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II ENGLISH PHILOLOGY FACULTY

QUALIFICATION PAPER

The role of conversation in spoken discourse.

_____-Philology (The English Language) for granting the bachelor's degree

"THE QUALIFICATION PAPER   Scientific supervisor:

 IS ADMITTED TO DEFENCE"

The head of the English stylistics

Department

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ABSTRACT

The purpose of this research is to overcoming some natural obstacles during conversation in foreign languages. English teachers should work in order to reach the weaker students. I was interested in what has been written about the classes, the challenges they present and most of all how teachers of English need to work in such classes to reach all students, especially the weaker ones.

I taught the lyceum students whose level were mixed.

According to my practicum, the best way to deal with the problem was to bring back ability grouping. The literature which I read mostly had negative views on natural obstacles and stressed the importance of differentiation and motivation instead. Both the students and the teachers claimed that a good atmosphere, clear instructions, structure and setting routines were the most important factors when working with mixed ability classes.

At the end of the course, I took post-test from students in order to see their achievement. Results showed the success of the course and justified that those strategies are effective in teaching classes in lyceum students.

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II. STATEMENT OF INTENT

It was really difficult to come up to one decision on choosing the topic of my qualification paper. I was confused natural obstacles during conversation in foreign languages. I started to learn overcoming some natural obstacles during conversation in foreign languages while my practice at 2nd academic lyceum under Uzbekistan State World Languages University.

At present, speaking a foreign language represents one of the essential requirements of today´s society. Besides other skills and knowledge, it is considered as one of the most influencing factors while applying for a job or sustaining in a particular work position under the condition of advancing the language level. Based on my work experience, I can confirm that knowing a foreign language is a necessity for everyone in general, mainly for my students - soldiers. These people are required to reach a sufficient level in a foreign language in order to accomplish military assignments in missions abroad. Teaching foreign languages, mainly English, for these military purposes is provided by the World languages university where I have been learning as an English language for almost three years. My principal goal is to provide the soldiers with as efficient English lessons as possible because it will be them who will have to deal with international relationships and take measures for solving various situations.

The main reason for choosing this topic for my bachelor thesis was realizing how important speaking is in everyday situations. No matter where we are, either in the Uzbekistan or in a foreign country, English conversation plays a crucial role in understanding each other and dealing with different kinds of uncovered problems. It means that not only soldiers that I teach, need English for communication abroad but also Uzbek teachers need English to communicate with their colleagues – native speakers. At my work I have an opportunity to encounter with people from various parts of the world and I am very interested in the way they use English as their mother tongue. These co-workers have a greater supporting role in our teaching process and it is always valuable to have a chat with them and ask questions to make sure our judgement was

right. Even if they come from America, England or Australia and their accents differ, it is just a question of time for teachers and also students to adjust to their speech and distinguish differences in pronunciation.

Being able to keep a fluent conversation with a native speaker is viewed as the main goal of my students, which underlines the importance of speaking skills in a student´s point of view. Therefore, in my thesis I decided to concentrate on communicative activities which might be helpful for English teachers and enhance their students´ communicative skills. My thesis is divided into two parts – theoretical and practical. In the theoretical part I deal with the difference between speaking and conversation, and explain its practical use in ever day life. I also aim to highlight the importance of motivation in teaching practice and the techniques and approaches used to enhance students´ desire to speak a foreign language. While dealing with communicative activities, I focused on distinguishing them either as accuracy or fluency activities and provided definitions of these terms. The role of a teacher is also discussed suggesting useful ideas to make the speaking lesson as effective.

III. LITERATURE REVIEW

"The new generation, educated , free from all vestiges of the past young people today is the decisive driving for case for democratization, liberalization , update, and sure progress of the country , preparing en educated an intellectually advanced generation as an essential condition for sustainable development and modernization of the country"

Addressed by President Islam Karimov at the Opening Ceremony

Of International Conference

18.02. 2012

1. The role of conversation in spoken discourse.

Interaction describes a range of processes. A previous "On Modeling" article presented models of interaction based on the internal capacity of the systems doing the interacting. At one extreme, there are simple reactive systems, such as a door that opens when you step on a mat or a search engine that returns results when you submit a query at the other extreme is conversation. Conversation is a progression of exchanges among participants. Each participant is a "learning system," that is, a system that changes internally as a consequence of experience. This highly complex type of interaction is also quite powerful, for conversation is the means by which existing knowledge is conveyed and new knowledge is generated.

We talk all the time, but we're usually not aware of when conversation works, when it doesn't, and how to improve it. Few of us have robust models of conversation. This article addresses the questions: What is conversation? How can conversation be improved? And, if conversation is important, why don't we consider conversation explicitly when we design for interaction? This article hopes to move practice in that direction. If, as this

forum has often argued, models can improve design, we further ask, what models of conversation are useful for interaction design?

We begin by contrasting "conversation" with "communication" in a specific sense. We then offer conversing and explore how it is useful for design conversing. A pragmatic but not exhaustive model of the process of teaching.
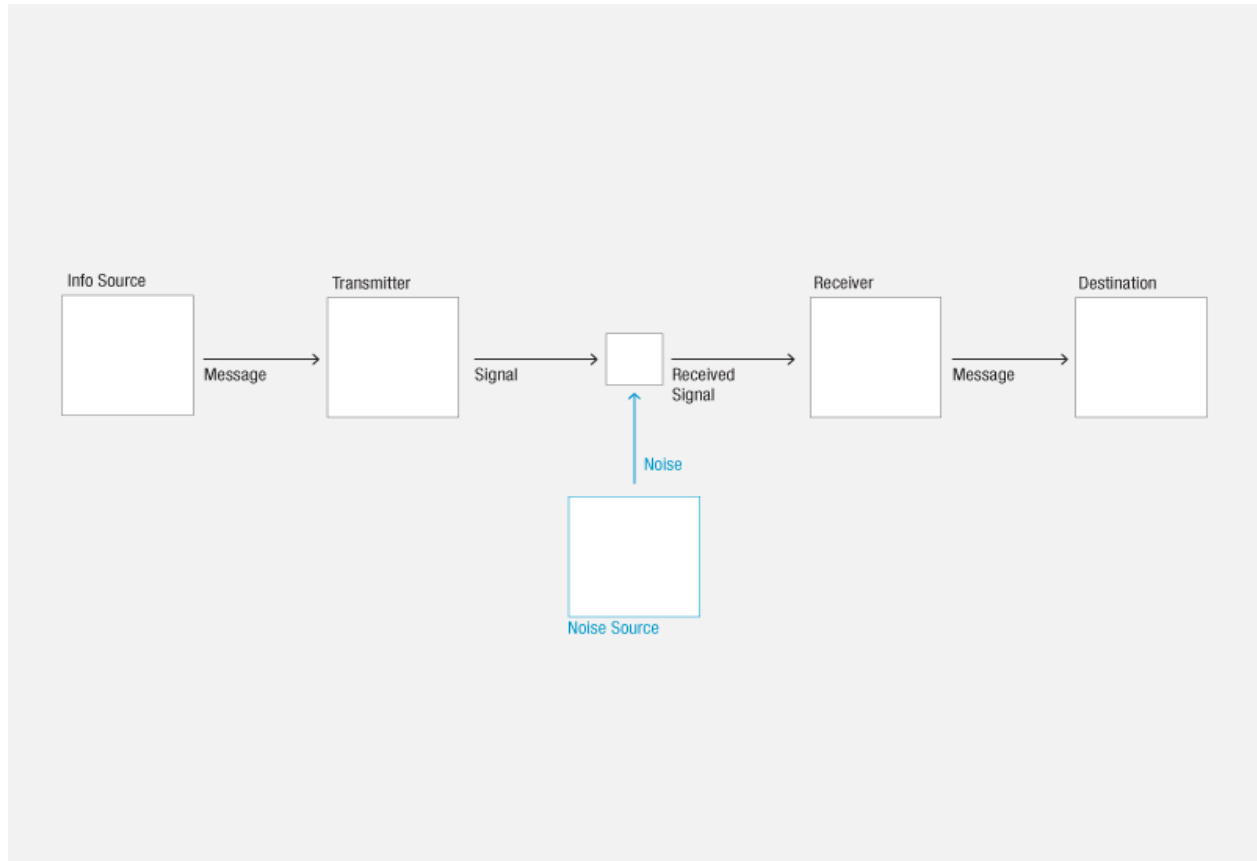

What Isn't Conversation?

Claude Shannon developed a rigorous model of a transmission channel used to convey messages between an information source and a destination. While his context was analog telephones with wires highly susceptible to noise, Shannon produced a model that applies to a wide range of situations.

In Shannon's model an information source selects a message from a known set of possible messages, for example, a dot or a dash, a letter of the alphabet, or a word or phrase from a list. Human communication often relies on context to limit the expected set of messages. If you receive a call from a friend (the source) arriving by train, you expect to hear "I'm getting on the train," or "I'm on the train," or "the train is late," and so on—

messages that are drawn from a set of possibilities known to both of you. The channel is effective if it enables you (the destination) to select which of the possible messages is currently being transmitted. (Voice communication is more than sufficient for this, and Shannon's interest was highly encoded transmission. But this simplified example draws useful distinctions for the discussion that follows.)

Communication in the sense of distinguishing among possible messages known in advance is important for much of our daily life. It allows us to synchronize a wide range of actions with others. But it has limits. Shannon's model captures a fundamental limit of nearly all human-to-computer interaction: Our input gestures can only activate an existing interface command (select a message) from the preprogrammed set. While we can automate sequences of existing commands, we can't ask for something novel. If our software application does anything novel, we file a bug report!

In Shannon's model, how can we say something novel to one another? The answer is, we can't. It's not designed for that. We need the capacity for new messages to be generated and the resultant understanding confirmed or denied. We call interaction with these capacities "conversation." Only in conversation can we learn new concepts, share and evolve knowledge, and confirm agreement. To describe how this works, we draw on the cybernetic models of conversation theory and Gordon Pask, because they are based on a deep study of human-to-human and human-to-machine interaction and because of their prescriptive power.

conversation for agreement

me   you

concept
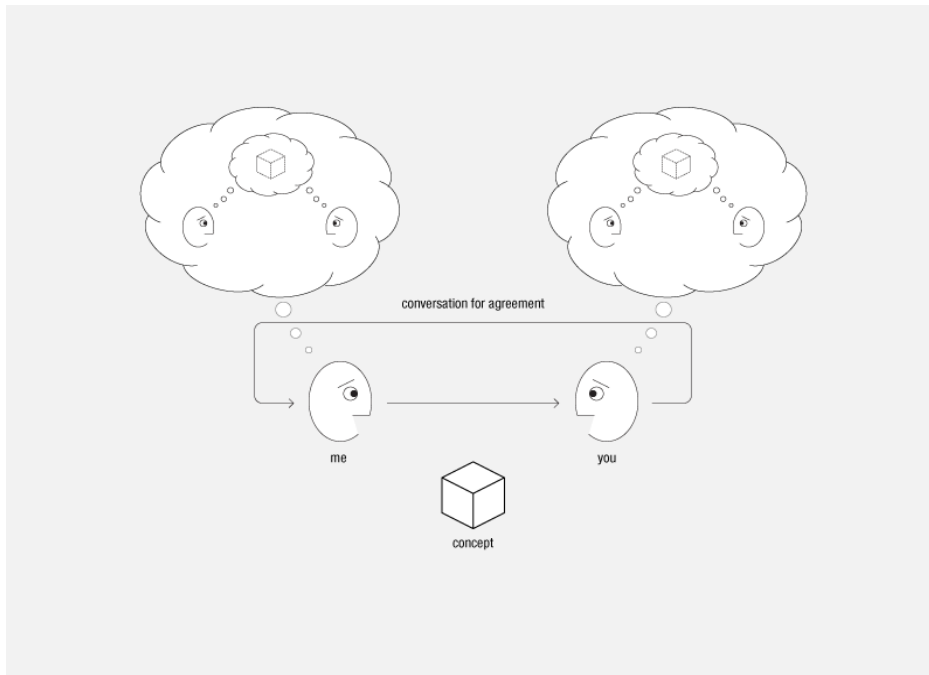
2. Is it easy to communicate a foreign language?

Being able to communicate effectively in a foreign language is a challenge faced by many of us. If you're a newcomer to a country, conveying a message in a language that is not your mother tongue is often necessary to access vital services, perform well on the job, achieve good grades and integrate into society. But it's possible that speakers of different native languages face different challenges in making themselves easily understood.

In new research comparing the speaking performances of 60 adult learners of English from four different language groups: Chinese, Hindi/Urdu, Romance languages (French/Spanish) and Farsi, we found dramatic differences between how their use of language determines how understandable they are.

But our study showed that the language-related factors that underlie what makes someone sound accented were very similar regardless of a person's mother tongue. For example, vowel and consonant errors universally make people sound accented.

Yet it's not always these factors that affect how easy or difficult to understand a person is. Whereas producing inaccurate vowels and consonants impeded how easy Chinese learners were for English listeners to understand, for Hindi or Urdu learners, it was appropriate use of vocabulary and grammar that helped their ability to be understood.

Foreign accents often receive an undue amount of attention because they are highly noticeable to listeners. Previous research has shown that untrained listeners can tell native and non-native speakers apart after listening to speech that is just 0.03 seconds long, is played backwards, or is in an unfamiliar language.

Despite listeners' sensitivity to accent, there is growing agreement among language teachers and researchers that trying to reduce a learner's accent is not an appropriate goal. This is mostly because people do not need to sound like native speakers to successfully integrate into a new society or to effectively carry out their professional tasks.

In addition, sounding like a native speaker is an unrealistic language learning goal for adults and also perhaps an undesirable one due to issues of identity. So most language experts agree that what counts the most in oral communication is for learners to be readily understandable or comprehensible to their conversational partners.

By tearing apart the aspects of speech that are essential for being understood from those factors that might be noticeable or irritating but do not actually impede communication, English teachers can target the most vital aspects of speech their students need to get their messages across.

Making yourself understood

We wanted to find out what impact an adult learner's mother tongue has on how easy they are to understand when they speak a foreign language, and how important a part their accent played.

In our experiment, ten experienced English teachers scored the speech of four groups of 15 international students telling a story in English. The 60 students spoke Chinese, Hindi or Urdu, Romance languages (French or Spanish), and Farsi.

The teachers first provided judgments on how accented each speaker sounded and how difficult he or she was to understand. Next, they provided judgments using ten language variables including pronunciation, fluency, vocabulary, and grammar.

What difference an accent makes?

Statistical tests were carried out to examine language-related influences on the listeners' judgments of accent and comprehensibility, first for the entire group of 60 speakers, then broken down by each of the four language groups.

When it came to scoring the speakers on how accented they sounded, variations in their pronunciation were the strongest contributing factors. Our listeners – all English teachers – paid most attention to vowel and consonant errors regardless of the speaker's native language background. Chinese accents sounded stronger than those of the other language groups.

The picture was different for ease of understanding. The graph below shows that – for the entire group of 60 international students – pronunciation variables: a combination of vowel/consonant accuracy, word stress, intonation and speech rate are not the only contributing factors to how easy a speaker is to understand. Vocabulary, grammar accuracy and complexity or "lexicogrammar" variables also play a part.

But there are no universal rules when it comes to making yourself understood. For Chinese learners, who were the lowest rated group overall, vowel and consonant errors were detrimental to being understood. Although such errors made Hindi and Urdu speakers sound more accented, it was grammatical errors, and not errors of pronunciation, that affected their comprehensibility.

3. Difference between speaking and conversation

Although the terms "speaking" and "conversation" may seem clear, they often get misunderstood. Speaking as a skill taught at schools presents the student's ability to express his or her opinions, thoughts and ideas to a particular matter. Speaking practice, which is usually based on story telling, giving speech or presentation, is the necessity for later successful conversation. Nevertheless, the focus on speaking activities has diminished in recent years. This has been caused by many factors, especially by realizing the need of everyday communication.

As I mentioned above, giving speeches or presentations is not what we concentrate on in our lessons. Even though these are crucial prerequisites for later conversational practice, the teachers tend to focus on communicative activities as the main goal of speaking

lessons. I have no objection to this, but it is essential to mention the importance of presentations for military English learners working for the Ministry of Defense and the consequences of the lack of speaking skill while giving military presentations abroad. For this reason, it is very important for teachers to think through the purpose of speaking and communicative activities being prepared for lessons and also the target group of learners.

Malika (2014, 3) mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

Dilshod (1987, 5) adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

While public speaking and conversation share many similarities, they are in fact two very different forms of communication.

Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners.

Conversation is a form of interactive, spontaneous communication between two or more people who are following rules of etiquette.

There are three key differences that set public speaking apart from conversation: organizational structure, use of formalized language, and method of delivery.

Speeches involve thoughts that are logically organized and structured, whereas conversations may wander around subjects.

Speeches use formalized language, while conversation may use slang, profanity, or poor grammar.

Speeches are often delivered in deliberate, intentional settings and contexts, whereas conversations may arise spontaneously.

The expression and exchange of individual ideas through talking with other people; also, an instance of such talking

4. Accuracy versus fluency

Accuracy and fluency are terms characteristic for a successful and fecund conversation. Scrivener (2005, 160-162) declares that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher´s contribution. It is supposed that the less he or she speaks, the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students´ mistakes and devote time to their correction.

However important speaking without mistakes is, a promoted trend at present seems to be to lead students to a fluent conversation in every day situations. Taking this into consideration, this approach best fits the needs of today´s society which is based on fast exchanges of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

5. Types of communicative activities

Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author´s point of view. However, all of them mention the same or similar communicative tasks but in different extent.

Supported by a sufficient amount of literature, I created the following categorization of prevailing communicative activities:

Information gap activities

Information gap activities are described by Thornburg (2005, 80-84) who claims that in these kinds of tasks there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the intercalants have to communicate. Littlewoods (1994, 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flashcards shown to the students in random order, for a few seconds and one flashcard per group only. This makes the students cooperate and communicate with each other to find the lacking information.

Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001, 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

Role plays

A widely spread and one of the best communicative activities is a role play which trains the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Larose (1987, 6) points out the special reasons for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and helps them to build up their social skills. Using role play is useful especially while teaching shy students who have difficulty participating in conversation about themselves. Through this activity they are put into

various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interaction in the classroom and increases motivation.

Simulations

Simulation is a kind of role play but the emphasis is put on creating the atmosphere of a real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called "games", they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practice and improve their speaking skills.

6. The natural obstacles during conversation in a foreign language?

Learning a language isn't easy.

While there are so many great reasons to be inspired to learn a new language, the truth is that some days this motivation gives way to doubts, difficulties and discouragement. The good news, though, is that the struggles that face the language learner are surmountable. Here are some of the most common self-doubts, and words of encouragement to overcome them.

"I'm not smart enough!"

People frequently get frustrated and overwhelmed when they see slow progress and when they are having difficulty with a new language, and blame themselves because of this. They tell themselves they aren't smart enough, just aren't cut out for learning another language, or any number of excuses. These self-blaming statements are simply the result of

frustration and impatience. In reality, language learning depends heavily on the methods you choose, although it will always take time, effort, and some degree of immersion.

While the process of learning and becoming comfortable with a new language does come more naturally to some people, there is no "multilingual gene" that you either have, or don't have. It's important to find methods for learning that personally work for you, while immersing yourself in the language you are learning. It's often the case that self-blaming learners are simply employing methods that are inappropriate for their personal learning styles.

"I can't read any of this!"

Say you have a native speaker of English, who has just begun to learn German. If you show them a paragraph where they only recognize a third of the words, they may not even try to read it, and say, "I can't read any of this." Their vocabulary and general knowledge of the language is just barely starting, but every opportunity to expose yourself to the language should be taken. Try to read a paragraph regardless of your ability, instead of immediately dismissing. Pick up as many words from context as you can by guessing. Even if you cannot understand every word in what you are reading, you're still familiarizing yourself with how the language looks and feels, as well as strengthening the words you do understand.

In order to avoid early disappointment, it's also important to start small. Children's books are an amazing tool for the beginning language learner because the language is simple and the pictures show what's going on. They also initiate the learner into the culture of the language in the same way that native speakers are exposed to it. So instead of diving into a magazine article or a novel, find a children's book in the language you're learning—the sense of accomplishment by the last page is just as great!

"I don't remember any words I learned in class!"

Some people have difficulty remembering the words they are learning. Purposefully memorizing vocabulary lists from textbooks and worksheets, like you would in a high school language class, is not a good method if you want to effectively remember new

words. Visual and contextual cues are extremely important, as well as exposure to the new words by including them in your daily life.

For everyday immersion, a simple thing you can do is to print out words of objects or places in your household and tape the words directly to them, in a place you will be sure to see it frequently. (But make sure you already know the pronunciation!) Each time you see the word on the object, the association between the object and the word is strengthened. If you're feeling confident, a favorite method of mine is changing your computer or phone's operating system into the new language. This is a great immersion tactic as it increases your overall time exposure to the language, as well as forces you to stop relying on your native language to get things done. Of course, full immersion is the most effective and more likely to produce fluency, because the speaker has no other choice than to learn the language to get by. Necessity is a large factor in how successful a language learner will be. Sadly, it usually isn't very practical or financially easy to travel to a new country and live there so you can use your new language daily in its most natural environment. Luckily, partial immersion is achievable. Listening to music, watching television or movies (relying on subtitles as little as possible), reading the news, or even better, having a friend who is willing to use the language with you, are all forms of immersion.

Fear of embarrassment

All too frequently, one of the biggest hindrances for a language learner is the fear of making mistakes while using it with native speakers, because they don't want to feel embarrassed or accidently create a bad situation. But it doesn't matter how many questions you can answer correctly out of a grammar textbook; if you haven't practiced using the language during conversation with people, your fluency in real-life situations will continue to fall behind. You must find a way to break this mental barrier. Remember that most of the time, native speakers will admire the effort, and be greatly appreciative that you are even taking the time to learn their language. Speak up! They may even be willing to help you learn, but if you're stuck on this barrier, you wouldn't be able to get this opportunity.

"People can't understand me!"

When learning pronunciation, you may have problems with applying knowledge and quirks from your native language into another language. This is called language transfer, and often happens unconsciously, even if you are aware of differences between languages. Your brain involuntarily wants to rely on the pronunciation rules of your native language, especially if you haven't previously heard the new word. This also happens with grammatical rules, vocabulary choices, and many other aspects of a language.

Learning new words without seeing them written beforehand is a helpful way to avoid these negative effects. A great way to do this is by using audio flashcards that use only pictures, instead of words. If you are suited towards an auditory learning style, this can be a very powerful method for you. Becoming familiar with a word solely by listening to a native speaker's pronunciation of the word without pairing it with the written representation of the word to fall back on will not only improve your pronunciation, but also increase your ability to recognize the word during natural speech. Also, be sure to actually say the words out loud after you hear them! Build your muscle memory and try to familiarize yourself with how the words feel and sound when you use them.

Don't give up

Learning a language really does take effort on your part. You must be self-motivated and have a genuine desire to learn your new language. Remember to take every opportunity to use and expose yourself to the language, and try not to worry about the speed of your progress. Every small effort and step you make will ultimately result in the success you never thought you could see.

IV. PROCEDURE AND PROCESS

A. RESEARCH PLAN

1. Statement of purpose

Aim

Cross-cultural contact, communication and interdependence have become integral parts of today's world, opening great possibilities for speakers of languages commonly acknowledged as lingua francs. English has been granted the status of

'global language' used for international mediation over the past several decades. Approximately 400 million people speak English as their first language, and estimates of non-native English-speakers vary from 470 million to more than a billion, depending upon the definition of literacy or language competence. Recent studies confirm that «English learners are increasing in number and decreasing in age», and the growing popularity of English in the world «has become one of the few enduring facts of global modern life». According to the Euro news television channel, in 2008, approximately 56% of Europeans were bilingual and 38% of them spoke English .The Russian Kommersant-Vlast magazine stated that 98% of German physicists and 83% of German chemists publish their scientific works only in English. Experts predict that by 2020, 30-35% of the Asian population (vs. today's 8-10%) will use English daily. Another vivid example of the ever-increasing popularity of English in Asian countries is the coinage of the term 'Native Speakers of Asian English'.

Goal

The main goal of research is to learn natural obstacles during conversation in foreign languages. To find solution them by a number of activities and some interesting games during the classes. And giving positive feedback students who has natural obstacles during conversation in foreign languages. Learning by interesting tongue twisters.

Objectives of research are to be able to communicate effectively in a foreign language is a challenge faced by many of us. If you're a newcomer to a country, conveying a message in a language that is not your mother tongue is often necessary to access vital

services, perform well on the job, achieve good grades and integrate into society. But it's possible that speakers of different native languages face different challenges in making themselves easily understood.

Hypothesis of research is while there are so many great reasons to be inspired to learn a new language, the truth is that some days this motivation gives way to doubts, difficulties and discouragement. The good news, though, is that the struggles that face the language learner are surmountable. Here are some of the most common self-doubts, and words of encouragement to overcome them.

2. Method

a. *Subjects*

The research decided to choose language learners from the 2nd academic lyceum under Uzbekistan State World Languages University which is situated at Yakkasaray district. The target audience of the study was the 3rd year students of that lyceum. The research conducted her pairs with the half of the group every day a week there were 15 in q group 8 of them were boys while others girls. The group contained students of mostly intermediate and upper intermediate levels. But there were some pre intermediate students also. However, I was trying to conduct the lesson with advanced level materials. So my main purpose was to adapt materials for different levels and to achieve the total understanding of the topic within the groups.

Name	Level	Aim
1.Abdullayev Shuxrat	Upper intermediate	to take IELTS
2.Akmalova Nafisa	Intermediate	to enter UzSWLU
3.Avezova Munira	Intermediate	to enter UzSWLU
4.Botirova Dildora	Upper intermediate	to take IELTS

5.Bahodirova Malika	Intermediate	to enter UzSWLU
6.Davletov Ilhom	Intermediate	to enter UzSWLU
7.Ergashev Sardor	Upper intermediate	to take IELTS
8.Farmonov Yo'ldosh	Intermediate	to enter UzSWLU
8.Hasanov Akmal	Upper intermediate	to take IELTS
9.Ikromova Gulhayo	Intermediate	to enter UzSWLU
10.Jabborova Asal	Upper intermediate	to take IELTS
11.Kulmatov Qobil	Intermediate	to enter UzSWLU
12.Lagay Yulia	Upper intermediate	to take IELTS
13.Mahmudova Dilnoza	Intermediate	to enter UzSWLU
14.Ne'matova Aziza	Intermediate	to enter UzSWLU

3. Materials and Equipment

Materials

With the intention to conduct an accurate and progressive study, the researcher used the following materials:

Questionnaire for teachers – the researcher designed questionnaire for teacher. By asking specific questions about the way how their students are assessed, the researcher

constructed a relevant action plan. By receiving feedback at the end of the study, the researcher made conclusion about the effectiveness of her study;

Tests/ Pre-test – the researcher took pre and post-tests in order to identify the effectiveness of her study and verification of her hypothesis; Pre-tests might be useful for the researcher to know about learners' level of English before the study so that she will know how well the experimentation fulfilling her expectations;

Post-test – the researcher conducted post-test in order to know whether students' language learning was developed. At the end the results of pre and post-tests were compared.

Handouts – the researcher used handouts from different sources, including authentic materials, so that the students got familiar with different situation in which certain language patterns were used. The handouts mostly contained videos, short stories and some reading materials; the researcher used handouts in order to make the lesson more colorful. The handouts contained puzzles, crosswords, matching words with the pictures, short texts or stories. Furthermore, it contained songs and proverbs that were useful for the procedure. Handouts also improve the interest of pupils towards the lesson.

Lowing materials

❖ *Pictures* – the researchers used the pictures mostly for warm-up activities at the beginning of the lesson and sometimes in the form of flashcards; this helped greatly for her as they motivate learners to learn new words by heart and therefore improve their interests towards the lesson.

❖ *Power Point presentations* – the researcher used them for displaying video materials;

❖ *Audio/Video materials* – the researcher used them for practicing students' listening skills and bringing a variety of activities into the lesson process.

1. **Equipment**

❖ *Whiteboard with markers* – the most important tool for explaining grammar structures. Without help of this tool, it is difficult to make lesson.

❖ *Laptop* – the main device for showing some illustrations and conducting listening activities. Also needed for connection to the OHP;

❖ *Speakers* – needed for conducting listening activities;

❖ *Photocopier* – needed for making enough copies of the handouts for each student;

❖ *Overhead projector (OHP)* – needed for displaying videos;

C) Procedures

1. Variables

While conducting the research, the investigator observed the following variables:

1*) Dependent variable* is the main aim of the study, that was to use task-based activities for stimulating students' learning;

2) *Independent variable* is a carefully chosen set of techniques which are used in order to see what influence they had on the dependent variable;

3) *Moderator variable* is a mean that has an impact on the relationship between dependent and independent variable. For example, the students' level, their previous learning experience or their purpose of studying the language. All of these factors could somehow influence the results of the study.

4) *Control variables* are those interruptions that should be controlled or prevented, in order to that they do not influence the effect of the independent variables on the dependent variables.

5) *Intervening variables* is the relationship between dependent and independent variable. The researcher presented it in the statement that project based tasks were good for stimulating students learning while teaching them English

2. The specific steps in the experimental process

The researcher had a friendly and pure conversation with the students at the beginning of her study. She introduced herself and got to know the students closer.

While observing other teachers' classes, the researcher conducted a survey by distributing the questionnaires. The information gathered through the questionnaires helped the researcher understand how lyceum students are assessed. The researcher took a writing test that was given by the teacher to students as a pre-test, before starting the teaching process. The goal of the pre-test was to identify students' current proficiency of the language.

The next step was the teaching process itself. A variety of materials were used by the researcher in order to achieve the goal of the research. After finishing her teaching practice, the researcher conducted a post-test, the results of which helped her see the actual results of her study.   The last step of the research was a final feedback, which was distributed to students at the last day of the research. Students' opinion about conducted classes and answers helped the researcher make conclusions about her teaching skills and find whether they liked the way the researcher had with them.

D) Analysis of the data

The researcher used four types of data, in order to conduct the research effectively. The first one was a questionnaire given to the teachers. The second was a pre-test, which helped the researcher get a clear idea about the students' current knowledge. The third one was all the materials used during the teaching process. The last one was a post-test that was conducted in order to identify the effectiveness of the research and compare with the results of the pre-test.

B. Data Collection

In this part of the qualification paper, the researcher needs to explain how information has been collection from students and teachers. The researcher undertook the research among 15 students that include 11females and 4 males in the class at the academic lyceum № 2 under Uzbekistan State World Languages University during a two-month practicum. In order to reach the main aim which is to teach students in non-traditional method by assessing them objectively, the researcher decided to practice all skills of the learners. On

this way, she used different kind of papers, forms and formats. First of all, she used questionnaire forms for teachers. Secondly, she used different effective materials in the process for conducting lessons. Finally, she used pre and post-tests in order to know the results of the students and compare them whether the researcher reached her main aim.

Questionnaire for teachers

One of the important stages of the qualification paper is to interview six English lyceum teachers in order to know their methods and strategies how they assess their students during the lessons. Therefore, teachers were given questionnaire forms. The data was collected from the teachers in order to understand their perspective regarding the use of effective teaching method. The data collected from the teachers showed that none of the EFL teachers of the lyceum use of alternative way of assessing and give even orally feedback. The teachers still depend on subjective assessment. Basically, the following questions were asked from the teachers in the questionnaire form:

- Do you use student assessment in your classes?

    In your English classes, how often are students assessed in the following ways, with the results counting toward their final evaluation?

- In your classes do you assign marks or value to the following, which count toward students' final evaluations?

- Do you provide feedback to students in order to improve their learning process?

- Do you set criteria for students to assess their own performance in class?

Pre-test

Pre-test was very important for the researcher for couple of reasons. First of all, she had to know the level of students. Secondly, she wanted to compare the results of the pre-test and post-test in order to see the improvement. Thirdly, the results of the pre-test could give overall opinion about the effectiveness of assessing students in an alternative way.

The researcher decided to take a writing task that was given by their teacher as a pre-test before conducting the lessons. This task was chosen in order to show the

role of assessment with the help of writing. Students had to write about themselves, everything that they could write. During the task, all the students were present, so the reliability of the task was good enough.

During the task, the researcher paid attention to how well students understood the topic and cheating sides of the procedure. They were asked to just to write about themselves without any explanation. Students tried to copy partner's work; all in all they tried to do their best.

For performing the task, 30 minutes were given. After the end of the time, the teacher gathered all the papers, and thanked to students. He checked all the answers in the class and the results of the pre-test will be provided in the next part of the qualification paper.

Process materials

After finishing the pre-test, the researcher began the main process of the investigation. From her first lesson, she started to teach students with great pleasure. The researcher was given a book which was going to be used as a material book "B 1for the first year students of academic lyceum and vocational colleges" and their grammar book "Raymond Murphy".

The researcher tried to use non-traditional methods of teaching as they have had only grammar tasks before. She did pick materials not only from those books, but also from websites. She explained all the needed grammar rules and used interactive method of teaching including reading, speaking, listening and writing. Once a month they had a task based project that were addressed to improve their learning with the help of alternative assessment that was new method for them. All the tasks were performed by the students with great enthusiasm. They attempted to achieve acceptable progress through the activities which were given by the researcher by using the effective ones.

Post test

The researcher had to be sure whether students developed their knowledge with the help of alternative assessment and by giving effective feedback. Furthermore, she had to be certain that the use of different effective communicative materials, activities could provide

interesting and fruitful result. Moreover, she needed to know whether they improved since the pre-test exam which is writing task with the same topic "About myself". During the test, she monitored the class not so strictly, as there was not any cheating.

The process of data collection was successfully finished. The researcher gathered all the information and began analyzing them. Every fact was carefully learned, and the results illustrated in the form of graphs, charts and tables period. In this exam also, the researcher decided to give 30 minutes for the same task that was in pre-test .

V. Results and Discussions

This section of the research paper analyzes and discusses the results that were taken from the data collected in order to answer the research questions in a perfect way with mathematical numbers. The investigator began analyzing the results of the study after data collection and attempted to display those results in the form of graphs, tables and diagrams in order to give the information with details. At the beginning, the researcher offers the results of the questionnaire that was taken from at the very beginning of the experiment.

The questionnaire was given to the teachers. The questions were designed in a way that would not be difficult for teachers, easy to choose and at the same time, bring about important information for the researcher.

Below are the illustrations of students' answers which had a big impact on the researcher:

Figure 1.

Do you use student assessment in your classes?
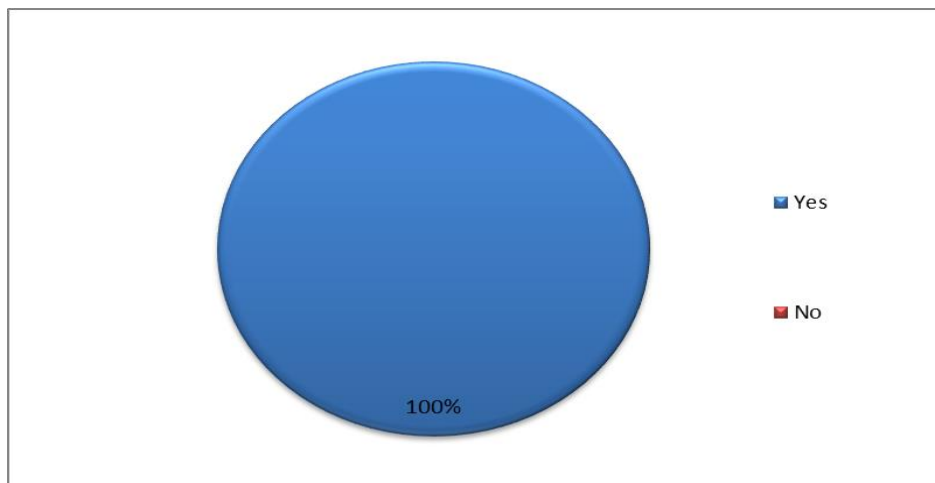
According to the pie chart given above, all the teachers of the academic lyceum №2 under Uzbekistan State World Languages University who participated in the questionnaire assess their students. As it can be seen, 100% of teachers always assess students in order to show their weekly and monthly results. Although every teacher responded that they evaluated each student each time, it may not be true in reality. In this case, teachers might have chosen this answer thinking that everyone else is going to do so, or under pressure. The reason for those surveys is not popular in Uzbekistan and people are afraid that somebody from authority might check the results. So, because of information asymmetry between the two sides: observer and respondent there is possibility of inefficient results. In our case, there is no way but accept these results, as it is part of behavior and culture, something cannot be changed.

Figure 2.

In your English classes, how often are students assessed in the following ways, with the results towards their final evaluation?

How often are students assessed in the following ways?

never   sometimes   often
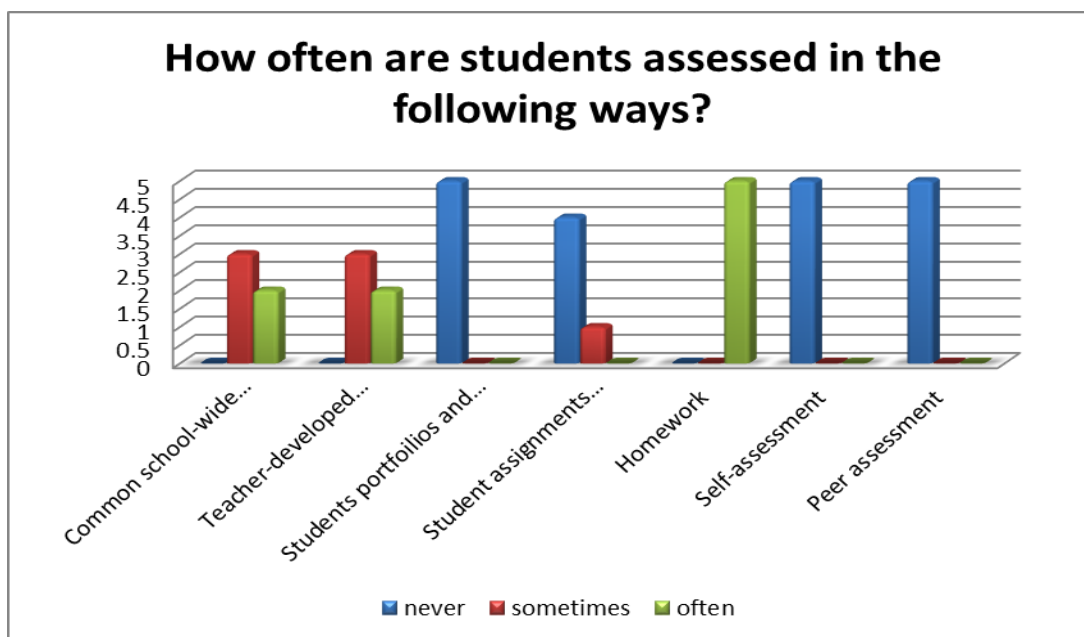
The next interesting question of the survey was about whether teachers assess their students in ways counted above. The graph based on the following parts: common school-wide tests, teacher-developed tests, students' portfolios, assignment and projects, homework, self and peer-assessment and group work. Even if teachers work in one place, two of them mentioned that they sometimes develop tests by themselves, while others just use common ones. As I was predicting, all the teachers do not give projects, journals or portfolios as an assignment to assess, while only one of them mentioned that sometimes she give such kind of tasks to her students. Although every teacher responded that they do not give chance to students to assess their work or pair's work, which seems traditional for all lyceums in our city. Constantly, all of them give homework and according to students' homework put grades, which is in my opinion, another disadvantage of traditional method of assessment.

Figure 3.

In your classes do you assign marks or value to the following, which count toward students' final evaluation? Traditional for all lyceums in our city. Constantly, all of them give homework and according to students' homework put grades, which is in my opinion, another disadvantage of traditional method of assessment.
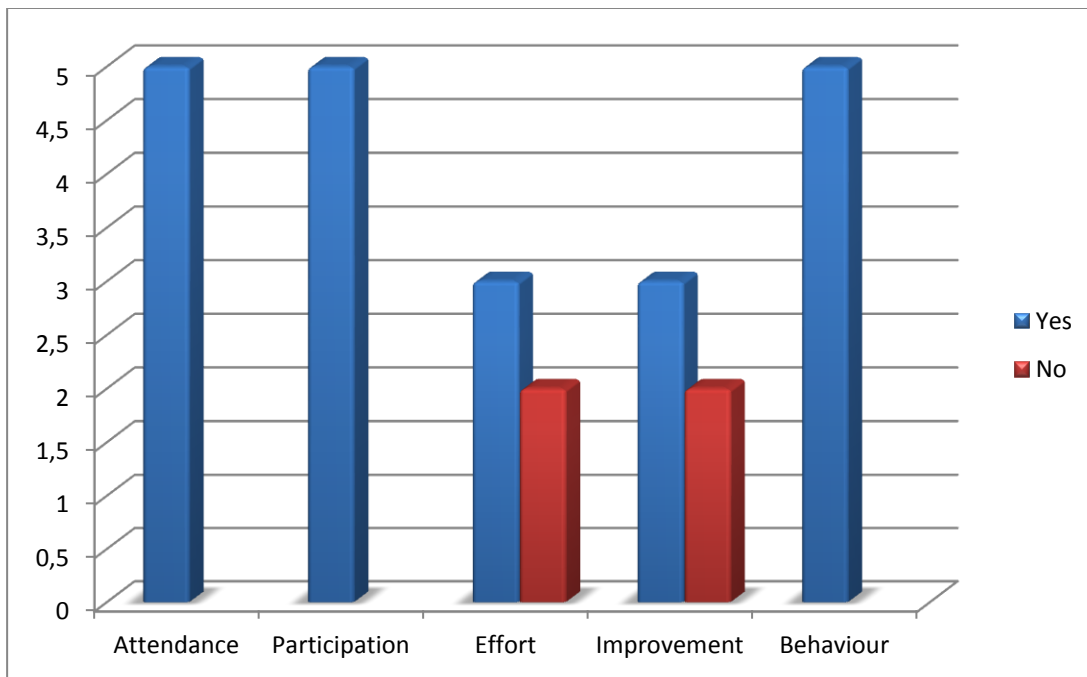
The next graph shows the assessment criteria of the tutors', which is based on the following parts: attendance, participation, behavior, effort and improvement. Interestingly, teachers mostly pay attention not how much a student is making effort or progress during the lessons, but mainly physical criteria, such as attendance, participation and discipline. In my point of view, this is one of the disadvantages of the traditional approach by the local tutors. As a student is indoctrinated to just attend the class rather than trying to study some knowledge, he or she turns into the person who only comes to school to be checked. However, in education the most important thing is getting knowledge as well as discipline

Figure 4 and 5.

Do you provide feedback to students in order to show their learning process?
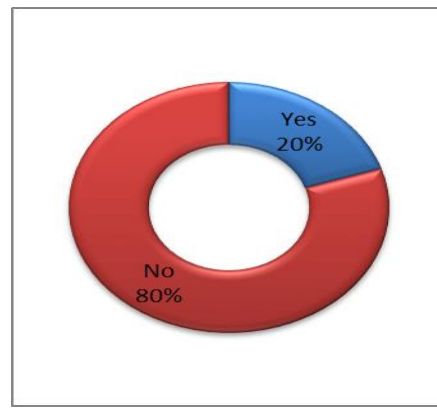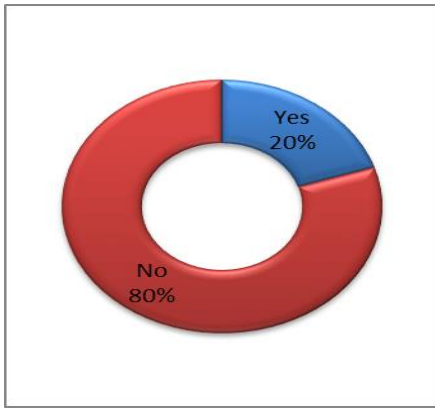
Do you set criteria for students to assess their own performance in class? The pre-eminence side of the survey is that, fifth question deals with two important factors in teaching: providing students with assignment criteria and giving them constructive feedback. In Western education system, these are the most essential part of student evaluation procedure. However, as the graphs shows, the respondents claimed that they use neither of them, especially assignment criteria (description of the task) does not play a role in their pedagogic methods. "Good quality, comprehensive, timely feedback is a very important factor in driving student learning. Assessment should provide feedback to students on their progress towards the achievement of learning outcomes. Feedback will enable students to realize where they have done well and indicate what they could improve on, as well as justifying the grade/mark of summative assessments." (O'Farrell, 2002).

Pre-test

Before starting to conduct the lessons, the researcher decided not to develop her own test, but took a task that was given by a teacher as a pre-

test from the learners in order to know their levels, and also compare results after the research. In the task students have to write about themselves. In this task students have to gather 15 points in total and they will be assessed according to the criteria.

Table 1. The results of pre-test

№	Name	Score
1	Abdusalimova Maftuna	8
2	Abdusamatov Sunnatbek	5
3	Azamova Emina	8
4	Azizova Mardona	10
5	Aliyeva Charos	12
6	Aripova Nozanin	13
7	Bunyodova Maftuna	8
8	Esirgapov Nodirbek	5
9	Jalilova Nafisa	8
10	Ibrohimov Bahrom	3
11	Ismanova Soliyaxon	12
12	Karimova Maftuna	10
13	Nazarova Jamila	11
14	Nazarova Madinaxon	7
15	Nizomov Durbek	10
16	Rashidova Marjona	5
17	O'tkirova Muxlisa	9

Then she added all the scores and divided the sum into the number of the subjects to identify the mean:

$$\frac{8 + 5 + 8 + 10 + 12 + 13 + 8 + 5 + 8 + 3 + \\ +12 + 10 + 11 + 7 + 10 + 5 + 9}{17} = 9$$

Table 2. Frequency distribution of the pre-test.

Score value	Frequency
3	1
5	3
7	1
8	4
9	1
10	3
11	1
12	2
13	1

Figure 9. Frequency of distribution of the pre-tests
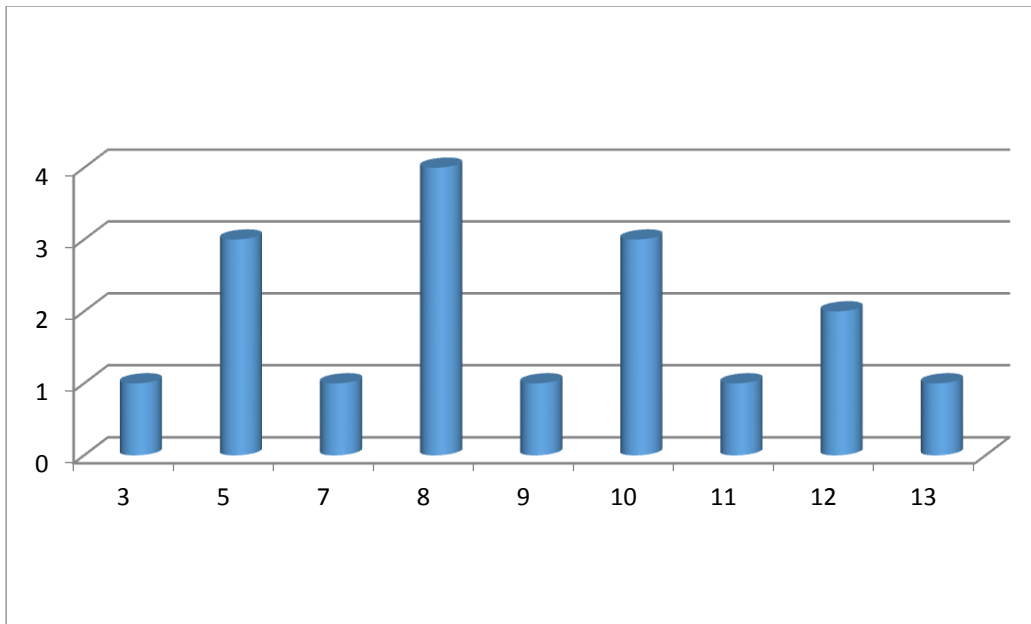
Table 3. Pre-test exam data:

Central tendency			Dispersion		
Mean	Mode	Median	Low	High	Range
9	8	8	3	13	11

After taking pre-test exams, the researcher began conducting actual lessons. During lessons, she used different kind of effective materials in order to find out which type of these kinds of materials are the most effective ones. Furthermore, she taught various kinds of strategies so as to make the pupils better. The while process of the investigation commenced and all the tasks were performed by the students with great enthusiasm. They attempted to achieve acceptable progress through the different kinds of activities. During this process the investigator provided the learners with projects, writing and speaking tasks with feedback from the teacher or she gave an opportunity for students to assess themselves and their pairs. All in all, the usage of rubrics and the criteria in the classroom and making students listen for specific information bring good results, and lesson by lesson, students felt

improvement concerning with all skills. This was clearly seen in the data taken from post-examination at the end of the research.

To clarify how they developed their skills on the learning language, the researcher prepared post- test exam and analyze the results of the examination. Although the teaching practice lasted in a short time, the difference between the results of pre-test and post-test is positively discernible.

Taking into consideration the data collected from the questionnaire, the researcher started the experiment and conducted a post-test. The same test was given to the students from both groups. It contained rubric for assessment. Afterwards, the researcher checked the tests and analyzed the results.

Table 4. Standard deviation for final exams score

№	Name	Score	Mean	Difference	Difference squared
1	Abdusalimova Maftuna	11	12.8	1.8	3.24
2	Abdusamatov Sunnatbek	10	12.8	2.8	7.84
3	Azamova Emina	12	12.8	0.8	0.64
4	Azizova Mardona	15	12.8	2.2	4.84
5	Aliyeva Charos	14	12.8	-1.2	1.44
6	Aripova Nozanin	15	12.8	-2.2	4.84
7	Bunyodova Maftuna	12	12.8	0.8	0.64
8	Esirgapov Nodirbek	11	12.8	1.8	3.24
9	Jalilova Nafisa	12	12.8	0.8	0.64
10	Ibrohimov Bahrom	10	12.8	2.8	7.84
11	Ismanova Soliyaxon	14	12.8	-1.2	1.44
12	Karimova Maftuna	12	12.8	0.8	0.64

13	Nazarova Jamila	12	12.8	0.8	0.64
14	Nazarova Madinaxon	11	12.8	1.8	3.24
15	Nizomov Durbek	13	12.8	-0.2	0.04
16	Rashidova Marjona	12	12.8	0.8	0.64
17	O'tkirova Muxlisa	11	12.8	1.8	3.24

Again the researcher added all the scores and divided the sum into the number of the learners to count the mean:

$$\frac{\begin{array}{c}11 + 10 + 12 + 15 + 14 + 15 + 12 + 11 + 12 + 10 + \\ +14 + 12 + 12 + 11 + 13 + 12 + 11\end{array}}{17} = 12.8$$

Table 5. Frequency distribution of the post-test.

Score value	Frequency
10	2
11	4
12	6
13	1
14	2
15	2

Figure 10. Frequency of distribution of the post-test.
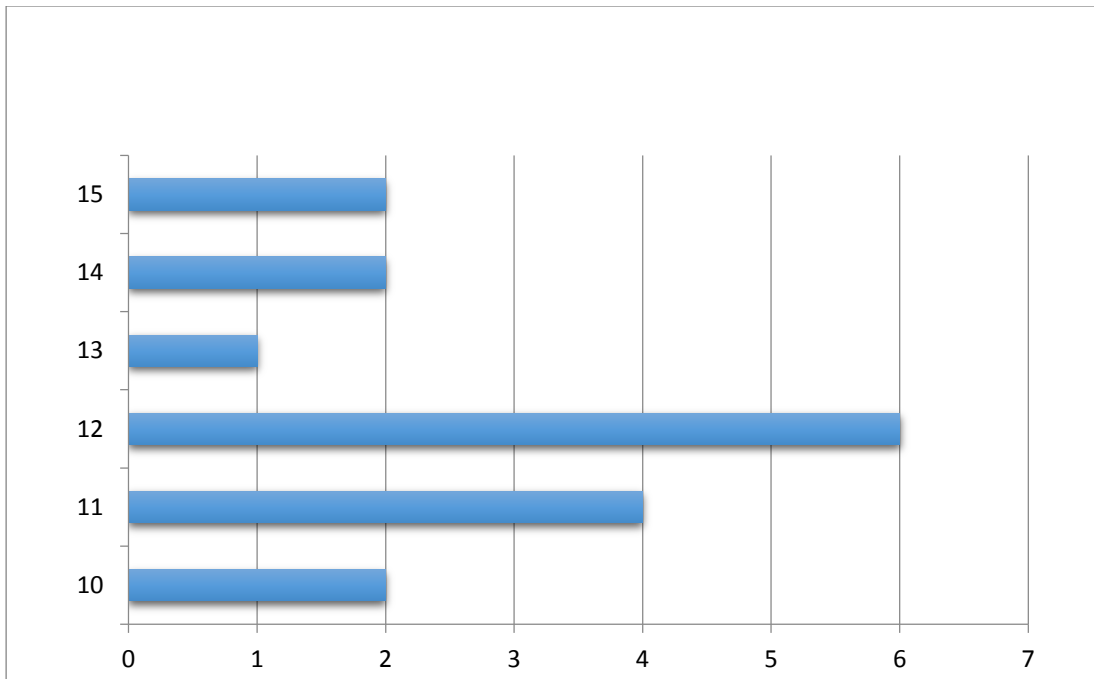
Table 7. Post test exam data:

Central tendency			Dispersion			
Mean	Mode	Median	Low	High	Range	SD
					6	1.63
12.8	12	12	10	15		

Pre-test and post-test results of students during the study
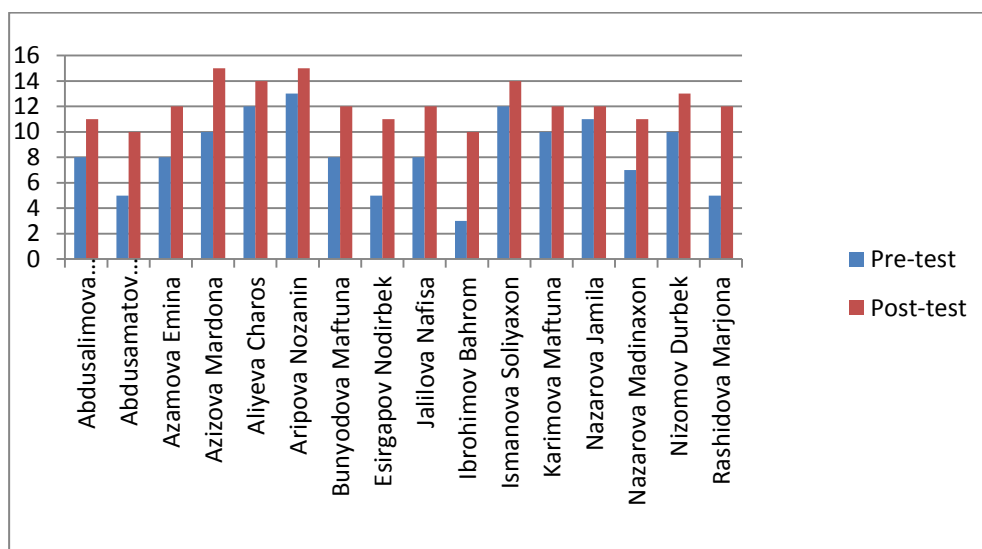
So, the results prove that the use of rubrics and giving criteria while giving one particular task or receiving an effective feedback from the teacher were very beneficial for students on the way of improving mostly their speaking and writing skills, which was verified by the analysis of the data. The difference between the means of the pre and post-tests is 1.63. Although it is a small number, it proved the hypothesis to be accurate. Besides that, it should be taken into account that the teaching practice lasted for a short period of time. So it can be concluded that the survey was successfully implemented.

As a way of conclusion, it can be advocated that the research found appropriate answers to the qualification paper questions. The benefit of the usage of rubrics, self-assessment or peer-assessment between students and of course giving feedback while teaching was rated well by students. The students in the experiment learned and got great satisfaction from their performance after the investigation. Further, they noticed positive alteration in the way that they speak especially, improvement in their speaking and writing.

VI. Final reflections

As a teacher, I was always nervous. It was really difficult to come up to one decision on choosing the topic of my qualification paper. I was confused natural obstacles during conversation in foreign languages. I started to learn overcoming some natural obstacles during conversation in foreign languages while my practice at 2nd academic lyceum under Uzbekistan State World Languages University. The research undertaken by the investigator has provided her with a basic foundation of experience for her upcoming career in foreign language pedagogy, especially when she will deal with teaching in the future. As the foremost goal of the researcher was to use appropriate type of tests which is followed by different rubrics will bring to an effective feedback that increase learners' positive attitude towards the language. The results turned out to be positive since the participants obtained efficiency on learning a language. Although, the benefit of the usage of rubrics, self-assessment or peer-assessment between students and of course giving feedback while teaching was rated well by students.

According to the written sources it was important to help students improve their own learning techniques and develop their cooperation and collaboration with their peers. This was also something that the teachers mentioned, as they thought small groups work and peer work was beneficial for the students.

A large part of the written sources focused on differentiation and motivation. They stressed using a variety of teaching methods, different materials and types of tasks as well as incorporating the students' own experiences and ideas into the work. Teachers often lack sufficient knowledge of strategies to use in the classroom to provide for a wide range of ability. Setting reduces the range of ability in the class but does not remove the fact that all students have individual needs and learning preferences. More staff training is needed to inform teachers about providing for the different learning styles. Teachers also need to be trained to be facilitators of learning so that whole class teaching does not predominate in most lessons. Students need to be taught how to take responsibility for their own learning. Being a teacher at a university brings many advantages but also disadvantages. The advantages are especially flexible working hours, disciplined and motivated learners, who attend courses because they want and not because they have to, adult learners who have

many experiences and are not afraid to share them, and modern equipment of the classrooms. On the contrary, one of the biggest disadvantages is a high possibility to have students with significant language differences in one class due to inadequate or no placement system.

When she first encountered a problem of mixed ability class, she did not know how to react to this situation. She was aware of students' discontent when I adjusted the class to the ability of more advanced students, the weaker ones got frustrated. On the contrary, when she adapted the pace of the lessons to slower students, the stronger ones got bored and disturbed the class.

Based on my research and application, she found out that the best solutions for a EFL class is to let students work in pairs or small groups, and to often vary the groupings. The groupings depends on a type of activity - sometimes it is vital to let weak students work with strong students, sometimes in groups of different language ability, sometimes strong with strong and weak with weak. Next solution is to adapt the course book materials. Even though it is time-consuming, it is appropriate to differentiate tasks in order to satisfy both strong and weak students. As she found out, it is necessary to vary the lessons as much as possible to keep students engaged all the time. She tried to bring different activities for each lesson, often activities which ask for students' opinions, and ideas. Since the lessons are based on communicative approach, the focus of the lessons is mainly on speaking and interaction among students.

To conclude, she was satisfied with the results of my research. She became aware of useful teaching strategies for EFL classes which she involved in my lessons. She would like to continue in my professional development as a teacher in this field and strategically incorporate the methods for mixed ability classes in my teaching.

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IX. Appendix

Appendix A

Teachers' Questionnaire

Name_____

Faculty_____

1. What type materials use in your speaking instruction?_____

2. How you use effective strategies and materials?
_____

3. Do you have an easy access to effectiveness of speaking in the university?_____

4. Where you obtain effective strategies in teaching speaking?_____

5. What criteria you followed to select strategies on speaking?
_____

6. How do you use speaking materials in the classroom?_____

7. Do you encouraged your students to speak via different sources even outside of the classroom? _____

Appendix B

Students' Questionnaire

Name: _____

1. What kind of speaking strategies do you know and utilize?_____

2. What problems do you encounter while doing speaking tasks?_____

3. How important is in your opinion speaking in learning English in comparison to other skills (reading, writing and listening) ?_____

4. What kind of materials in English do you use?_____

Appendix

Lesson Plan

Subject: Speaking

Topic :   Shopping

Aim : introduce to learners new word and improve their speaking skills

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

Level: B1

Time: 45 min

Materials: handouts, flashcards, visual aids.

Pre activity

 Task 1.Warm up Brainstorming activity (Group work)

Teacher Writes the word " Shopping " on the blackboard and brainstorm it.

Task 2. Story activity reading text (individual work)

Teacher distributes short story on papers and students read and express their

opinion. Afterwards students speak their own answers and they should attempt to discuss with others.

While stage activity

Handout 2

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

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

Handout 3

Task 5. Teacher gives text to students they must read and answer to given questions.(Pair work)

Handout 4

Post-stage

Activity 6. Students divided into small groups handouts distributes to them by teacher. There written pros and cons of doing Shopping (Team work) in this activity teacher can check the Ss' comprehension on new topic.

Handout 1

 Shopping

Task 1. Answer to the following questions.

What is the Shopping for you?

Why we need shopping?

Why women like shopping?

Handout 1 Task 2. Read the text.

What is the Shopping?

Nowadays shopping as a way of spending time has become quite a popular thing. However the meaning of this word does not simply imply browsing around the shops. It

is also means other things such as having a meal in a café or restaurant.

What and where to buy?

There are plenty of different shops such as food supermarkets, bakeries, furniture stores, department stores, clothing stores and many others.

More and more shopping centers and malls are opening in big and small cities. Under one roof you can find various shops and buy everything you need.

Thanks to the development of the Internet, some people prefer to shop online.

Even though it might seem the most convenient way of buying things , there few disadvantages as well.

Shopping Tourism

Sometimes shopping can be a part of travel experience . A lot of people go abroad not to just relax in the sun and sightseeing but also wander around local shops. Europe is renowned for its designer boutiques and massive sales. However , it is possible to buy fashion clothes of high quality in other countries too.

Shopaholics

One must be aware that compulsive buying can turn into a disorder which is known as monomania. People suffering from it buy a lot of things not because they really need them, but simply to go through this feeling. Sometimes they may never use what they buy.

Glossary

To Shoplift- To steal things from a store

We're out of that size – We have no more of that size

Food court- An area where fast food is sold(usually around a common eating area)

Deal- a bargain Something bought at a low/ good price.

Handout 2

Activity 3

Listen the track and discuss with your partner

Activity 4

Listen track again and fill the missing words.

1.   The   room is where you try on clothes.

2.   Can I help you find anything? / No thanks. We're just

         .

3.   Aziz was caught   and was taken to the police station.

4.   We have a special   in the store this week: Buy one item, get another one at half-price.

5.   Does this shirt   any other colors?

6.   In some countries you are expected to   with a seller.

7.   I saw a nice suit in a window   of a men's clothing store.

Task 5

A. Explain with your team pro sides of loving Shopping

B. Explain with your team cons sides of loving Shopping