to identify readiness level of the pupils of the target group for our investigation. The aim of conducting placement tests on the subjects of our research work was to identify their current level of proficiency and to suit the Advanced pedagogical technologies to these needs because the literature analysis has shown that the advanced pedagogical technologies and their application should be appropriately selected and adapted to the learner needs such as proficiency level and other factors as discussed in literature review. Let's deal with the peculiarities of placement test in detail:

Firstly, it is important to deal with the specificities of testing: the test was designed to identify the current level of English of students and consists of reading and writing tasks designed particularly for B1 level learners. The material of the test was authentic and appropriate for learner needs such as age, purpose of studying English and etc. the testing helped we to analyze the level of students. The materials of the testing were attached into Appendix A (for further and detailed information about the test). We carried out this test to identify and reveal proficiency level of the subjects because it is well known that in the English language teaching environment classrooms comprise different pupils who possess different levels of language proficiency and ability in the target language. To be more particular, it can be noted that the test was designed on the three aspects such as grammar, vocabulary and one of the language skills such as reading. In our

research we selected reading aspect of the language skills for our investigation. In addition, while identifying the readiness levels of the research participants we also relied on observation method, more accurately, my teaching experience and observations of the subjects for about an academic year helped me to identify the proficiency levels of the subjects and divide them into leveled categories such as above-grade level, at-grade level and below-grade level pupils. It is important to note that the test was also designed for pre-testing stage of the research.

Another way of identifying valuable information on students or target group of learners is to identify their attitude to the use of advanced pedagogical technologies in the English classrooms , we conducted a survey (see Appendix B) on Learner’s Attitude to the Use of Advanced pedagogical technologies. The survey consisted of ten questions which enable us to identify the attitude levels of the respondents towards Advanced pedagogical technologies used in the lesson. The results of the survey conducted specifically to identify the attitude levels of the respondents showed that the majority of the respondents answered positively to the questions of the survey.

It is believed that this study can lead us to select appropriate advanced pedagogical technologies in the lesson and achieve our goals by applying such Advanced pedagogical technologies into classroom practice. Below, It can be seen that the results of the study on level and attitude analysis of the research participants as illustrated in the Table 1:

Table 1. The results of placement test and the questionnaire on the Attitude of learners to the use of advanced pedagogical technologies in the English classrooms.

№	Students	Placement test results				The Attitude of learners to the use of Advanced pedagogical technologies	
		A1	A2	B1	B2	Positive	Negative
1	S1		+			+	

2	S2	+					+
3	S3			+		+	
4	S4			+		+	
5	S5		+			+	
6	S6	+					+
7	S7			+		+	
8	S8		+				+
9	S9			+		+	
10	S10		+			+	
11	S11	+					+
12	S12		+			+	
13	S13			+		+	
14	S14			+		+	
15	S15				+	+	

It is clear from the information provided in the table that the subjects vary greatly in their needs such as proficiency levels and attitudes towards Advanced pedagogical technologies in the classroom contexts. To be more particular, it can be noted that the subjects consist of pupils who have different levels of language proficiency. In detail, it can be reported that six of the respondents were identified as at-level subjects representing B1 level; 5 of the research participants were recognized as students of A2 level learners, and finally four of them were considered as students of A1 and B2, accounting for three and one students respectively. It should be also noted that fifteen subjects participated in the survey conducted on the 15th of February, 2018.

With respects to the Attitude of the research respondents to the use of advanced pedagogical technologies in the EFL classrooms, it can be reported that the subjects showed not such considerable differences in their Attitude levels. It should be specifically noted that the majority of the research participants expressed

positive reactions to the use of advanced pedagogical technologies in the English classes, representing eleven students while the number of the respondents who expressed negative attitude to the use of advanced pedagogical technologies was as many as four. In terms of identification of attitudes towards advanced pedagogical technologies and used by students in the lessons, it should be underlined that the great number of respondents answered positively to the questions that were included in the Attitude Survey (see Appendix B).

B. Materials and Equipment

It should be noted that the materials for conducting the research and pre-test, survey were mainly developed and designed by we. The materials consisted of questionnaire, lesson plans, test materials and handouts. The equipment was mainly based on advanced pedagogical technologies equipment such as laptop, loud speakers, overhead projector and others. The placement test was taken at the beginning of the experimental teaching and also the questionnaire was given in the beginning of the research to get more detailed information about students' needs such as proficiency levels, attitudes to advanced pedagogical technologies in the language teaching classroom in general and language skills teaching contexts in particular. The materials were mainly based on questionnaires and tests. Below, we will present the detailed outline of questionnaires conducted during the research work. Let's deal with them in detail:

Placement test: "Pre-test" (see Appendix A) with the help of which we will obtain background data about students' proficiency levels, especially integrated language skills. The aim of conducting pre-test was to identify the level variables of the subjects and to suit the advanced pedagogical technologies to their level characteristics. This test was carried out based on the assumption that professional college students should get level of B1 when they finish their study and the Advanced pedagogical technologies and techniques should be adapted to the level needs of the learners so that they can be motivated further and encouraged to study better.

Questionnaire-1: “Learners’ Attitude Towards Advanced Pedagogical Technologies” (see Appendix B), with the help of which we was able to identify and analyze the attitudes and beliefs of the learners to advanced pedagogical technologies and we was able to reveal the relationship between students and some advanced pedagogical technologies in general and the attitude of the research respondents to advanced pedagogical technologies in the lessons such as language skill teaching. It should be noted that the results of the survey showed that a great number of learners are keen on learning language skills through advanced pedagogical technologies.

It should be also noted that the lesson plans and handouts (see Appendix C) were designed by we in accordance with information and results obtained from questionnaire 1, placement test and teacher observation. It is actual to note that the lesson plan contained various advanced pedagogical technologies promoting and developing language skills of the research participants. It should be also mentioned that together with lesson plans and questionnaire, audio materials were utilized to identify learners’ proficiency levels such as listening.

The classroom equipment fruitfully applied during the research was as follows: Whiteboard, Whiteboard marker, Desks and chairs, Recorder, Laptop, Speaker and others.

It should be noted that we used the classroom equipment mentioned above to do his research appropriately and accurately. Particularly, laptop and speakers were used to facilitate the audio available for taking test on listening component of the language skills. Other means of classroom equipment functioned as they should as in usual lessons.

C. Procedure

a. Variables of the Study

Independent variable – the use of advanced pedagogical technologies and other computer-assisted techniques of teaching and activities specifically designed to study how much the use of advanced pedagogical technologies can bring

successful outcomes for the research participants to study integrated languages skills during the experimental process.

Dependent variable – the expected outcome and its comparative analysis with the effectiveness of the advanced pedagogical technologies applied in the experiment.

Moderator variable – factors which could influence on the appropriateness of the activities, tasks and in general, materials chosen in accordance with the subjects' needs such as proficiency levels, interest levels, attitudes and beliefs to advanced pedagogical technologies.

Control variable– the subjects' prior experience and integrated language skills in English, that is to say, things they had already known and taught about language skills and experience.

b. The Specific Steps in the Experimental Process

It should be specifically noted that the procedure of the experiment has its specific sequential structure that we should follow step-by-step in order to conduct his research accurately and consistently. It should also be stated that we would examine and study the existing methods of conducting experiments in the focus of the topic under discussion and evaluate its effectiveness and appropriateness in terms of language teaching in general and language skills teaching in particular. Providing they proved to be effective and appropriate, we can implement them into classroom practice. It should be reported that in our experiment, the following steps were addressed to carry out the experiment of teaching:

First step: We began his work by conducting placement test on different language skills such as reading, grammar, vocabulary. In this step of the experiment we identified proficient levels of the research participants and the attitude of the EFL learners to the use of advanced pedagogical technologies in language teaching.

Second step: Next, we aim at conducting lessons using advanced pedagogical technologies and computer-assisted activities. The lessons were specifically designed on the basis of the use of advanced pedagogical technologies. We tried to conduct language skill oriented lessons which use the pedagogical technologies appropriate for the target group needs such as levels.

Third step: It should be mentioned that at this stage of the study, conducting lessons focusing on integrated language skills development through advanced pedagogical technologies for the subjects using different activities done with the help of ICT. The most specific feature of this step is that here we started observing the effectiveness of using advanced pedagogical technologies in teaching integrated skills for B1 level learners and he observed the learning process of the subjects: development, disappointment or problems and challenges impeding their education. We organized the investigational process to make it sequenced reasonably, and realized systematic through other steps.

Fourth step: It is likely to say that the investigator kept on with her experiences following the lesson plans based on advanced pedagogical technologies and computer assisted activities. He developed different lesson plans using various advanced pedagogical technologies and activities for the subjects of the research. She continuously observed the investigational procedure and made improvements and adjustments if contradictions or errors has occurred in the research.

Fifth step: In this point of the experimentation, we completed his trainings for the target group and prepared a standardized test (post-test) on the lessons conducted during the experiment to identify the proficiency level of the research participants.

Sixth step: This is the final step of the experiment and in this phase we conducted a standardized test (post-test) (see Appendix C) to identify the proficiency level of language skills of the subjects and see how much using

advanced pedagogical technologies in teaching integrated skills for B1 level learners has produced constructive outcomes.

D. Data Analysis

It is one of the most important parts of the research work where we analyzed the data collected or obtained after making an experimentation and data expected from the study. It should be noted that we analyzed all the findings gained as a result of conducting experiment. The analysis of data was done by us according to some steps. Firstly, pre-test results (see Appendix A) were counted and calculated. Secondly, Attitude survey (Appendix B) results were gathered and included to the table, and then post-test results (see Appendix C) were added to another table. It should be highlighted that so that we can see the changes, pre-test and post-test results were compared. The quantitative and qualitative characteristics of mistakes made in the pre-test were deeply analyzed in order to see the effectiveness of advanced pedagogical technologies used in the experimental teaching in the post-test. Essentially, it enabled to show whether students' overall performance improved after the post-test. We analyzed the results of post-test activity to see how much the use of advanced pedagogical technologies in the integrated language skills teaching lessons has produced constructive grades.

It is important to consider the variations in the flow of research, it should be mentioned that we applied several variables during the study such as dependent, independent, moderator, and control variables. Independent variables were selected Advanced pedagogical technologies and computer-assisted activities used in teaching language skills to B1 level learners in the language classrooms. It should be asserted that dependent variable was the central focus of the study because of the following reasons: a) it determines the effectiveness of the experimented method; b) it enables us to identify the effect of the application of advanced pedagogical technologies in integrated language teaching context for B1 level learners; c) it focuses on

how much the hypothesis of the research has been realized or proved to be true. As for the control variables, it can be noted that they are variables that should be eliminated or facilitated so that the results will not be skewed. In our situation, there are no any thoughtful control variables because our research was based on qualitative exploration rather than quantitative study.

IV. Data Collection

One of the most important sections of the research is a data collection which deals with the modifications in the research plan. It should be precisely noted that in our research, however, there has no any thoughtful variations related to the amount of the data gained during the investigational instruction because our study is more qualitative rather than quantitative. We collected data related to the efficiency of the presentation of the advanced pedagogical technologies promoting integrated language skills of the subjects.

It should be noted that the process of data collection goes round like the following way: the questionnaire was specifically designed to identify the proficiency levels of research participants. The purpose of conducting survey was to identify the level of English of learners and to design technology-based and computer-assisted activities that match the identified needs of the research participants. It should be stated that the questionnaire was designed or adapted from the existing documents or resources and two standardized tests (pre-test and post-test) were designed by us so that we can identify the language proficiency in language skills of the research respondents in particular before and after the experiment. Below, we will deal with the specificities of the questionnaire and standardized tests in detail:

Placement test “Pre-test” was designed for B1 level learners so that it is applicable to identify the level of proficiency of learners. It consisted of questions on integrated skills, grammar and vocabulary sub-skill enabling us to identify the proficiency levels of the respondents. The testing was held before the experiment so

that we can identify the pre-testing knowledge and skills of language skills such as speaking, reading, writing and listening of the respondents. Particularly, it was taken at the beginning of practice session which was before the experimental process. Fifteen participants out of 15 participated in the testing. The subjects were a bit anxious and nervous because of the test that was a little bit above their current knowledge and skills of integrated language.

Questionnaire-1 "Learners' Attitude to the use of advanced pedagogical technologies" was designed and prepared by we. The questionnaire was specifically designed for the subjects to identify their attitude and reactions to advanced pedagogical technologies in general and the use of special activities in integrated language skill teaching lessons in particular. The survey was composed of ten questions that helped we to collect data about the attitudes and beliefs of the research respondents towards the use of advanced pedagogical technologies and the application of them to integrated skills teaching contexts. The questionnaire was held on the 15th of February. Again fifteen respondents participated in the survey. The respondents were explained, instructed how to deal with the survey questions before they were allowed to do so. They were given the worksheets of the survey questions on which personal details of the respondents such as name, date and others were written down. The questionnaire was done under the supervision and direction of we so that the goals of conducting the questionnaire would not skew and would be clear.

It should be particularly highlighted that the pre-test was held in the middle of the month (February, 2018) in which the experiment was conducted and the subjects were a bit anxious and nervous because they were challenged with the test which were a little bit difficult for them at their proficiency level. However, we explained them the tasks and encouraged the subjects. Fifteen subjects participated in the testing. The aim of testing was to identify the language skills of the subjects and to categorize the respondents into leveled categories so that we can match advanced pedagogical technologies to the leveled subjects. That is why

we prepared the test for two reasons: on the one hand, the test was designed to identify the integrated language skills of the subjects and it was based on tasks focusing on integrated skills development that they have just covered in their language skill oriented lessons. The test contained questions on integrated skills which require the subjects to use their recently acquired language skills and general language experience. On the other hand, the test was specifically designed to level the subjects into categories of above, at and below-grade level pupils.

Another thing which is important to note is that the post-test was held at the end of the experimental period (April, 2018). It was designed by we based on the lessons that she experimented with the use of advanced pedagogical technologies. This test was designed for identifying the language skills of the research participants on the one hand, and for analyzing the levels of the categorized learners and for seeing whether there have been any modifications related to the levels of the respondents. In this particular test, the participants felt more comfortable and self-confident because they were already ready for the test. In addition, the subjects were excited while taking a post-test because they were, too, interested in how much the use of advanced pedagogical technologies in language skills teaching classes produced the expected results. Hence, data was composed in the way as described above.

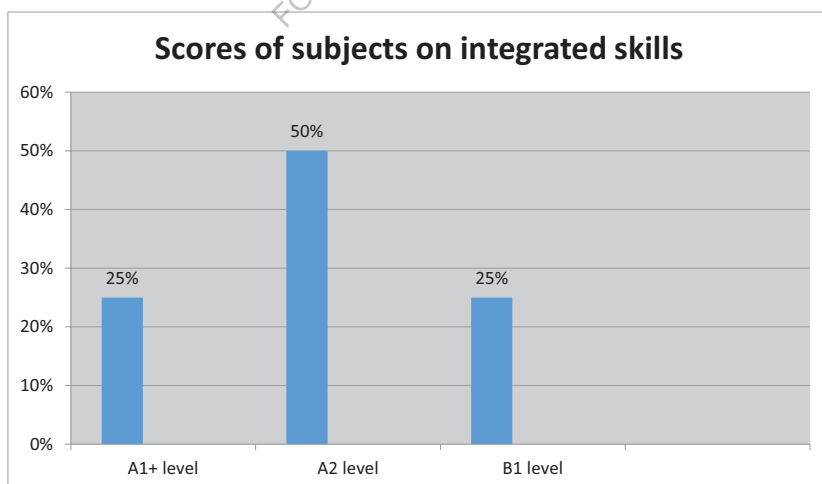
V. Results and Discussion

Table 2: Pre-test Results by Language skills

Skill	Listening	Reading	Writing	Speaking
%	70	55	50	55
Level	A2	A2	A1+	A2

The table shows the results of pre-test conducted by we before starting the experiment and it can be said that the majority of the research respondents were unable to take good marks and were unsuccessful to get B1 level of proficiency. It should be noted that the research participants got B1 level on their listening skill, accounting for 70 % of the overall percentage. Following this trend, the research participants got A2 and A1+ level on the other language skills such as reading, writing and speaking, standing at 55%, 50 % and 55 % respectively for each language skill.

Figure 1. The overall proportion of scores gained by subjects on integrated skills by CEFR level descriptors.



Particularly, it should be noted that we, taking into consideration the results of the Pre-test, designed lessons based on advanced pedagogical technologies and some activities based on ADVANCED PEDAGOGICAL TECHNOLOGIES that match the levels of the research participants. And we used these lessons in the experimental period of the research work to test and examine the effectiveness of the use of advanced pedagogical technologies during experimental lessons used in the experiment and the effectiveness of the adaptation of the lessons appropriately designed to the levels of the research participants.

It is essential to point out that the use of advanced pedagogical technologieslanguage skills teaching adapted to the level rates of the research participants proved to be fruitful and effective for integrated skills teaching lessons. It was observed by we and considered as one step to the realization of the research objectives. The outcomes of this experimentation can be drawn as follows:

1) the subjects were actively challenged in the learning process; 2) the learners were highly motivated to learn language skills; 3) the ICT-assisted lessons encouraged cooperation and close interaction among the subjects; 4) all the learners showed high interest in the activities and tasks that require language skills from them. All things considered, it can be highlighted that the adaptation of the use of advanced pedagogical technologies to the level characteristics of the research participants was effective.

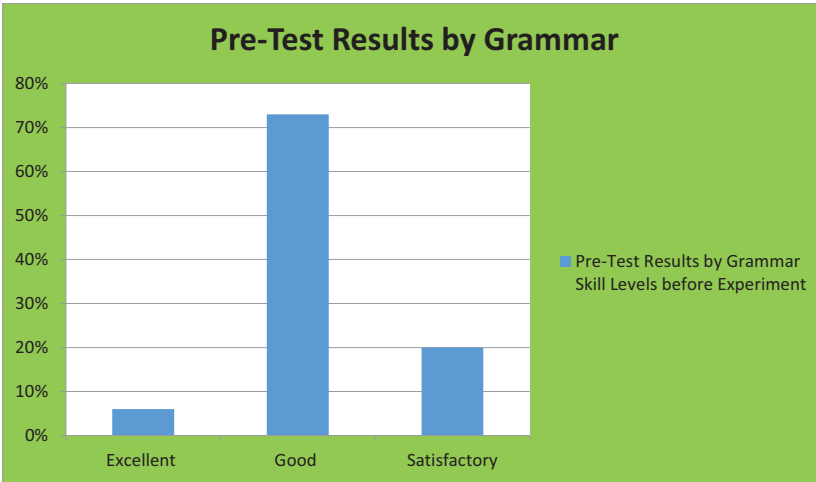
Table 3: Pre-Test Results of the Subjects by Grammar and Vocabulary Skills

№	Subjects	Results out of 50			
		Grammar		Vocabulary	
		Correct	Incorrect	Correct	Incorrect
1	S1	33	17	7	3
2	S2	20	20	4	6
3	S3	35	5	8	8

4	S4	34	6	7	3
5	S5	28	12	6	4
6	S6	23	17	5	5
7	S7	34	6	8	2
8	S8	31	9	7	3
9	S9	35	5	8	2
10	S10	30	10	6	4
11	S11	22	18	4	6
12	S12	29	11	5	5
13	S13	35	5	7	3
14	S14	34	6	8	2
15	S15	37	3	9	1

It should be said that it is clear from the content of the table that the majority of the subjects did the test on grammar and got “4” mark for the test results, accounting for 11 pupils in numbers. However, the results showed that a few pupils got “5”, accounting for only one pupil in numbers. According to the general results, it is important to report that the majority of the research participants did the test based on grammar rules of the previous lessons more or less and represented their grammar skills to a certain degree. They were mostly composed of those who got “4” and “3” marks during the test, accounting for 11 and 3 pupils respectively. And, only a few number of the subjects showed their grammar skills to a higher extent, representing only one pupil. The results can be illustrated in the following form in the bar chart below:

Figure 2: Pre-Test Results by Grammar



Here, it is important to interpret and describe the data of the bar chart, it can be seen from the diagram, before the experiment the majority of the subjects represented their grammar skills to a degree which represents “good” mark for 8 pupils and “satisfactory” mark for 4 pupils respectively. However, it represents that the number of pupils who got “excellent” was relatively less than the numbers of those assessed by “good” and “satisfactory” marks as described in the graph.

Figure 3: Pre-Test Findings by Vocabulary



The bar chart clearly shows the percentage of the rating of the vocabulary of the subjects. To be more exact, it can be noted that the number of subjects who got excellent mark is at 7% of the all percentage, accounting for one learner. However, it should be highlighted that the highest percentage of the whole figure belongs to those who are satisfactory learners, standing at 47 %. Another noticeable feature of the diagram is that the subjects who received good and unsatisfactory marks on vocabulary possessed nearly the same proportion such as 20 % equally.

Pre-testing: Central tendency

Scores gained by subjects: 45, 50, 50, 55, 55, 60, 60, 65, 70, 70, 70, 75, 75, 80, 85

Mean: 64

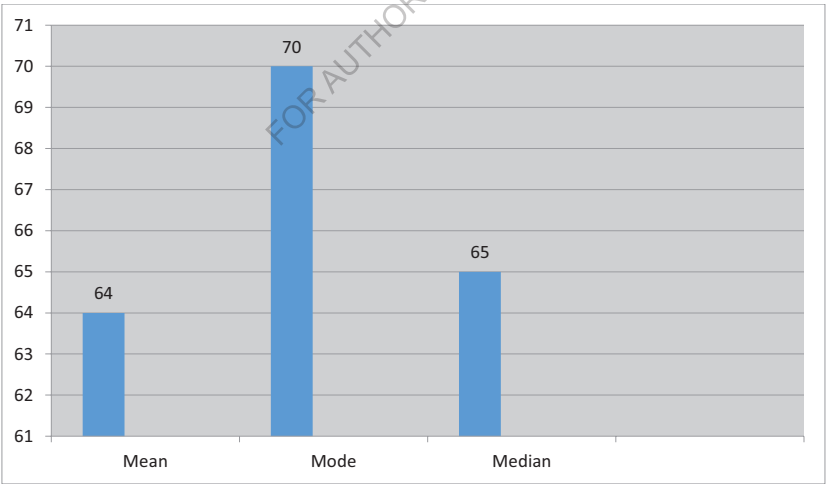
45, 50, 50, 55, 55, 60, 60, 65, 70, 70, 70, 75, 75, 80, 85

Mode (most frequent score): 70

45, 50, 50, 55, 55, 60, 60, 65, 70, 70, 70, 75, 75, 80, 85

Median: 65

Figure 4: Average results of Pre-test on sub-skills

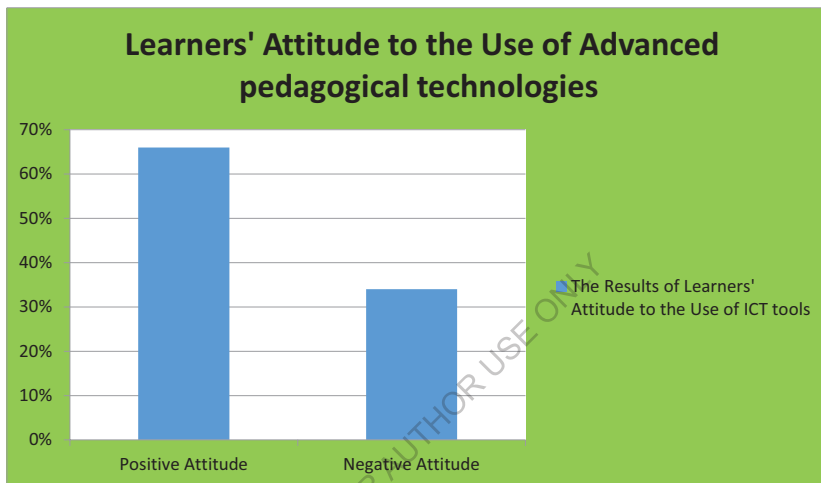


It is clear from the report that average scores of Pre-Test are at 64 points out of 100. It is clear that 64 point is the average point for learners.

The Results of ‘Learners’ Attitude to the Use of Advanced Pedagogical Technologies

It should be precisely distinguished that we conducted a questionnaire on the attitude of the subjects towards the use of Advanced pedagogical technologies in the classroom. It is clear that the technology - based lessons can make learners acquire language skills. The responses of the subjects were represented in the following diagram as outlined below:

Figure 5: Learners' Attitude to the Use of Advanced pedagogical technologies



It can be seen from the bar chart, the majority of respondents expressed positive attitudes and reactions to the use of advanced pedagogical technologies in language skills teaching classes. The questionnaire allowed us to reveal the reactions and attitudes of the research subjects to the application of advanced pedagogical technologies and as a result, the relationships are revealed. It is clearly observed from the content of the bar chart that 66 % of the research respondents expressed positively their opinions and beliefs about the use of advanced pedagogical technologies in language teaching classes while 34% of the research participants expressed negative reactions and opinions to the application of Advanced pedagogical technologies in the lesson of language skills teaching.

The results of this particular survey allowed us to design lessons and some activities according to the results of the survey. The fact that the great number of

the respondents expressed positive attitudes towards the technology-based lessons made the language skills teaching lesson conducted based on the use of advanced pedagogical technologies more successful and effective to a certain degree. It should be definitely renowned at this point that we conducted language skills teaching classes based on the application of advanced pedagogical technologies specifically designed for the subjects. The lesson was successful and effective because of the following reasons:

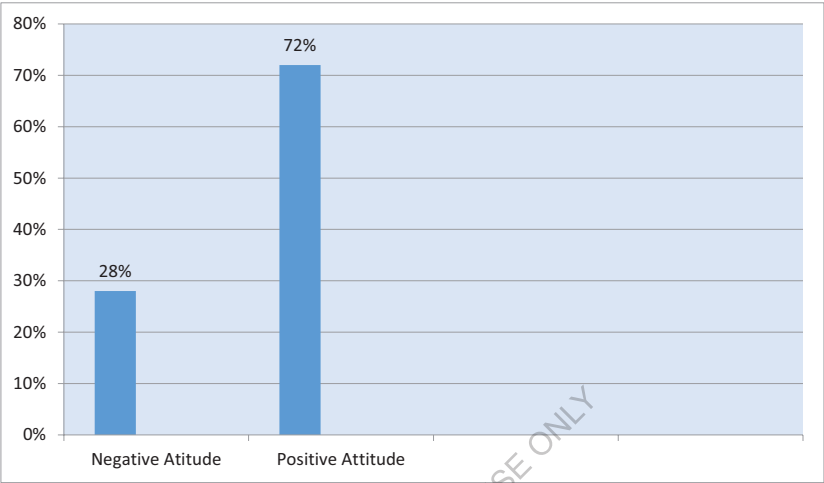
1) the subjects were highly interested and involved in the learning process; 2) they were supportive and interactive during the lesson because the majority of the research participants like advanced pedagogical technologies and playing with computer; 3) the subjects were encouraged and motivated by the learning atmosphere and conditions because the learning environment provided the learners with the anxiety-free and comfortable atmosphere for effective learning; 4) the technology-based lessons proved to be successful due to the advantages of the advanced pedagogical technologies used in the lesson.

Teachers' Attitude to the Use of Advanced Pedagogical Technologies

It is clear that we conducted a questionnaire on the attitudes of teachers to the use of advanced pedagogical technologies and the idea of conducting language skills during EFL lessons using different advanced pedagogical technologies. The eight EFL teachers were interviewed by we. The results of the study showed that the majority of the respondents expressed positive attitude to the use of advanced pedagogical technologies in language teaching lessons but with different degrees of agreement or support. In particular, six teachers responded positively to the questions and two teachers expressed negative attitudes to the use of advanced pedagogical technologies with their reasons stated by them. It should be specifically underlined that the respondents were asked to express their attitudes to the question under discussion based on their reasoning and professional experience and qualifications. The main reason for this request of we from them is that we wanted to base on the professional teaching experiences of the specialists

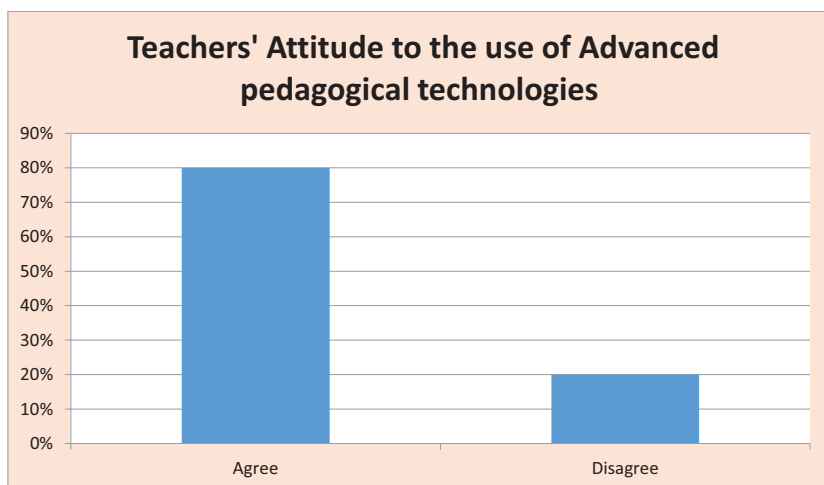
interviewed rather than just only the results of his experiment while designing lesson plans for the subjects of the research.

Figure 6: Teachers’ Attitude to Use of Advanced pedagogical technologies



It is clearly observed from the content of the chart that the responses of the survey participants were mainly positive about the use of the advanced pedagogical technologies in language lessons. More particularly, six teachers expressed their attitude positively, but with different degrees of agreement or support. In detail, five of them responded the questions by saying “strongly agree” and one of them expressed their attitude by stating just “agree”. Nevertheless, the results of the survey showed that two respondents expressed negative attitude towards the application of advanced pedagogical technologies in the lessons with their reasons. More accurately, one of them responded like “strongly disagree” and the other one responded by saying just “disagree”. Lets’ see the detailed overview of the results of the survey conducted on teachers’ attitude to the use of advanced pedagogical technologies in language classes. The following diagrams represent the specificities of the results of the survey:

Figure 7: Teachers’ Attitude to the use of Advanced pedagogical technologies



The bar chart clearly demonstrates the proportion of the teachers' answers to the questionnaire given by the investigator. It is clearly seen from the chart that 80% of the teachers responded positively the questionnaire while 20% of the respondents answered negatively the questionnaire. This makes it clear that the majority of the respondents agree with the use of advanced pedagogical technologies in the classroom. It makes our investigation go smoothly.

In our view, at this point, it is important to discuss the results of the post-test. We conducted a testing on integrated language skills of the subjects after making an experiment. We designed a task for post-testing based on the language rules taught during the experimental teaching. The post-test was specifically designed to see whether the experimental teaching was effective or not, how much the hypothesis of the research became true and realized. Below, we will see the results of the post-test as described in the following table:

Table 5: Post-Test Results of the Subjects by Language Skills

Skill	Listening	Reading	Writing	Speaking
%	75	75	60	60
Level	B1	B1	A2	A2

The table demonstrates the results of post-test conducted by we after starting the experiment and it can be said that there has been a significant rise on the level of proficiency after the experiment. More precisely, the research respondents were able to take good marks and were successful to get B1 level of proficiency. That's to say, it should be noted that the research participants got B1 level on their listening skill, accounting for 75 % of the overall percentage and reading skill, accounting for 75%. Following this trend, the research participants got A2 level on the other language skills such as writing and speaking, standing at 60 % respectively for each language skill, nevertheless, it should be noted that the percentage of the correct answers rose slightly from 50% in the pre-test to 60% in the post-test.

Post-Test Findings by Grammar and Vocabulary

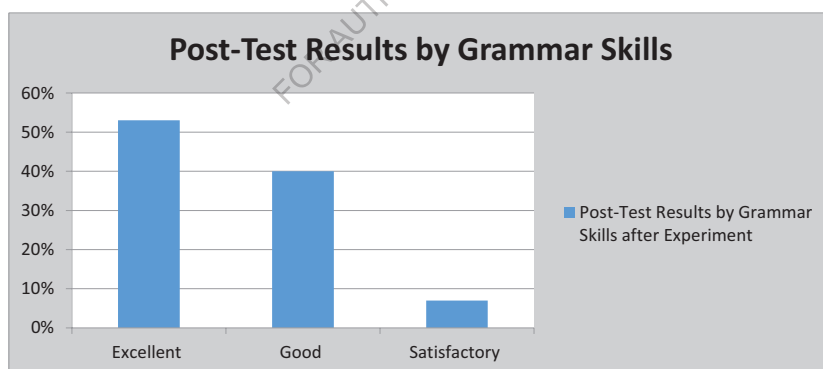
Table 4: Post-Test Results by Grammar and Vocabulary Skills

№	Subjects	Results out of 50			
		Grammar		Vocabulary	
		Correct	Incorrect	Correct	Incorrect
1	S1	36	4	9	1
2	S2	29	11	8	2
3	S3	38	2	8	2
4	S4	35	5	7	3
5	S5	29	11	6	1
6	S6	28	12	8	2
7	S7	38	2	8	2
8	S8	32	8	9	1
9	S9	21	19	8	2
10	S10	28	12	7	3
11	S11	29	11	7	3
12	S12	37	13	6	4

13	S13	38	2	6	4
14	S14	36	4	8	2
15	S15	38	2	9	1

At this point, it can be seen from the table that the rate of the grammar and vocabulary skills of the subjects increased noticeably after conducting an experiment. To be more precise, the number of the pupils who got “excellent” rose significantly while the number of the respondents who got “satisfactory and unsatisfactory” decreased considerably. It should be also noted that the number of the subjects who got “good” mark rose slightly, yet importantly, it should be reported that this rise is due to the changes in the number of the pupils who got “satisfactory and unsatisfactory” in the pre-test before the experiment. The changes and detailed results of the survey in the following graph can be described as follows:

Figure 6: Post-Test Results by Grammar Skill



It should be noted that this diagram illustrates the results of the subjects on post-test designed by we on the basis of advanced pedagogical technologies lessons conducted during her experimental teaching. As can be seen from the graph, the results were relatively positive after the experiment for the following reasons: a) firstly, the number of the subjects who are excellent in grammar climbed

significantly while the number of the pupils who are satisfactory learners in grammar classes decreased to a high extent; b) the number of learners who study grammar for “good” marks climbed, but importantly, it rose thanks to the changes in the number of satisfactory learners the number of whom fell down significantly.

Figure 7: Post-Test Findings by Vocabulary



The bar chart clearly shows the percentage of the rating of the vocabulary of the subjects after experiment. To be more accurate, it can be noted that the number of subjects who got excellent mark rose noticeably, which is at 14% of the all percentage, accounting for 2 learners. However, it should be highlighted that the highest percentage of the whole figure belongs to those who are regarded as good learners, standing at 66 %. Another noticeable feature of the diagram is that the subjects who received satisfactory marks on vocabulary went down significantly, accounting for 20%.

Post-testing: Central tendency

Scores gained by subjects: 58,70,70,70,72,72,74,82,84,86,86,88,88,90,92,92.

Mean: 82

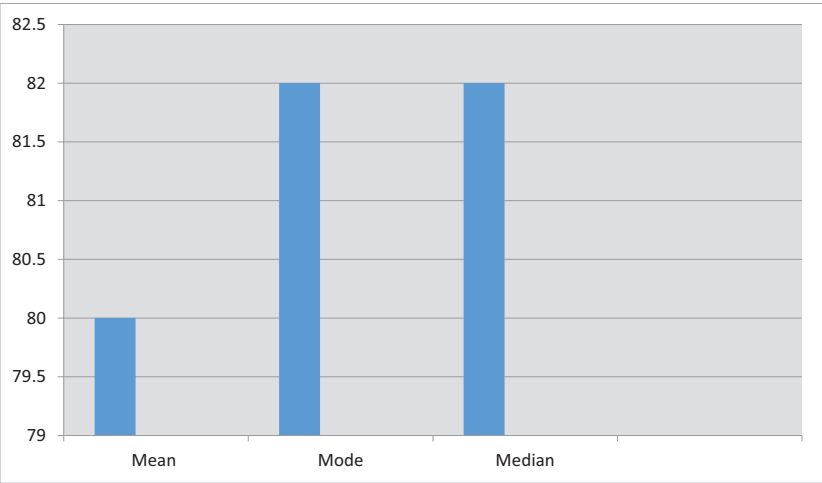
58,70,70,70,72,72,74,82,84,86,86,88,88,90,92,92.

Mode (most frequent score): 70,72,86,88, and (+) 92=408/2=82

58,70,70,70,72,72,74,82,84,86,86,88,88,90,92,92

Median: 83

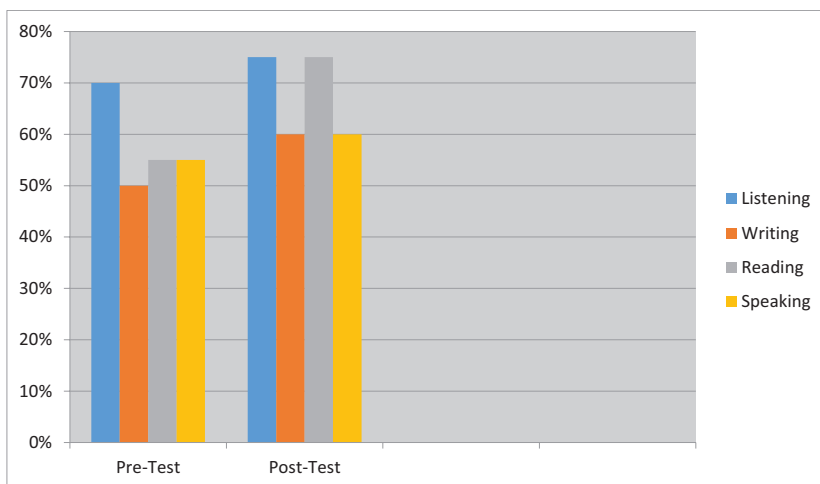
Average results of Post-test on sub-skills (grammar and vocabulary)



It is apparent from the diagram, average results of the group are registered at 82 point out of 100. It should be noted that the post-test results proved to be effective and rose from 72 in the pre-test to 82 in the post test. Here, it is noted that nearly 20 points are increased in the post-test.

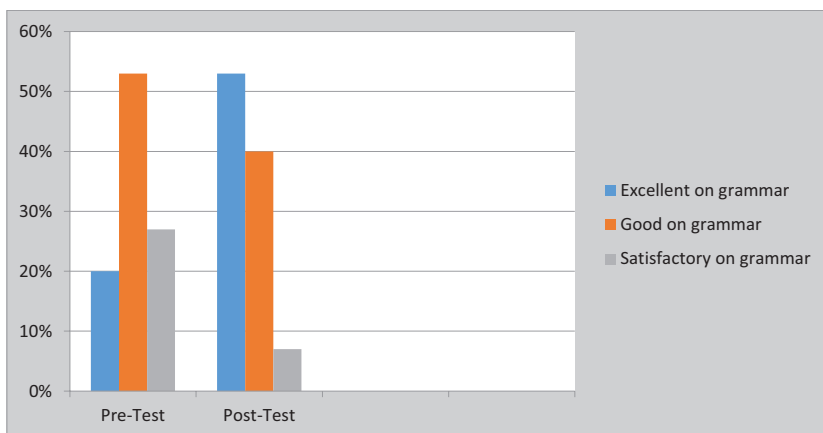
In our viewpoint, it is important to compare and analyze the results of pre-test and post-test activities to find out how much there have been progressive changes and success in language skills of the research participants after conducting experimental teaching. The following diagram represents the comparative and contrastive analysis of the results of the pre-test and post-tests by language skills and sub-skills of the research participants:

Figure 8: Comparison of Pre and Post-Test Findings by Language Skills

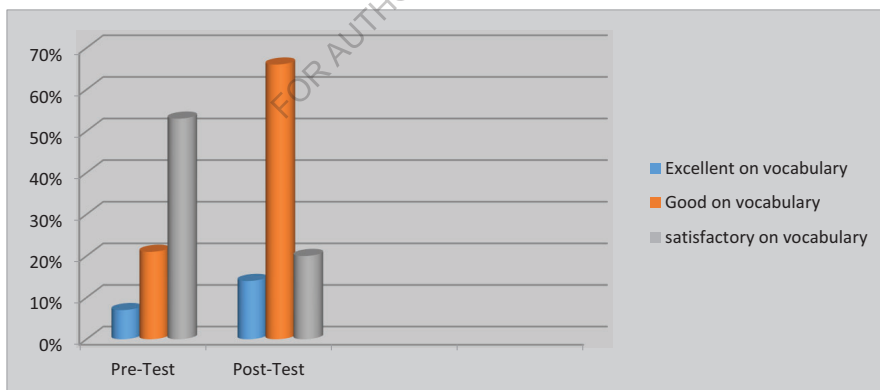


As can be seen from the diagram, the results of pre and post tests on language skills of the subjects were comparatively different. The results of comparative analysis of pre and post-tests results showed that there have been considerable changes in the level of language skills of the subjects after the experimental teaching. To be more specific, it can be noted that the number of the pupils who are excellent in language classes rose exponentially in the post-test. With regards to the satisfactory learners in the research, it should be reported that the number of the pupils who are satisfactory learners in language lessons decreased exponentially. It should be stated that the proficiency level of the students on language skills increased from B1 level on listening and A2 level on writing, speaking and reading in the pre-test to B1 level on reading and listening and A2 on speaking and writing in the post-test.

Figure 9: Comparison of pre-and post-test findings on grammar and vocabulary sub skills



It is clearly seen from the chart, after the experiment the level of proficiency of the subjects on integrated skills and sub-skills rose to a certain extent, particularly from 40% in the pre-test to 53% in the post-test on “good” grammar sub-skill while from 20% before the experiment to 53% after the experiment on “excellent” grammar. However, the level of learners who are satisfactory went down slowly to 7% in the post-test from 27% in the pre-test.



It is clear from the bar chart there have been significant changes in the vocabulary acquisition levels of the subjects in the post-test. More accurately, the number of learners who are excellent rose slightly, from 7% to 14%. A noticeable change was in the proportion of learners who are good learners, more clearly it

increased from 20% to 66%. Thus, the number of subjects who got satisfactory marks on vocabulary decreased from 50% to 18%.

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VI. Final Reflections

The central research question that this study addressed was How much using advanced pedagogical technologies in teaching integrated skills to B1 level learners produces positive results or vice versa pejorative outcomes? Fifteen ELL students in the third course at academic lyceum under USWLU were participants in this study. We collected qualitative data for this study through participant interviews and questionnaires. The participant interviews occurred over one day during the spring of 2018. Interview guides that were previously pilot tested were used in the participant interviews (Appendix A).

Participant interviews were transcribed, coded and sorted into categories and themes. Next, the categories were analyzed and the findings reported in chapter 5. Classroom observations were conducted during the first two weeks of the experiment. Observation forms were used to record data during the classroom observations. Observations were coded, analyzed and the findings were reported in chapter 5.

Through the interviews and observations, the data was analyzed showing the emerging themes. The recurring themes were put in categories that showed that ELL participants in this study perceived that teaching strategies could enhance academic success and promote social acceptance in the middle school classroom.

The interpretation of the findings for this study will be discussed by answering the research questions. It will begin with the primary research question followed by the subsidiary questions.

Primary Research Question: How much using advanced pedagogical technologies in teaching integrated skills to B1 level learners produces positive results or vice versa pejorative outcomes? We concluded from participant interviews and questionnaires that ELL students in the targeted lyceum perceived advanced pedagogical technologies as more than just having an EFL class. Academic success was making an “A” or “B” which is equivalent to a numeric score between 80 and 100. Secondly, using advanced pedagogical technologies

while teaching ELL participants meant to be a key to improve their language skills to a higher extent. ELL participants perceived the experience of social acceptance as being included by other academic lyceum students and academic success as making a grade of an A (excellent) or B (very good). This study found that advanced pedagogical technologies did have a positive impact on academic success. This finding is supported by Vygotsky's (1978) social cognitive theory. Throughout the study, we taught ELL students in their academic classrooms. They were observed participating in a variety of hand-on interactive activities and settings. ELL participants were observed participating in cooperative learning groups, working with peer tutors, using graphic organizers, participating in whole class instruction, and practicing listening activities. The ELL participants agreed with researchers (Carrasquillo & Rodriguez, 1997; and Cruz et al., 2003), that academic success and social acceptance improved, through the use of advanced pedagogical technologies. The benefits of cooperative learning groups are also supported through studies conducted by Kagan (1998) and Hill and Flynn (2006). ELL participants' responses were supported by research. Jalongo (2002) concurs that ELL students benefit by working in peer tutoring groups and that active participation, which occurs in peer tutoring groups is beneficial to academic success and promotes social interaction.

Based on ELL students' interview comments and classroom observations, we concluded that the results support the concept that ELL students and EFL teachers have a need for advanced pedagogical technologies within their classrooms. In addition, ELL students constantly strive for academic success while trying to reach English proficiency levels in order to enter universities. Participants in this study asked to include advanced pedagogical technologies in both classroom and extra-curricular activities. All of the participants expressed a desire to be included as a part of a group who were taught through advanced pedagogical technologies. Secondly, the participants agreed that academic success was making A's and B's in academic subjects and making their parents proud by earning good grades. From

the results of the study, we concluded that ELL students consider advanced pedagogical technologies as a helpful way to master a foreign language.

Additionally, ELL students consider academic success as earning A's and B's on graded assignments and report cards. The results of this study validated the perceptions of ELL student participants at the targeted academic lyceum. Based on the results of this study, we conclude that effective teaching strategies are significant in promoting social acceptance and enhancing academic success for ELL students. While many classroom teachers utilize teaching strategies that accommodate ELL students and make modifications to give support for their lack of proficiency in the English language; several classroom teachers observed were not utilizing effective teaching strategies. In order for ELL students to receive a quality education it is recommended that all teachers of ELL students receive training in effective teaching strategies for ELL students. Additionally, we plan to share the results with the administration and teachers at the targeted academic lyceum during the 2018-2019 academic year.

Recommendations for Further Study

As the population of ELL students increases in Uzbekistan, particularly in Tashkent, more extensive qualitative research should be conducted concerning ELLs' perceptions on teaching strategies that promote social acceptance and academic success. Additionally, it is recommended that further research utilizing a mixed method study, with qualitative and quantitative data to show if there is a correlation between advanced pedagogical technologies and earned academic grades. Additional research should be conducted to explore teaching strategies with a larger population of ELL students to determine what teaching strategies are effective for academic success. The benefits of mentoring for ELL students should be examined. Also further research is recommended in the area of technology and its impact on social acceptance and academic success for ELL students in middle school. This research reaffirms the goal for all students to have academic success and to be socially accepted in order for them to make adequately yearly progress in academic lyceum.

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IX APPENDIX

APPENDIX A

PRE-TEST RESULTS ON INTEGRATED SKILLS AND GRAMMAR AND VOCABULARY SUB SKILL.

Integrated skills

Skill	Listening	Reading	Writing	Speaking
%	70	55	50	55
Level	B1	A2	A1+	A2

Pre-Test Results of the Subjects by Grammar and Vocabulary Skills

№	Subjects	Results out of 50			
		Grammar		Vocabulary	
		Correct	Incorrect	Correct	Incorrect
1	S1	23	17	7	3
2	S2	20	20	4	6
3	S3	35	5	8	8
4	S4	34	6	7	3
5	S5	28	12	6	4
6	S6	23	17	5	5
7	S7	34	6	8	2
8	S8	31	9	7	3
9	S9	35	5	8	2
10	S10	30	10	6	4
11	S11	22	18	4	6
12	S12	29	11	5	5
13	S13	35	5	7	3
14	S14	34	6	8	2
15	S15	37	3	9	1

APPENDIX B

LEARNERS ATTITUDE TO THE USE OF ADVANCED PEDAGOGICAL TECHNOLOGIES

Questionnaire for students:

Response Scale:

- A.** Strongly Agree
- B.** Agree
- C.** Undecided
- D.** Disagree
- E.** Strongly disagree

1. I feel bored in teacher-centered lessons.
2. If I use cooperative learning, the students tend to veer off task.
3. I feel pressured by teachers who use APT.
4. It is impossible to evaluate students fairly when using APT.
5. Learning with APT gives too much responsibility to the students.
6. Inquiry- based learning is a valuable instructional approach.
7. It would be great if teachers always look for new technologies to deliver the content to us.
8. Peer interaction helps students obtain a deeper understanding of the material.
9. If teachers use cooperative learning, too many students expect other group members to do the work.
- 10.Cooperative learning places too much emphasis on developing students' social skills.
- 11.I don't like activities that requires movement and great deal of participation.
- 12.I enjoy the lessons in which our teachers use brand new methods.

Results of the questionnaire

№	Students	The Attitude of learners to the use of Advanced pedagogical technologies		
			Positive	Negative
1	S1		+	
2	S2			+
3	S3		+	
4	S4		+	
5	S5		+	
6	S6			+
7	S7		+	
8	S8			+
9	S9		+	
10	S10		+	
11	S11			+
12	S12		+	
13	S13		+	
14	S14		+	
15	S15		+	

Questionnaire for teachers:

Response Scale:

A. Strongly Agree

B. Agree

C. Undecided

D. Disagree

E. Strongly disagree

1. Engaging in cooperative learning enhances students' social skills.
2. It is impossible to evaluate students fairly when using APT.
3. There is too little time available to prepare students to work effectively in groups.
4. There are too many students in my class to implement cooperative learning effectively.
5. Using cooperative learning promotes friendship among students.
6. My students presently lack the skills necessary for effective cooperative group work.
7. Engaging in APT implemented lessons interferes with students' academic progress.
8. Implementing APT requires a great deal of effort.
9. Using APT is inappropriate for the subject I teach.
10. APT enhances the learning of low-ability students time.
11. Using APT in learning fosters positive student attitudes towards learning.
12. I find that APT is too difficult to implement successfully.
13. Cooperative learning would not work with my students.
14. I prefer using familiar teaching methods over trying new approaches.
15. If I use APT, my classroom is too noisy.
16. I feel a personal commitment to using APT.

Results of the questionnaire:

	Teachers' attitude towards using advanced pedagogical technologies in teaching English language	
No	Positive	Negative
1	+	
2	+	
3		+
4	+	
5	+	
6	+	
7	+	
8		+

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APPENDIX C

POST-TEST RESULTS ON INTEGRATED SKILLS AND GRAMMAR VOCABULARY SUB SKILLS

Results of the Subjects by Language Skills

Skill	Listening	Reading	Writing	Speaking
%	75	75	60	60
Level	B1	B1	A2	A2

Results by Grammar and Vocabulary Skills

№	Subjects	Results out of 50			
		Grammar		Vocabulary	
		Correct	Incorrect	Correct	Incorrect
1	S1	36	4	9	1
2	S2	29	11	8	2
3	S3	38	2	8	2
4	S4	35	5	7	3
5	S5	29	11	6	1
6	S6	28	12	8	2
7	S7	38	2	8	2
8	S8	32	8	9	1
9	S9	21	19	8	2
10	S10	28	12	7	3
11	S11	29	11	7	3
12	S12	37	13	6	4
13	S13	38	2	6	4
14	S14	36	4	8	2
15	S15	38	2	9	1

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