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NAMANGAN DAVLAT UNIVERSITETI

INGLIZ FILOLOGIYASI FAKULTETI

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TOJIBOYEVA MUSHTARIYBONU TOJIBOY QIZINING

"TECHNIQUES OF COMMUNICATIVE LANGUAGE TEACHING METHOD IN PRACTICE"

mavzusidagi

BITIRUV MALAKAVIY ISHI

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CONTENT

INTRODUCTION

Foreign language teaching is developing globally, as well as in our country. The effectiveness and efficiency of teaching the target language is demanded immensely. Therefore, teaching English language is an artistic talent for all pedagogues in the world and the demand for fast and creative techniques to utilize in the classroom increased tremendously in every society.

As well as in our country certain attention to gain progress and development is given. For example, in the fourth area of the Uzbekistan's Development strategy for 2017-2021 foreign language teaching cadres and the methods employed in the classroom are told to be innovative and communicative for the development of spoken language.

Rather than traditional methods and less communicative techniques, the most modern and up to date way of tutoring the language is required in the XXI century. Moreover, in the Decree of the first President of the Republic of Uzbekistan "Measures on further development of the system in teaching foreign languages" adopted on December 10 in 2012 puts important points to language teaching such as: commencing teaching foreign languages at the secondary schools from the first class; reforming the curriculums and programs in foreign languages; supporting students and teachers with all the necessary textbooks and manuals; and training highly-qualified teachers in foreign languages[1].

Children learn their mother tongue by their mother who repeats the words again and again demonstrating with actions at the same time. This is the simplest way of acquiring the first language and it has been brought into many foreign language teaching classrooms. The linguists and methodologists analyzed the challenges and comforts of language teaching process creating specific methods and implementing them in the class. Starting from the very beginning direct method till the last communicative language teaching learners adapted different styles of language acquisition.

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[1] Measures on further development of the system in teaching foreign languages. – T.: 2012.

In all implemented methods and approaches there was a lack of practicality of the target language in speaking. On the other hand, a lot of students failed to express one's own mind of thinking orally but fulfilled in written English. This is why the need for spoken production of foreign languages could be another reason of several shifts in EFL methods.

Communicative language teaching method (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study[2]. Even the name of this method shows basics of communication in real life and the acceptance of their use in various situations. Communicating with family members and friends is fun and full of excitements. How about talking in English about your interests and feelings to the instructor in the class? Is not it a great pleasure to speak in a very unusual not like the native language?

Since CLT method has been utilized by teachers, learners practiced English language through the interaction with one another conversing about their particular daily activities and experience, writing letters and exchanging ideas in discussions. The main importance of this method is that the use of input materials are taken from real life and authentic, written in the target language for purposes other than language learning. Thus, lessons are always interesting and practical. Furthermore, the lessons are interactive which is why the spoken production of the target language advances significantly. The way English is taught differs immensely. Comparing to the other traditional methods like Grammar translation method or Audio lingual method the goal of language education in CLT is the ability to communicate in the target language[3]. Implementation of this method develops students' language skills: reading, listening, writing and speaking. If we basically consider the other traditional ways of teaching languages, the main activity done in the classroom is not communicative rather it is teacher centered method. In such English language classrooms teacher explains the topic, especially grammatical

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[2] https://en.wikipedia.org/wiki/Communicative language teaching.
[3] Savignon J., Sandra. Communicative competence: theory and classroom practice: texts and contexts in second language learning. – Mc Graw-Hill.: 1997.

rules, structures and forms, then makes students do the exercise from the course book. And this is all, there is no communication, sharing each other's ideas, or else listening to the learners' struggles in language learning.

However, CLT seeks to develop students' communicative competence sufficiently that they will be able to use a language outside the classroom. This is to say that everything is made for understanding and taking part in communication, which is vital in communicative language teaching method. So the communicative approach views language as a system through which the meaning is expressed perfectly. Its main function is to permit interaction and communication; the primary elements of language are not only grammatical and structural features but also the functional and communicative meaning.

CLT emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make themselves understood and in understanding others within the classroom procedures and activities. The communicative language teaching is a philosophy which encourages students to see themselves as multidimensional entities and as active participants in the learning process not merely passive recipients of knowledge. According to Jack Richards, the techniques of this method make the lesson more effective and fruitful reaching advanced level in the current language by reflecting, observing, listening, analyzing and mainly conversing with other partners in the class. It can be like reading a newspaper, watching a live broadcast, debating on an exact topic, role playing and other activities.

Actuality of the research. Language acquisition is not only about how well one can use the grammar and vocabulary aspects, nonetheless it is all about the availability of spoken interaction in another language. Therefore, while teaching English language applying communication and communication based techniques, the social interaction among students develops as well as their motivation to better

their speaking. Thereby, in this research all applicable interactive techniques of CLT are clearly explained, compared and observed thoroughly.

Significance of the research. The techniques boost students' interactive ability to express their own ideas in the target language enabling them to speak in English language in real life events, different situations and cases.

The aim of the research: to learn and analyze the techniques of CLT method as well as studying their effectiveness in the development of communicative competence in practice.

The objectives of the research:

– To view the theoretical background of CLT method;

– to specify the features of CLT method;

– to investigate the types of CLT method techniques;

– to compare and define the usage of CLT techniques;

– to give the descriptions of various classroom techniques of CLT;

– to analyze the challenges and the progress of spoken language via CLT techniques in practice.

The subject of the research. The Communicative Language teaching method and its techniques applied in foreign language teaching classroom.

The object of the research. The practical use of several techniques of CLT method in teaching English as a foreign language.

Methods of the research. The data collection and comparison of them were the major ways in observing and learning the research.

Theoretical significance of the research. It is widely designed for the overview of all CLT techniques focusing proficiency of language. The concept of many kind of techniques is to enhance speaking skills and produce a meaningful fluent speech. The communication is the key point of conducting any kind of techniques which is motivational and not boring for students. Techniques can improve the other non linguistic skills as well, considering self development of language learners in the class.

Practical value of the research. The implementation of CLT techniques makes successful results while communicating in the target language and interacting with others simultaneously. Students desire to communicate face to face in the class, to feel the real English environment and to be able to speak in it. All techniques create such events to show their English in front of the whole authority which is not fearful or terrifying but normal as its usual time. This can demonstrate the practical use of English language with the teacher and their peers. On the other hand students can develop their socio linguistic skills as well leading appropriate manners and behavior in the society.

The structure of the research. It consists of introduction, three chapters divided into two parts, conclusion, references and appendices. The total volume is 68 pages. The introduction part includes the actuality, the significance, the object and subject, the aim and objectives, the theoretical and practical values of the research. In the first chapter, the historical background of Communicative Language Teaching method and the differences from the other methods applied in foreign language teaching process.

The techniques and the typical CLT activities are given in details as well as the challenges of implementing this method in the second chapter. The practical part of the research is written in the form of a case study formulating research question. In conclusion the general principles of CLT method are analyzed and given actual results.

CHAPTER I. THEORETICAL BACKGROUND OF COMMUNICATIVE LANGUAGE TEACHING METHOD

1.1. The development of CLT method

Today, English is the world's most widely studied foreign language that billions of people speak in English. The methods and approaches to teach English were changed according to the social environment, political issues and rapid need for education.

According to Asher, James (1977), methods are the combination of techniques that are used and practiced by the teachers in the classrooms in order to teach their students and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching.

The diversity found in language teaching today makes it necessary to take a look at some methods and approaches which have been used at various times. As a matter of fact, all methods have survived intact and are still being used by some teachers somewhere in the world.

Grammar Translation Method (GTM)

Grammar translation method was the most popular and widely used method for language teaching between the ages of 1840 to 1940. But this method was first used for teaching and learning Latin language which was not the language of common use at that time. Latin was considered as a classic language.

The learners were made study the literature of Latin language through learning the grammatical rules of language and learning the vocabulary so that learners may translate the language in their first language and in the second language[4].

The method consisted of giving the students rules and patterns and lists of vocabulary together with their translation equivalents in their mother tongue. First, the students had to memorize all the "facts" about the language and they were often

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[4] Richards Jack C. and Theodore S. Rodgers. Approaches and Methods in Language Teaching, Cambridge. – Cambridge University Press.: 2001.

tested on their knowledge by being asked to recite the rules or give the translation of words or "paraphrase" the words. Next, the student's were made to put their knowledge to use by translating sentences or texts from mother tongue to foreign language or vice-versa. In a typical grammar-translation class the main focus is on reading and writing with little attention being given to speaking or listening. Grammar is taught deductively, through presentation and study of the rules, followed by practice through translations and exercises. Vocabulary selection is based on the reading text used. The role of the teachers is a traditionally authoritarian one, and the role of the student is to obey. Grammar translation method was criticized intensively in the nineteenth century because it was considered that this method cannot fulfill the demands of language learning in nineteenth century.

Direct Method

The direct method was the outcome of the reaction against the grammar translation method. It was based on the assumption that the learners of foreign and second language should directly think in English. This method is against the translation of written and oral text and focuses on telling the meanings of the words through action, demonstration or real objects. The Direct method gives attention to directly thinking, doing discussion and conversation in the second language[5]. According to one of the great contributors of this method, M. Berlitz (1887): grammar is taught inductively: language patterns are presented and practiced, but the rules.

The Direct Method teachers use mime, demonstration, realia and visual aids to help students understand grammar and vocabulary. In this method, there is direct bond of target language. Child thinks into target language and express into target language[6]. At the beginning of the 20th century there appeared several varieties of the direct method which differed only in some details. Direct method is successful in private language schools because this method can be applied only in small classes where all the learners can get individual attention.

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[5] Larsen Freeman D. Techniques and principles in language teaching. – Oxford University Press, 1986. p.76.

[6] Dr M. F. Patel. Praveen M. Jain. English language teaching. Vaishali Nagar, Sunrise publishers & distributors. 2008.

Audio-Lingual method

Audio-lingual method is also known as "Army Method" because after the outbreak of World War II, the army soldiers decided to be proficient in the languages of their enemies. So a new learning method of foreign languages was discovered which is known as audio-lingual method. This method is based on a linguistic theory and behavioral psychology. The audio-lingual method was widely used in the 1950s and 1960s and the emphasis was not on the understanding of the words rather on acquisition of structures and patterns in common every day dialogues[7].

The audio-lingual method, in contrast to the grammar translation method, does not involve the cumbersome task of learning grammar rules and exceptions followed by a wide variety of written exercises. The method, instead, is very much concerned with the oral practices the learners get. In fact, where the grammar translation method is used, the learners are the least motivated because the very emphasis of the method is on cramming up rules of Grammar[8].

The teaching of the oral skills with accurate pronunciation, grammar and the ability to respond quickly and accurately is the main objective of audio-lingual method. The method consists of presenting an oral model to the student on tape or in the teacher's voice, and carrying out a series of pattern drills based on the model. The "grammar" is presented in the form of model patterns or dialogues. Students should proceed by very easy steps, starting with repetition to complex drills. The possibility of a student making an error should be avoided altogether, because positive reinforcement is considered more effective than negative reinforcement. This principle was called "error prevention". By repeating the stages of stimulus response reinforcement, students would develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking how to do so.

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[7] Richards, J. C. and Rodgers, T. S. Approaches and Methods in Language Teaching. – Cambridge: Cambridge University Press, 2003.

[8] Dr. M.F. Patel Praveen M. Jain. English language teaching (methods, tools & techniques) Vaishali Nagar, Near Akashwani Colony, Jalpur, 2008

Communicative Language Teaching

This approach draws attention toward the use of language in everyday life. Noam Chomsky focused on competence and performance in language learning in the 1960s that gave rise to communicative language teaching. However, the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence[9].

Traditional language teaching methods were not interesting for language learners that they were bored of the methods used in English classroom. Thereby, the rise of Communicative language teaching in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning.

At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum broadening and modernization, and foreign language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning[10].

Moreover, a lot of learners were also willing to have a new, practical method which would enable them speak in the target language. For example, they had struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language.

As a result, students would linguistically be perfect, while in communication they had no potential of speaking. They were aiming for mastery of the target language, and that students had to study for years before expecting to use the

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[9] Littlewood, William. Communicative language teaching: An introduction. – Cambridge University Press, 1981, pp. 541-545.

[10] Mitchell, Rosamond. Communicative Language Teaching in Practice. – Great Britain: Centre for Information on Language Teaching and Research. 1988. pp. 23-24, 64-68.

language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate payoff was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results[8].

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation based activities.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time the functional and communicative potential of language.

They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions".

The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D.A.Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching.

Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching (The terms notional functional approach and functional approach are also sometimes used)[11].

Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid 1970s the scope of Communicative Language Teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

At the same time Dell Hymes (1972) first coined the term "communicative competence" which referred "aspects of our competence that enables us to convey and interpret massages and to negotiate meanings interpersonally within specific contexts"[12]. The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in students or learners. With the help of communication, people can establish interpersonal relation. So communication is the soul of human interaction. Communication plays an important role in developing relation among people.

Though CLT was first introduced in the early 1970s as an approach to teaching and learning a second or foreign language, it has more recently been become popular as an innovative way of teaching English in many Asian countries.

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[11] Widdowson H. Teaching Language as Communication, 1979. p. 43.
[12] Hymes D. On communicative competence. UK: Penguin, 1972. p.123.

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. First, there was an increased demand for language learning, particularly in Europe. At the same time, children were increasingly able to learn foreign languages in school. The number of secondary schools offering languages rose worldwide in the 1960s and 1970s as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools meant that almost all children had the opportunity to study foreign languages.

While communicative language teaching methodologies kept evolving and being more clearly defined, in the 1970s and 80s a set of alternative approaches and methods emerged. Some of these include comprehension based methods such as the Total Physical Response (TPR), the Natural Approach, the Silent Way, or Suggestopedia. Many of these methods never became widely adapted and had only a short shelf life. This is not to say that these methods did not contribute to the field of language teaching. On the contrary, some of these methods have helped shape and continue to have an influence on the field in many ways. For example, TPR, which James Asher (1969) originally developed as a method to teach language by combining action and speech, is still widely used. Many practitioners, however, promote and use TPR as a technique to introduce some vocabulary or grammatical structures. Some principles of learning that have been promoted through these methods are integrated in the discussion below. One of the most famous attacks on communicative language teaching was offered by Michael Swan in the English Language Teaching Journal in 1985[13]. Often, the communicative approach is deemed a success if the teacher understands the student. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language. Native speakers of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative

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[13] Swan Michael, English Language Teaching Journal.- Longman, 1985.

approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes referred to as "communicative competence. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community[14].

In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

– whether (and to what degree) something is formally possible;

– whether (and to what degree) something is feasible in virtue of the means of implementation available;

– whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

– whether (and to what degree) something is in fact done, actually performed, and what it is doing entails.

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[14] Hymes D. On communicative competence. UK: Penguin, 1972.

1.2.   Main features of communicative language teaching method

Communicative language teaching (CLT) is described as a method that promotes language acquisition and encourages expression, interpretation and negotiation of meaning[15]. So, the application of such method can help students acquire the language easily and motivate them to find out the exact meaning rather than the form.

Within the last quarter century, communicative language teaching (CLT) has been put forth around the world as the "new", or "innovative", way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim a goal of communicative competence[16].

CLT seeks to develop students' communicative competence, sufficiently that they will be able to use a language outside the classroom. This is to say that everything is made for understanding and taking part in communication, which is vital in communicative language teaching method. All exercises, activities are implemented to make learners communicatively competency. In this approach the teacher is seen as facilitators of his students learning.

Communicative approach is based on the idea that the aim of learning second language is to gain communicative competence in the target language. The communicative approach is a learner centered approach. Students play an important role in this method, since they themselves try and act accurately according to given task.

This approach gives the learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where, in order to satisfy his daily needs as a larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important.

The Communicative Language Teaching, also called the Notional or Functional Approach, is seen rather as an approach than a method in language

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[15] Kumaravadivelu, B. Maximizing learning potential in the communicative classroom. ELT Journal, 1993, 47(1), p. 12-21.
[16] Bala Nagendra Prasad Assistant Professor of English. Communicative Language Teaching in 21st Century ESL Classroom. Annamacharya Institute of Technology and Sciences. p. 34.

teaching that aims to make the communicative competence the objective of language teaching and to develop procedures for the teaching of the four skills that acknowledge the interdependence of language and communication[17].

Communicative language teaching makes use of real life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Teachers use this method when developing the language skills of a learner. Productive skills speaking and writing; receptive skills listening and reading are integrated during the lesson to make the whole class communicate.

The Communicative Language Teaching is more comprehensive than any other approaches or methods; it is different in form and status. There is no single or authority on it, nor any single model that is universally accepted as authoritative.

Communicative language teaching and learning puts emphasis on „meaning" rather than „form". „Meaning" is defined as what the speaker wants to say or what message s/he wants to convey. In other words, the responsibility to speak in the target language is significant, therefore teacher does not hurry up to correct their mistakes in the form.

In CLT, learners are first exposed to new language in a comprehensible context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning. Basically, teacher prefers how meaningful the correct response is, how critically they approached to the task and how they could make one clear answer of the whole group members (when worked as a group).

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[17] Marius Narcis Manoliu. Prof., PhD, A communicative approach to language teaching – origins and development. High school, Romania. p.53.

CLT focuses on fluency, many teachers are under the mistaken belief that accuracy is ignored in CLT, and wrongly infer that grammar teaching has no place in the process. In fact, the exclusion of explicit attention to grammar is never a necessary part of CLT[18].

A communicative approach emphasizes the purposes of language – what we use the language for – over detailed knowledge of formal grammar, thus, language is seen as a tool of communication rather than as a subject for academic study. We learn to communicate in a language by actually communicating in that language.

Communicative language teaching is an approach to language teaching that points up interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar in order to promote language skills in all types of situations.

This method also claims to encourage learners to incorporate their personal experiences into their language learning environment and focus on the learning experience in addition to the learning of the target language[19].

As different types activities are held during the lesson, students can have a chance of talking about their own experience or dealing with the task by their experience.

One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

Teachers in communicative classrooms act as guides, rather than as lecturers and create maximum opportunities for students to practice language. Classroom

[18] Yi-Chun Pan.A Closer Examination of Communicative Language Teaching Studies in Literature and Language Vol. 6, No. 2, 2013, pp. 40-44.
[19] Nunan, David (1991). Communicative Tasks and the Language Curriculum. TESOL Quarterly. 25 (2): 279-295.

activities and materials are selected according to real life needs or an authentic situation. Just because communication is the main purpose, students chat with each other and debate the current topic. Presumably, during the lesson they feel real English zone, real English environment and real English life.

The tasks in a CLT classroom are designed to use the language in purposeful and meaningful ways and thus a communicative syllabus emphasizes the functions of language rather than the rules.

Since CLT is not limited to any one textbook or a set of curricular materials, only using the prescribed texts cannot ensure the attainment of the aims of it. That is to say, input materials are important in language learning and their implementation supports the target language classroom to communicatively organize and control efficiently.

Teachers should not be addicted to the course book rather they have to bring new sources to the lesson, broadening student's outlook. Krashen and Terrell's (1983) natural approach, for example, stressed that if second language acquisition is sought, it is important that the teacher provides learners with sufficient comprehensible input and natural communication opportunities in a psychologically non-threatening environment[20].

Communicative Language Teaching, CLT, facilitates and fulfills the learning process to improve the spoken skill when done with various activities, even though the teachers face many challenges, while teaching the course. Throughout more than twenty years, this method has been confirmed and spread widely. CLT is the innovation of the foreign language teaching not only does it improve students' communicative competence effectively, but also carries out the quality education in languages. The communicative approach emphasizes that the ability to use language appropriately is another essential aspect of communicative competence.

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[20] Krashen, S. D., & Terrell, T. D. The Natural Approach: Language Acquisition in the Classroom. – Oxford: Pergamon Press. 1983. p. 63.

Generally, the language learners find themselves with multiple demands, as they learn to communicate and meet the need for learning that language. Their demands are always focused on accuracy, fluency, appropriateness and flexibility.

The four skills of language listening, speaking, reading and writing are interdependent to each other and it is felt that there is an inadequacy of a four skill model of language. But within the last quarter century, communicative language teaching has been put around the world as the "new" or "innovative" approach to teach English as a second language. Broadly speaking, the best approach to teach people to use a language is to move from communication to language and then from language to communication.

Communication is an important part of the goal of language teaching. People learn English for some reason, in some way; they want to communicate in English. A vital part of learning a language involves the act of communication itself.

Another main feature of the communicative language teaching approach is that language teaching begins with the spoken language, the material being presented orally before being presented in the written form. The target language is the language of the classroom and the new language items are introduced and practiced accordingly. Through communicative approach, the leaner learn target language as he learns mother tongue. It means that the atmosphere of English

language is created so that student could learn English directly. In communicative approach everywhere, in schools, classroom, on stages, and seminars, we can say that the learner are taught as a native person learn his language. The students should be provided real life situations. Creativeness of role play, simulation, project should be produced in students so that they could connect these all with real life situation.

Classroom goals are not restricted to grammatical or linguistic competence. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use[21].

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[21] Brown H.D. Principles of language learning and teaching.3rd ed. Englewood Cliffs, NJ: Prentice-Hall. 1994. p. 33.

Speaking without hesitation and pauses is considered as fluently speaking, on the other hand making mistakes in the speech shows that it is accurately spoken. However, when implementing communicative language method there are no special rules like grammatically correct speaking or structurally speaking according to some forms of the language system. As a result, students enjoy practicing the language and never feel afraid of making errors in communication.

In communicative language teaching second language learning is facilitated when learners are engaged in interaction and meaningful communication. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging. Communication is a holistic process that often calls upon the use of several language skills or modalities.

Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.

Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal produce of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.

Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning. Successful language learning involves the use of effective learning and communication.

CHAPTER II. THE TECHNIQUES OF COMMUNICATIVE LANGUAGE TEACHING METHOD

2.1. Techniques of CLT method as a vital communicative tool in EFL classes

Turning to the methodical history of language teaching about five decades ago Edward Anthony (1963) gave us a definition of "techniques" which are the specific activities manifested in the classroom being consistent with a method and therefore in harmony with an approach as well[22]. According to Richards and Rodgers (1982, 1986), this encompasses the actual moment to moment techniques, practices, and behaviors that operate in teaching a language according to a particular method. It is the level at which we describe how a method realizes its approach and design in classroom behavior. At the level of procedure we are concerned with how these tasks and activities are integrated into lessons and used as the basis for teaching and learning.

Each method has its own techniques to apply in the classroom. This is why the teacher who uses the same method cannot use any techniques of another method. Taking into considerations, grammar translation method is full of grammar accuracy based activities such as translating sentences, doing grammar exercises and memorizing lists of target language vocabulary. The main roles of such techniques can be seen in the improvisations of grammar and vocabulary aspects of foreign language learning. While in audio-lingual method dialogue memorization, repetition drill, chain drill and question and answer drill types are involved by the teacher in the EFL classroom in which all new vocabulary and structured patterns are learned through imitation and repetition.

However, the techniques applied in the CLT lessons are using authentic materials, scrambled sentences, language games, picture strip story and role playing[23]. These are all appealing and basically communicative principles. In other words, none of them makes students get bored of learning and studying another language interactively.

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[22] Brown Douglas. Teaching by principles an interactive approach, 1994.
[23] Diane Larsen-Freeman and Marti Anderson, Techniques & Principles in Language Teaching. Oxford University Press, 2011.

Typically, CLT method involves a variety of techniques that students interact meaningfully during through pair work and group work activities. It is motivating if students can be encouraged to talk about themselves and to express their thoughts and options, so that they are interacting as naturally as possible.

Success in the task is more important than student accuracy; successful completion of the task helps motivate the student.

Authentic materials

The definitions of authentic materials are slightly different in literature. What is common in these definitions is "exposure to real language and its use in its own community". Rogers (1988) defines it as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication. Authentic materials define the real English lifestyle and English language use which are created for non-teaching purposes. When people first think of authentic materials they usually assume that we are talking about newspaper and magazine articles. However, the term can also include such things as songs, web pages, radio & TV broadcasts, films, leaflets, flyers, posters, indeed anything written in the target language and used unedited in the classroom[24].

The use of authentic texts in classrooms is important as it performs a lot of functions: widening and reinforcement of language knowledge; language material training; development of abilities in oral speech; development of abilities in written speech[25]. Working with texts, a teacher can use the following exercises: pre-reading (aimed at title work, contents prediction, grammar and vocabulary work); while-reading (aimed at general perception, identification of interesting parts for a reader, meaningful parts selection); post-reading (aimed at comprehension check, text interpretation, abilities to find specific information); exercises aimed at the production of a personal utterance (aimed at the development of oral and written abilities).

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[24] https://www.teachingenglish.org.uk/article/using-authentic-materials.
[25] Jordan, R. R. English for Academic Purposes: A Guide and Resource for Teachers. – Cambridge. Cambridge University Press. 1997.

Using video materials in classroom environment can favor students' motivation to learn a foreign language as they present real language, provide students with an aesthetic look at the culture. Undoubtedly, video is very effective in teaching because it: represents authentic environment; gives examples of particular language functions in operation; presents authentic language interaction; shows the nonverbal components of the language: eye movements and facial expression; body language (besides eyes and face, there are many different kinds of body postures, certain gestures and space language[26]. Working with video, a teacher should incorporate the following activities: pre-viewing (to acquaint students with the material they are going to watch, further better comprehension); while viewing (answer teacher's questions); post-viewing (discussions, role playing, writing).

Authentic materials can play multiple roles in language teaching, enable learners to interact with real language and content rather than the form (grammar and vocabulary). In other words, the proper and systematic use of these materials at classes give students understanding that they are learning a language as it is used outside the classroom, prepare them for real communication.

Starting from the beginner level to the advanced level it becomes effective resource to acquire the language which is not inactive and can be found easily. Any teacher can implement any type of authentic material for any topic, for any level in terms of developing their language skills and language aspects.

Furthermore, authentic materials create a learner interest towards the target language, which is intriguing and fun. Investing something new by reading or watching in the real English language can give pleasure especially in certain topics of their curiosity. Using authentic materials is a relatively easy and convenient way of improving not only your students' general skills, but also their confidence in a real situation. All in all, rather than having from exercise to exercise course book in language teaching, it is much worth having realistic authentic materials in the EFL classes.

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[26] Lonergan, Jack. Video in Language Teaching. Cambridge: Cambridge University Press, 1992.

Scrambled sentences

The best known techniques of CLT are scrambled sentences that each learner finds it stimulating and joyous. According to Chomskyan tradition, the language has its sentence structure which is fundamental and a basic word order. So, if the language exhibits a wide variety of different orders, they are said to have "scrambled" from their normal order[27]. In this technique the order of sentences, sentence questions, texts, dialogues are scrambled to restore to their original order. A lot of students enjoy unscrambling the sentences in order to know the exact meaning of them. This is another progressive approach to improve their cohesion and coherence properties of language. In EFL classes it is accessible to have and make your own version. Creativity plays an important role to scramble the sentences. The commonly ones are scrambled texts and dialogues. For instance, unifying the text order may confuse, however coherent deal is expected from students.

In English language as well the normal sentence structure follows the rule now that it is all about contextual thinking of a student to unscramble the given sentence. Scrambled sentences are part of communicative language teaching technique and usually directed to develop students' writing skills as well as their cohesion and coherence in the linguistic competence. Grammar is found to be the main foundation of language learning. On the other hand the communication in written English is made by the accurate use of grammar structures and appropriate words.

Scrambled sentences can be utilized in the process of teaching tenses or else linguistic devices. Semantically, each word's meaning and order is decided by the students. Thus, they deal with the task cognitively as well as coherently. This technique works best with a greater variety of sentences rather than with substitution exercises; it can work when reviewing multiple units at one time.

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[27] Grewendorf, S. and W. Sternefeld (eds.). Scrambling and barriers. Amsterdam: Benjamins, 1990.

There are several kinds of scrambled sentences to use during the lesson. The first can be a scrambled sentence it is cutting the sentence keeping phrases intact. The task is to scramble the current sentences in the correct word order not missing any of them. This is generally given as an individual task so that each learner can concentrate on the structure and its sequence. In other words the tutor analyzes what the weak points of students' acquisition, what they could not understand and what the problems faced in scrambling sentences.

The second is scrambled sentences of a text. Some part of authentic materials as newspaper or magazines are given in scrambled form. The students in groups of 3 or 4 restore the passage to its original order. The environment in classroom changes markedly since learners exchange ideas and drive a conclusion together. Cohesion and coherence of the text is checked by the teacher, so the meaning of the material is set clearly.

Another very intriguing type of this principle is scrambled questions and their answers. In group, according to the certain topic, the coach distributes scrambled questions and answers of the same questions. Students need to find their partners walking and asking their questions. Thereby, communication between them takes place as much as possible. This can be immersing oneself into English sphere or reality. In this activity the one who are resourceful and smart is discovered by the active participation of students. The other kinds can be putting the strip story in order or unscrambling the lines of a mixed up dialogue[28].

The practical results of the scrambled sentences in developing writing skills are chiefly known through the written forms of them. Moreover, correcting the structure and showing the right form increases the level of students' written English. Instead of doing grammar exercises, applying such scrambled sentences in the English classroom makes fun and joy in the learning process of grammar competence.

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[28] Diane Larsen Freeman and Marti Anderson. Techniques&Principles in Language teaching. Oxford University Press, 2011.

Language games

Games are used to develop linguistic skills as well. In teaching languages there is an opportunity of applying games to give students valuable communicational practice. In every foreign language classroom the noise is heard because of harmonious and logical games. Hadfield (1990) describes games as "an activity with rules, a goal and an element of fun". Some reasons are mentioned by Lee as in the following (Lee, 1995): games give a chance to escape from unusual routine, but they are very important in terms of motivation and challenges. Moreover, games provide encouragement to interact and communicate successfully for learners and permanence to carry on the effort of learning and create a context to use the language meaningfully, decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also inspire learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful. They are used to involve students in learning. They are both motivating and fun what can help activate students who may have been inactive before. Second, they encourage students to communicate and interact what helps building relationships through the friendly atmosphere they create among participants who feel all equal. Third, they give learners a chance to practice the language in the various skills (speaking, listening, reading and writing) in situations from their real life. Fourth, they break the routine since they add variety to usual classroom activities. The benefits of games range from cognitive aspect of language learning to more cooperative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging.

Huyen (2003) identifies the advantages of using games to learn vocabulary in the classroom:

a) Games add relaxation and fun, so the learners retain words more easily;

b) Games involve friendly competition, so it keeps learners interested and motivated;

c) Vocabulary games bring real world context to the classroom[29].

The benefits which come from games advance students' foreign language in terms of the critical thinking and speed in answering the questions as well as finding the meaningful response. Learners can improve their understanding of written and spoken English via games that help learners learn words and structures in a context using correct pronunciation and spelling.

Through games learners' and teachers' roles are changed and teacher encourages learners to participate actively in their learning. As a result, games give a chance to learners to take responsibility for their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, different contexts can be created by teachers that allow learning unconsciously because the attentions of the learners are not on the language, on the message. As a result, when their focus is on a game as an activity, learners acquire the target language as they acquire their mother tongue, that is, without being aware of it[30]. If the teacher does not use any kind of games in language acquisition process, learners' interest to study the language decreases and disappears.

There are a lot of types of games. It is difficult to classify games into categories because such categories often overlap. A good teacher has to have several games on hand at all times. Hadfield (1984) explained two ways of classifying language games; linguistic games that focus on accuracy and communicative games that focus on exchanging information. Further, games are classified into more detailed forms composed of both linguistic and communicative games.

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[29] Huyen, N.T.T. & Nga, K.T.T. Learning Vocabulary through games in Asian EFL Journal, 2003
[30] Cross, D. A practical handbook of language teaching. Longman, 2000.

– Sorting, ordering or arranging games: for e.g. give students a set of cards with months, and they have to arrange those cards in order.

– Information gap games: the one having information have to exchange it with those who do not have it to complete a task.

– Guessing games: a student with a flash card must just mime it to others who try to guess the word.

– Searching games: for e.g. everyone is given a clue to find out who the criminal is. They ask and reply to solve the problem.

– Matching games: participants need to find a match for a word, picture or card.

– Labeling games: a form of matching games, the only difference is that they math labels and pictures.

– Exchanging games: students barter cards, objectives or ideas.

– Board games: „scrabble" is one of the most popular games in this category.

Language games may be also classified as follows:

– Listening games. In class, listening is often carried out in a boring and uninteresting way what makes the lesson more stressful. To make students enjoy listening, the teacher needs to bring it closer to them. A good way is the use of listening games to maintain the students' attention and interest.

– Speaking games. They can be used at any time, especially as a follow up to the previous listening to reinforce vocabulary and expressions heard earlier. Their main aim is to make speaking and expressing ideas orally enjoyable and stress free.

– Kinetic games. They provide refreshment in the class, especially when students are getting tired and find it difficult to concentrate. They need always to be joined with another activity of reading, listening or speaking.

– Experiential games. Their real aim is not to win or complete a language task but to experience the process and learn from it. They may influence people's attitudes and teach them the understanding of themselves and the phenomenon around as well.

When choosing games a teacher does not have to have a multitude of games up his/her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Some include physical involvement while the others mainly involve mental thinking. Anyway, with the help of games, the laziest or the passive student in the class can get some point of the topic clearly. Playing games is not only about the participation of active students, but less active ones too. This is a solution to make them be more attentive and hyperactive.

Picture strip story

Picture strip story is another technique of the CLT method in which the strip of the story is given in pictures. A student shows the whole class the picture of the story and the class needs to predict what the next process would be like in the second picture[31].

Of course, the description is in English and that is the purpose of this activity. Moreover, communicating with each other on the same story and guessing improves language learners' negotiating skills. As well as enjoying pictures they also form a key resource for accessing the different learning styles that each student has. Using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom. They also offer an opportunity for movement and a multi-dimensional perspective which will reach kinesthetic learners.

Pictures aren't based on level. It is accessible to choose certain pictures to have a certain area of vocabulary while any picture can be the base of any kind of activity at any level. Reading stories can restrict students but an elementary learner can access the most complex story through pictures so lower levels don't "miss out" on the 'exciting' stories that the higher levels are looking at. Pictures add a touch of intrigue to the class and make the lesson much more dynamic as imaginations are aroused. This is especially useful with those students who find it difficult to use

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[31] Diane Larsen Freeman and Marti Anderson. Techniques & Principles in Language teaching. Oxford University Press. 2011.

their imaginations. The picture story provides a support and ideas which the students can then build on more easily than inventing their own story all together[32].

The example of picture strip story implementation is provided by Allen and Valetta (1977, p. 240), who use picture strip story activity with short stories or anecdotes which have exactly the same number of sentences as there are students in the class or group. Each sentence is written on a separate strip of paper, if the same story is used with several classes, the sentences may be typed on a computer, printed, photocopied and then cut into strips. One strip is given at random to each student in the class or group. Each student must memorize the sentence of his or her strip. Then the strips are collected. The students move around, speaking only the target language, and ask each other questions until they have reconstituted the whole of the original story. Moving around the class, students get more acquainted with their peers as well as their English. The answers to the questions are to be logically correct and contextually in order which represent the point of view. The teacher's role is merely that of a facilitator; it is recommended that the teacher remain silent during the reconstruction activity.

The advantages of using the picture strip stories in teaching the target language are: they are inexpensive and widely available; they provide common experiences for an entire group; the visual details make it possible to study the subject clearly; they offer a stimulus to further study because research shows that visual evidence is a powerful tool; they help to focus attention and to develop critical judgment; they are easily manipulated[33].

The Picture strip story technique is an effective technique to use for teaching speaking. The use of the picture strip story in the teaching-learning process is stimulating and productive. It helps students to be bolder in speaking up and expressing their ideas so that they become more confident, creative, and motivated in learning and practicing speaking.

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[32] https://www.teachingenglish.org.uk/article/picture-stories-communicative-classroom.
[33] Vernon, S. G., & Donald, P. E. Teaching and Media a Systematic Approach. New Jersey: Prentice Hall. 1980.

Role playing

The use of role play technique in classroom to develop student speaking skill, enrich their vocabulary and if it is a successful technique to motivation the students. In Cambridge International Dictionary of English, role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situation[34]. The present popular technique, role playing, traces back to the psychotherapy of the 1930s. From that narrow beginning, role playing has spread to many and varied forms of education from the primary levels of the elementary school to the upper training of business executives. According to Kenneth (2008) "It improves communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, development of values and appreciation of the art of drama". Stern (1983) suggested that "Role playing helps the individual to become more flexible and develop a sense of mastery in many situations". Through role play, L2 learners can experience many kinds of situations in which they will use the language; and as they 2 develop a sense of mastery in them, they should be able to apply the language more easily to new situations[35].

Role play is the act of imitating the character and behavior of someone who is different from you, for example as a training exercise. Incorporating Role play into the classroom adds variety, change of pace and opportunities for a lot of language production and also of fun. Role play includes a particular communicative task, for example negotiating a purchase, solving a problem, making a reservation, getting information, and so on.

The role play method provides the opportunity for learners to gain new knowledge and appreciate different points of view and perspectives, based on the role(s) being played. Role play also helps learners to develop, practice new skills and behaviors, such as improving communication, exploring, solutions, and resolving conflict. Through the role-play method, educators are well positioned to analyze the learners' reactions and responses, and method, and peers can give direct

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[34] https://dictionary.cambridge.org/dictionary/english/role-play?q=role%2Bplaying
[35] Stern, S.L. Drama in Second Language Learning from a Psychological Perspective. Language Learning Journal. N 30. 1983.

and immediate feedback (Kenneth; 2008). Nowadays every teacher and every student knows the need for using such techniques. Hence, in our present research we attempt to show that using the role play techniques in teaching English is not passive action. It is very active, vital process and important part that play a great role in enhancing the speaking skill of students. Through the use of the role play technique as an aid, learners can fully engage and effectively become interested in developing their level in learning English certainly speaking skill via the use real discussion inside classroom also the use of role-plays supporting shy students to participate since we are make environment as like as real one.

Role play activity is a drama like classroom activity in which students take the role of different participants in a given situation and act out what might happen such takes can be grouped into two forms, scripted and unscripted role play[36]. According to Byrne (1986), scripted type involves interpreting either the textbook dialogue or reading text in the form of speech. The importance functions of the text after all in to convey the meaning of language items in a memorable way. In contrast to "scripted role play"; the situations of unscripted role play do not depend on textbooks. It is famous as a free role play or improvisation. The learners themselves have to decide what language to use and how the conversation should develop. In order to do this activity the teacher and the students should be well prepared.

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[36] Byrne, D. Teaching Oral English: Longman Handbooks for English Teacher, Singapore: Longman Group. English teacher. Harlow: Longman, 1986.

2.2 The usage and challenges of CLT techniques

Communicative language teaching has become the most practical method among other methods, yet there are challenges that many teachers fail to implement this method in the target language classroom. The atmosphere of CLT is much more comfortable than traditional methods. However, problems may arise as the number of teachers is so few who bring this method into practice.

The shift from a teacher centered pedagogy to a student centered CLT method can be a practical challenge faced by teachers, as they are asked to leap from a traditional approach to a communication oriented approach.

Therefore, they are expected to develop new practical skills for classroom teaching at the same time change how they evaluate students. Teachers should develop the ability to adapt textbooks, use modern technology, improve their own language proficiency, change their conception of their language teaching.

The changes of utilizing CLT method techniques were emphasized to communicative competence rather than only linguistic competence, moving from teacher fronted to learner centered classes, changing the teacher's role from lecturer to facilitator, and working with textbooks which focus on communicative situations rather than language based on sentence examples.

Practical challenges are reported from numerous teachers when they have been asked to implement CLT in primary and secondary schools, where classes are often large and resources are limited. These challenges include:

– difficulties with classroom management, especially with large classes, and teachers' resulting fear that they may lose control;

– new organizational skills required by some activities such as pair or group work;

– students' inadequate language proficiency, which may lead them to use the mother tongue (or only minimal English) rather than trying to "stretch" their English competence;

– excessive demands on teachers' own language skills, if they themselves have had limited experience of communicating in English;

– common conceptions that formal learning must involve item by item progression through a syllabus rather than the less observable holistic learning that occurs in communication;

– common conceptions that the teacher's role is to transmit knowledge rather than act as a facilitator of learning and supporter of autonomy;

– the negative 'washback' effect of public examinations based on pencil and paper tests which focus on discrete items and do not prioritize communication;

– resistance of students and parents, who fear that important examination results may suffer as a result of the new approach.

Following her survey of teachers in the Asia-Pacific region, Butler (2011) classifies the challenges as involving (a) conceptual constraints (e.g., conflicts with local values and misconceptions regarding CLT/TBLT); (b) classroom level constraints (e.g., various student and teacher-related factors, classroom management practices, and resource availability); and (c) societal institutional level constraints (e.g., curricula and examination systems)[37].

Most English language learners have had access to some schooling in their native countries. Their school was probably very teacher directed. Learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer.

Because of this, some adult English language learners may be initially disconcerted when their English teacher begins asking them to get up and move around, work in pairs or groups, and talk to one another. It also may be difficult for learners to realize that there can be more than one correct response to a question and many ways to ask a question.

However, many, if not most, learners adapt and prosper with increased interactivity and independence. Making time for more communicative practice is not always optimal when teachers are under pressure to accommodate immediate student needs and administrative and organizational requirements.

[37] Butler, Y., Comparative perspectives towards communicative activities among elementary school teachers in South Korean, Japan and Taiwan. Language Teaching Research, 9 (4), 2005. p. 423-446.

The list below includes the most common misconceptions of the communicative language teaching approach:

a) excluding teaching grammar many linguists and theorists rejected teaching grammar for them grammar makes language more complex. However, many others have pointed out its necessity for an efficient communication. In the early days of CLT, the new syllabus were mainly based on tasks such as booking a hotel room, calling the doctor, or ordering pizza. The syllabus ignored the fact that learners need the knowledge of grammar or language to perform those tasks[38].

Halliday strongly believes that CLT does include grammar. According to him, first, it just dresses up the grammatical structures into communicative functions; although they are not presented explicitly, they are still there[39]. Second, if we have a functional, Halliday concept of grammar, the explicit teaching of functions would still be grammar teaching.

b) developing oral skills that only teachers had the misconception that the learners might need the second or foreign language is outside the classroom when encountering a native speaker of the second language or when visiting a foreign country. They have always excluded the possibility of using the target language for academic purposes (writing an essay or reading for a course). It is suggested that communication does not occur while talking alone; it is also achieved through reading and writing too. It is true that in student centered CLT classes students speak with each other more to complete the assigned tasks; however, it should be noted that they do read more as well.

c) employing pair work for role play which is in most CLT classes, restricted to role play. For example, in a conversation between a hotel manager and a customer, one of the learners acts as the manager and the other as the customer. Nonetheless, even in such a CLT class learners are told what to say as practice rather than improvising the situation. Hence, students need to be given the chance to make choices and use language in a more authentic manner. Instead of adopting role

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[38] Thompson, G. Some misconceptions about communicative language teaching.ELTJournal, 1996. p. 10.
[39] Halliday, M. A. K. Explorations in the functions of language. Edward Arnold, London, 1973. p. 53.

play as the sole practice task, students can practice the language by discussing an answer to a reading comprehension question or solving some grammar activities and discussing their choices[40].

d) expecting too much from the teacher. Teachers are usually seen as "super human beings". Native speaker teachers are always preferred; however, non-native speaker teachers with high proficiency are allowed to teach as well. They are expected to attend professional development sessions to improve their teaching skills and to learn new techniques.

The CLT method is relatively abstract to students who have been used to the traditional teaching method. In any case, it is the most appropriate method to encourage learners to do their best in front of the whole group. As they develop self confidence and act accordingly following the teacher all challenges become vanished in learning process.

Furthermore, the CLT method has high requirements for the ESL (English as a second language) teachers. It demands that teachers should not only have native like competence in speaking, but also have a better knowledge of the culture and society of English speaking countries, which are currently rather challenging to most English teachers.

The CLT teachers should have a good knowledge of socio cultural problems in the language so that they can focus on students' sociolinguistic, discourse and strategic competence. As non-native English speakers, many English teachers usually lack sufficient language proficiency.

However, it is quite challenging for English teachers to focus on each student in classes, since students in every class have different levels of language proficiency, language learning habits and levels of confidence, etc. competence in speaking, but also have a better knowledge of the culture and society of English speaking countries.

It is true to say that most English classrooms are still practicing the traditional method that focuses on grammatical structures, and the change to communicative

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[40] Thompson, G. Some misconceptions about communicative language teaching. ELT Journal, 1996. p 10.

teaching cannot be achieved immediately. Therefore, the combination of CLT and other English language methodologies seems the most sufficient and effective way to develop language learners' communicative competence.

However, integrating communication and learner centeredness as two complementary aspects of FL instructional strategies may lead to improving students' communication skills. The active participation of EFL students in carrying out communication activities such as pair and group work, role-plays, games and problem solving independently can develop their communication skills in order to be able to apply what they learn in classrooms in the outside world.

Most importantly, these activities should offer the opportunity for students to learn about the sociolinguistic, grammatical and strategic aspect of the "communicative competence".

Learners who are accustomed to being taught exclusively in their first language may at first be uncomfortable if the teacher speaks to them in the second, expecting them not only to understand but, perhaps, to respond. When this happens, teachers need to take special care to help learners understand that they are not expected to understand every word, any more than they are expected to express themselves in the second language as if they had been using it since childhood. Making an effort to get the gist and using strategies to enhance comprehension are important to the development of communicative competence. With encouragement and help from their teacher in developing the communicative competence they need to interpret, express, and negotiate meaning, learners often express satisfaction and even surprise.
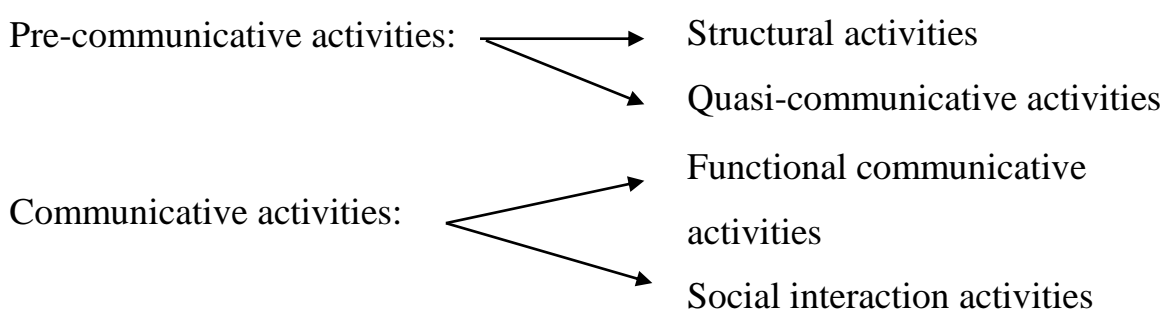
2.3. The description of typical classroom activities of CLT

The techniques of CLT method are based on the most effective activities for students developing communicative abilities in the target language. Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary vitally on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the target language[41].

The modern way of teaching English language is recognized by the colorful activities and interactive games. It is so intriguing for learners as well since in every English lesson they are busy thinking, acting, speaking, doing and living English life. The topics are connected to society and current events happening around the world. Thereby, students can share ideas and draw a conclusion during the lesson.

Communicative language teaching method activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. There is set real purposes: to find information, break down barriers, talk about self, and learn about the culture.

Littlewood (1981) reflects a sequence of activities of Communicative language teaching method as follows:

Pre-communicative activities: ⟶ Structural activities
⟶ Quasi-communicative activities

Communicative activities: ⟶ Functional communicative activities
⟶ Social interaction activities

Pre-communicative activities serve to prepare the learner for later communication. The two sub-categories of pre-communicative activities are:

Structural activities: Focus is on the grammatical system and on ways in which linguistic items can be combined. Quasi-communicative activities: Focus is on one or more typical conversation exchanges. Some resemble drills, but other is

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[41] https://en.wikipedia.org/wiki/Communicative_language_teaching#Classroom_activities

closer to dialogues. Drills and dialogues can be combined so as to provide a bridge from formal exercise to communicative use.

Communicative activities also have two sub-categories:

Functional communicative activities include such tasks as comparing sets of pictures, noting similarities and differences, working out continuously following directions and so on. In these activities learners must work towards a definite solution for a problem.

Social interaction activities comprise exchange of words, converse with others, improvisations and debates. Here, teachers prepare learners about the varied social contexts in which they will need to perform outside the classroom using different social interaction activities[42]. The following chart shows the difference between pre-communicative and communicative activities.

Pre-communicative activities	Communicative activities
Aims to develop grammatical competence.	Aims to develop communicative competence.
Focus on the product of isolated utterances.	Focus on the appropriate selection of utterances for communication.
Practice of language patterns or elements.	Practice of total skill of communication.
Function is to prepare the learner for later communication.	Function is to make the learner to actually communicate.
Learners have controlled practice.	Learners use language creatively.
Teacher intervention.	No teacher intervention.
Emphasis on form, not on context.	Emphasis in on context, not on form.
Examples: drilling, question –	Examples: Role simulation,

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[42] https://www.ukessays.com/essays/english-language/characteristics-of-communicative-language-teaching-english-language-essay.php

answer, sentence patterns, etc.   dramatization, group discussion, dialogue, debate, etc[43].

In a real teaching process what are the exact forms of these activities? Here is given the sample of a lesson plan:

Topic: Fruits

Aims: – to teach students the names of fruits in English;

– to teach students how to ask about fruit likes and dislikes;

– to encourage students talk about their fruit type likes and dislikes;

Age: 7-8

Level: A2

Time: 45 minutes

Procedure: Greeting with students and instructing warm up activity.

Warm up activity: Teacher throws a ball to each student randomly. While doing so, she/he asks questions (What's your name? How are you?) Students are required to answer to the questions as they hear.

Introduction: The teacher first teaches a grammatical item, the use of the auxiliary verb do when used in a yes-no question (a structural activity). The teacher begins by giving several examples, such as this one:

Statement: You like (to eat) cake.

Question: Do you like (to eat) cake?

Vocabulary based activity: Teacher puts large pictures of fruit items on the wall and matches them with the names of fruit items in big bold letters on separate pieces of paper. Teacher gives students chances to read the names of food items, say them aloud as a whole class, and copy the names while drawing their own pictures of each item.

Pre-communicative activity: Teacher holds up a picture of each item (e.g. apple) and asks the whole class, "Do you like to eat an apple?" The students then shout out "Yes!" or "No!" depending on their own preference (quasi-communicative

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[43]   https://www.ukessays.com/essays/english-language/characteristics-of-communicative-language-teaching-english-language-essay.php

activity). The teacher can hand out a dialogue that combine grammatical and vocabulary items and add a little new language:

A: Do you like cake?

B: Yes, I do.

A: Do you like bananas?

B: Yes. Very much!

A: How about fish? Do you like fish?

B: I don't know. Maybe!

Pair-work activity: The teacher reads the dialogue out loud, have students repeat it after, and have students practice it in pairs (functional communicative activity). Next, the teacher divides students into pairs and places a set of pictures of different fruit items face down on their desks. The students take turns picking a picture from a pile, then using the picture as a cue, asking each other about their likes and dislikes (social communicative activity).

The above given lesson plan encourages students to get involved in communicating with the teacher and each other in meaningful ways in English. In such communicative language teaching method activities the focus is on what it is that students already know and are now studying, as well as on creating communicative activities that allow students to make use of this knowledge.

CHAPTER III. CASE STUDY: THE IMPLEMENTATION OF THEORY INTO PRACTICE

3.1 Formulating research question

Applying different methods and techniques into the teaching process makes each lesson unique and special. For teachers of GTM the lesson is considered to be always in a strictly plan, structure and manner of students. However, CLT method designs much freer forms of lesson procedure in which mainly the students play the important role to react to the teacher's instructions and activities. In my research, I analyzed the practical patterns of such lesson types as well as their organization. While observing during the internship, there arose various questions relating to my research practicality. The questions given below represent the basic parts of my research in which I put theory into practice clearly. They are:

1. What benefits can students get if CLT method is implemented in EFL classes?

2. How can the CLT method techniques outweigh traditional way of teaching?

3. How can we establish communicative competence in English language?

There occurred pedagogical problems as well as psychological issues to tackle during the internship at school number 11, in the forms of 8-9 pupils. Nonetheless, a deep observation of language learners each interest could make me find solutions and approach realistically in a very intriguing way. It was challenging to accept that there studies multi level pupils in the class. Similarly, conducting the lesson appropriately according to the school curriculum and students interests was another demand expected from the teachers. Having a lesson in CLT method, I had multifarious hesitations as well that implementing process was somehow new for other teachers. CLT method could give lots of opportunities to students developing self interest and self satisfaction. The practicality of the topic was fruitful meanwhile the progress in the production of spoken English language boosted significantly.

3.2. Data collection

Observation, interview and keeping diary were asked to investigate factors that promote or hinder the teachers' implementation of CLT techniques. The practice of CLT techniques was observed in details and achieved the results. During the observations, as a practitioner I took part in the lessons of other than language learning but involving scientific and moral subjects. It was a clue to find out the best way of acquiring classroom management skills as well as attracting students' attention and motivation. Each observation lasted to 40-45 minutes. I had observations in the primary and secondary classes such as 1st, 2nd, 8th, 9th form pupils. Primary to data collection I reviewed the teachers' participation, students' participation, their attitude to the lesson, the lesson activities and methods used by the teacher. To answer the research questions observation was required which is why I paid a great attention to monitor the particular classes such as 8-9 forms. At school there were 8 groups of 8-9 forms that I could observe broadly considering each point involving each activity during the lesson.

At the beginning of the internship period, I recognized the atmosphere of the class which was rather traditional and unlike the CLT method. Students were supposed to write down the topic and learn new words of the topic, do exercises from the course book, talk less, cooperate individually. This was really different and not really special lesson of the day. In the typical traditional lesson, the teacher was in the center of the lesson conducting and acting more. I looked through the topics given in the book 'Fly High' which denotes actually less communicative themes generally. In other words they can be implemented via CLT method techniques if only the teacher gets prepared for each of them. The role of the teacher was telling and demonstrating the correct forms of English grammar structure or pronunciation. In this lesson, none of the students interacted with each other, communicating freely and expressing one's own mind. I remembered the way I was taught at school. However, in this century innovative, creative and interactive way of teaching a foreign language is required.

Practicing teaching at school forms of 8 and 9, I applied the CLT method techniques such as authentic materials, language games, scrambled questions and role playing. Regularly having such kind of CLT techniques based lessons made the pupils acquire language units since they realized that even without having enough knowledge they could speak up in the target language. For instance, once I utilized the authentic materials (see appendix 1) which involved simple use of English language. Thus, it was effortless to understand and react to the input material. It was a song by Michael Jackson 'The Earth song' which is connected to the environmental topic. To make it more fun first of all, I distinguished the lyrics of the song, in which some parts of it were missing. Moreover, I asked them to underline the unknown words individually, not telling each other secretly. Afterwards, they exchanged the handouts to each other thereby every pupil paid a great attention to the word definition writing on the paper.

The explanations of word meaning were provided by pupils themselves, as I was there just as a controller or facilitator. Soon, I tried to make up sentences using the recently learned words list. In the next step, I enquired students to make up their own sentences orally. Then we moved to the discussion of 'The Earth song'. Challenging them to think and react, I helped them to give clearer examples of the events given in the song. Before finishing the lesson, pupils listened to the song could do the filling the gaps exercise easily. They liked the song itself, tried out singing as a class.

As an authentic material: kind of a song was implemented in the classroom, the learners could acquire much communication based vocabulary and awareness in terms of the theme environment.

Secondly, the more applied CLT techniques were several types of language games creating social interaction and competitiveness. Mainly to start the lesson as a warm up activity I supported students with language games in order to develop active participation. As long as pupils know about playing a game, they terribly become excited to commence the game and win it. In the traditional method basically playing games is not included since the learners get bored at the current

moment. With the 8th class pupils I organized the game "Shiritori" (see appendix 2).
In the beginning of the game I instructed the learners how to play nevertheless it
was a bit complicated to keep on. Supporting with examples I explained one more
time now that they really wanted to play and participate actively. This game was
kind of vocabulary based game, yet increased thinking faster to find out the new
word using the last letter of the previous word. The procedure of the game was fun
and excitement for pupils who were not used to play games. Students were keen on
playing and telling the words in English. On the other hand, the process of telling
the dissimilar words was intriguing among the peers which could increase the
participation of the passive students. For instance, apple-elephant-toy-you-UK-
kitchen-not-take-economist-teacher-rabbit-tall-love-extra-ask-kitten….

Language games could work with the primary class pupils that they were
motivated by the teacher to show up and express their language skills. For instance,
the game called "How are you?" was implemented in the second class at school
which resulted learners positive reaction to the lesson. During the lesson, the kids all
lined up at one end side of the room. This side of the room was considered as the
"safe" side. But the kids really wanted to get across to the other side, where there
was a sweet shop. That day was found the day in which all the sweets are free! But,
between the kids and the sweet shop there was a monster! At first I was the monster.
The kids asked me question what my favorite food was. They guessed a lot
supporting with varieties of food, however, I said that my favorite food was human!
Addition to this I told them that they could only cross to the sweet shop if the
monster was in a good mood and was not hungry. So, I requested them to check the
mood of a monster (which was at that time "me"). Pupils gave me the question
"How are you?". They all together asked the monster "How are you?". Anyway to
make them more involved into the activity I said "I'm sorry?" as well as to get the
kids to shout in big loud voices (so that all the kids joined in, not just the super
ones!) I answered "I'm OK". For the second time the kids repeated the question
(important practice) and moved forward one step (no jumping!). We repeated this
process for several times, but once I answered as "I'm hungry!", the kids had to run

back to their safe wall! The kid who was tagged on the way back became a monster for the next round!

In the next game, "Whisper down the alley" developing students' both speaking and listening skills was the goal and objectives which really worked with any level of foreign language learners. I played this game with the 8th class pupils. Throughout the game I divided the class into teams by rows trying to have teams of equal numbers. According to the students' level I told them a word, phrase, or sentence starting from the back of the class. Each row said the word or sentence to the last person if necessary repeating it two or three times but, saying it quietly so the others cannot hear. Firstly, lots of students could not catch what their peers' word, after replaying the game they got the point and demanded each pupil to pronounce correctly. The interaction between the first and the last row was very important since the student in the front of each row wrote down what he or she heard. I scored each team judging by speed and accuracy. It was enjoyable to expect everyone's active participation as well as will. The game reached out the set goals advancing language classroom and language skills.

The most well known and effective technique of CLT method "scrambled sentences, questions, texts, dialogues" is found out to be interesting at the same time collaborating. When I introduced them the process of scrambling the questions and answers they jumped out and started asking each other their question or answer actively. Regarding to scrambled questions learners read aloud their piece of paper to find the answer or question in the group. In this case mainly logical thinking and a little bit communicative skills are required. Playing the game most students could ace as long as they were faster than others, yet I provided them with new questions and answers. I gave them 5 minutes to unscramble their pieces of paper however, there was missing questions and answers anyway. At the end of the game I asked the ones who could not find their partners to read aloud their questions or answers. After that, we could make the questions and answers unscrambled. For example:

A: I am going to learn English and Russian languages.

Q: What are you going to do in summer holiday?

This was really awesome because of the noise in the group and interaction with both active and passive students. I thought that scrambled questions can make passive learners as well kind of active participants in the class. Thereby, everyone is considered equal even though their understanding in other cases may differentiate. I walked along and checked pupils if they were showing or just reading the pieces of paper. Developing the class management was a real experience boosting my leadership and motivation.

The role playing was also another key factor of improving communicative competence. The 9th class students were required to know about the job advertisement. In order to make it clearer I explained the role playing of such condition. I formed groups of four and gave one job advertisement from a newspaper or magazine to each group, and asked them to spend a few minutes discussing the advertisement. They had to play the roles of interviewer and candidate. Students performed the role play in front of the class, using WH questions. I provided general feedback and summed up if only the lookers on also commented on the stage. For example, the group of "teacher" job advertisement discussed the required competences of the job. Students from each group wrote two bio data for suitable candidates. (Before role playing I instructed them to make their bio data, which is full of information about oneself). Half of each group were the interviewers and looked at the job profile sheets. The rest were the candidates and looked at the bio data. They familiarized themselves with their roles for some time. The interviewers also enacted an interview with each of the candidates in turn. By role playing pupils felt the responsibility of being the organizer of the job advertisers. In other words the class really enjoyed when their peers were displaying something important in front of the audience.

3.3. Results

The results of the implementation of Communicative Language Teaching techniques can be seen in tables and diagrams. First of all, I estimated the activeness of students with GTM and CLT methods in percent. This involves their participation and interaction during the class.

The percent of participation and interaction with GTM and CLT methods:

	9 "A"	9 "B"	8 "A"	8 "E"
■ CLT	60	70	80	75
■ GTM	25	35	30	38
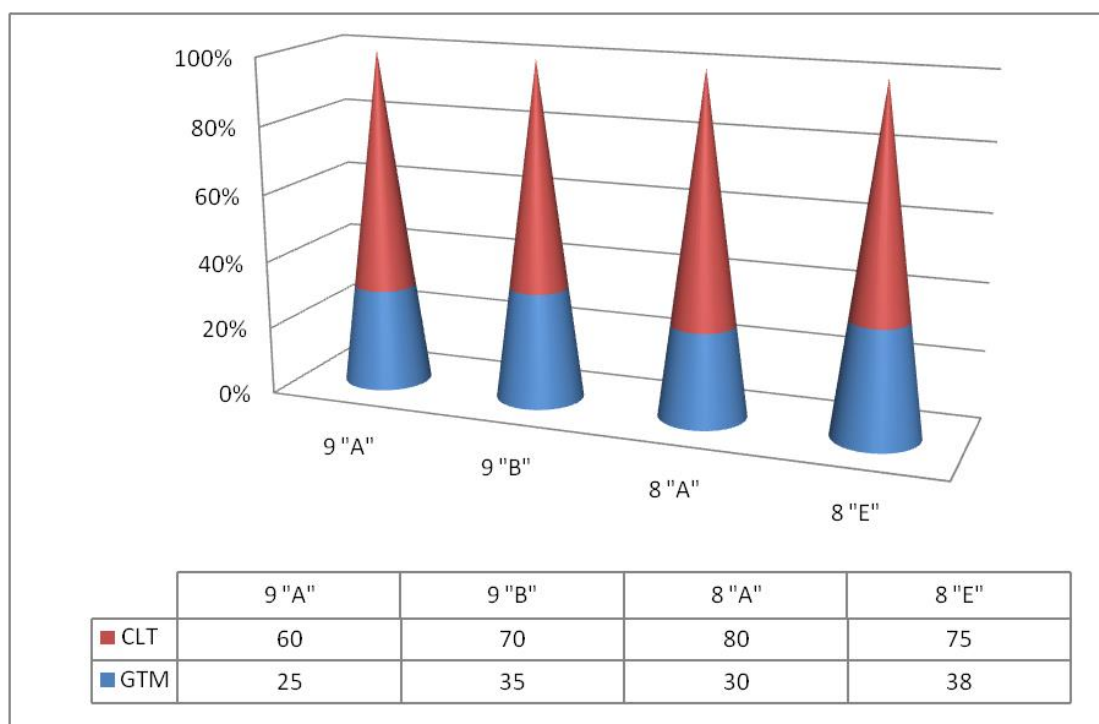
The above given diagram shows the results of comparison and contrast between two types of methods of Grammar Translation Method and Communicative language teaching method. Participation and activeness of 8th and 9th class pupils increased tremendously when applied the CLT method while in traditional way of teaching there was less activeness and interaction. As can be seen, the percentage of GTM method is lower than CLT method which is why there was paid much attention to develop learners collaboration and working in pairs. Thus, CLT is considered as interactive involving group work and pair work. Nevertheless, when grammar translation method was applied the students did not share and exchange ideas together instead they worked individually. The class was silent and there was no progress in any language skills rather except grammar.

The development of communicative competence enhanced from the time I started my internship in the class of 9. So, here in this table the growth of communicative competence is shown and compared.

Communicative competence

- after the internship
- before the internship
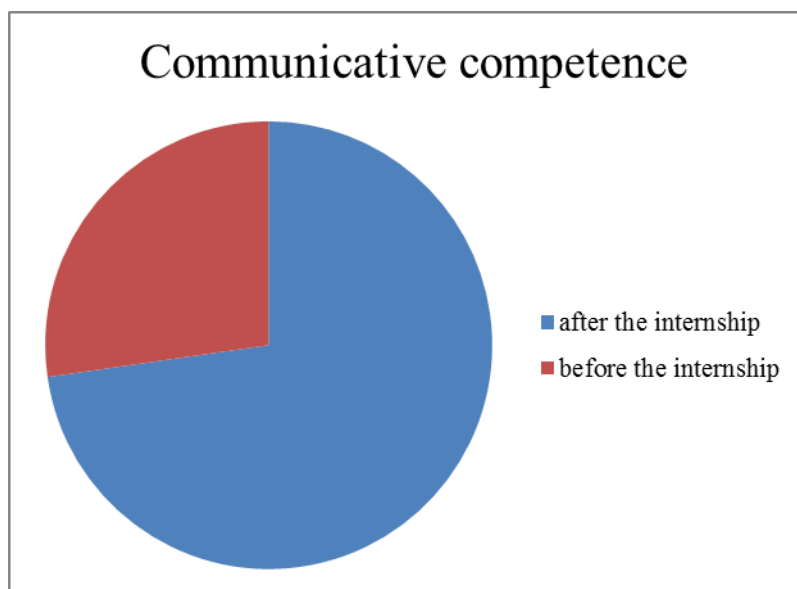
As long as utilizing the CLT method communicative competence of foreign language learners boosted which can be seen in the above table. My observations show that traditional methods are useless to increase the level of pupils. On the other hand there was a progress of students' curiosity to acquire the language as well. The techniques of CLT were directed to advance the speaking skills of learners so the results are impressive and obvious.

In this part I have showed the least results of the implementation of CLT method techniques. Practicing the theory was a bit problematic however managing the classroom in order made me become more experienced. Observing each teacher's lesson, I learnt how to find out students' motives and react according to them. Anyway, interacting with each other in pairs or in a group I realized the best results which come from the CLT method techniques.

Conclusion

English language has become the most spoken and the most used language in the world. Thereby, teaching English language is not considered just teaching grammar and some vocabulary, while it is getting teaching communication and contextual comprehension competences. Many teachers are still not doing their best by teaching communication in English language but teach the theory of language itself which is why many learners fail to understand English in real life situations, fail to speak and converse fluently with native speakers.

For speaking English fluently and accurately the method Communicative language teaching (CLT) aims to promote students' communicative competence, and therefore has become one of the mainstream pedagogical approaches.

Implementing communicative language teaching method develops students' language skills: reading, listening, writing and speaking. If we basically consider the other traditional methods, the main activity done in the classroom is not communicative rather it is teacher centered method.

There is no need to change the educational system, there is a great necessity of changing the method applied in the lesson. Nobody can control lessons, except teachers. So, teachers are responsible for the results, all competences must be well developed in language learner as teachers direct the whole class to the easy and comfortable way of learning a language.

Communicative Language Teaching is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. Communicative Language Teaching places great emphasis on helping students use the target language in a variety of contexts and on learning language functions. Its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of a language with adequate proficiency to communicate. Teachers in communicative classrooms act as

guides rather than as lectures and create maximum opportunities for students to practice language. As well as teachers act like facilitator, independent participant, organizer, and researcher. Learners should be the managers of their own learning process. They should enter the situations where communication takes place as much as possible to develop their communicative proficiency. Errors are considered natural in CLT. The teacher will not correct every sentence immediately.

The techniques of Communicative Language Teaching are found to make each lesson more and more interesting, useful, authentic and harmonious which help students increase their confidence. In other words, they develop fluency and accuracy of a speaker which means to speak foreign language smoothly, easily, expressively and with few pauses. Fluent speaker uses language phrases, idioms, slangs like native speakers. They are able to converse freely and talk with native speakers about different subjects.

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. A child in little ages is not capable of the same level of accuracy as an adult. The child will make mistakes and misuse vocabulary. If you speak English with a high level of accuracy it means you speak correctly with a few mistakes. To become a fluent speaker and accurate language user takes years of practice. The important thing is to create a balance between two of them.

A communicative classroom is always busy with different activities like pair work, group work, role play, presentation, debate, discussion, games and dramatization. In the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency based activities that encourage learners to develop their confidence, role plays in which students practice and develop language functions, as well as accurately use of grammar and pronunciation focused activities. When I practiced the techniques of CLT the mood of the class also hanged deliberately. I knew that students want to have a more innovative, encouraging and fascinating lesson rather than kind of traditional lessons.

The techniques applied in the classroom show the students' basic needs to be boosted as well as to be improved. Authentic materials developed students' communicative language while games could make an interesting interaction between them, scrambled sentences made each student think logically, role playing created a new skill within their classroom. Any techniques of CLT were the best to implement and practice since it is pleasant and enjoyable for everyone. Due to using fluency and accuracy activities at the same time in communicative classroom supports students to become a well qualified, fluent speaker.

Communicative Method aims to make communication the goal of language teaching. In speaking skills the aim is to be understood, not to speak like a native, priority is given to learners' interests and needs. Language learning process is based on the authentic materials and the learners can practice language in real situations. Communicative method is one of the most effective methods which can be used widely in learning and teaching English. If language teachers use this way of teaching method it will a great number of opportunities to learners improve their communicative skill. Initially, it will be difficult both teacher and students to adapt this method, but it makes a good resolution on students' self confidence during speaking.

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APPENDICES

Appendix 1

Activity 1. Michael Jackson 'The Earth song'

Instruction: Fill in the gaps of the song lyrics.

<table>
<tr><td>

What about ………..
What about ……….
What about all the things that you said
We were to gain
What about killing ……….
Is there a time
What about all the ……….
That you said were yours and mine
Did you ever stop to notice
All the blood we've shed before
Did you ever stop to notice
This ………Earth, these weeping shores
Aah, ooh
What have we done to the ……….
Look what we've done
What about all the ……….
That you pledge your only son
What about flowering fields
Is there a ……….
What about all the dreams
That you said was yours and ……….
Did you ever stop to notice
All the children dead from ……….
Did you ever stop to notice
This crying earth, these weeping shores
Aah, ooh
Aah, ooh
I used to ……….
I used to glance beyond the ……….
Now I don't know where we are
Although I ……….we've drifted far

</td><td>

Aah, ooh
Aah, ooh
Aah, ooh
Aah, ooh
Hey, what about ……….
(What about us)
What about the seas
(What about us)
The heavens are falling down
(What about us)
I can't even ……….
(What about us)
What about apathy
(What about us)
Drowning in the seas
(What about us)
What about the promised land
Preachin' what I believe
(What about us)
What about the holy land
(What about it)
What about the greed
(What about us)
Where did we go wrong
Someone tell me why
(What about us)
What about baby boy
(What about him)
What about the days
(What about us)
What about all their joy
Do we give a damn
Aah, ooh
Aah, ooh

</td></tr>
</table>

Appendix 2. Language games

Activity 2. Shiritori

Instruction:

One student begins the game by saying any word he or she can think of. The next student must make a new word using the last letter of the previous word as the first letter of his/her word, e.g., Help - Plan-Now-Wig-Gateball-Love. (Shiritori actually means "taking the end/bottom" in Japanese.)   To play the game with individual players, have all the students stand. If a player cannot think of a word in the given time limit, he or she must sit down (sound effects for the "buzzer" are a big hit!). The last player standing is the winner.

Appendix 3. Language games

Activity 3. "How are you?"

Instructions:

1. The kids all line up at one end side of the gym.

2. This side of the gym is the "safe" side. But the kids really want to get across to the other side, where there is a sweet shop. Today all the sweets are free!

3. But, between the kids and the sweet shop is a monster! At first the teacher is the monster. Ask the kids to guess what your favorite food is. They will shout out some foods (nice practice!), then you say that your favorite food is human!

4. Tell them that they can only cross to the sweet shop if the monster is in a good mood and isn't hungry. Ask them how they can check on the mood of the monster. After a moment a few kids will say: Ask him/her "How are you?"

5. All together the kids ask the monster "How are you?"

6. Do a few "I'm sorry?"s to get the kids to shout in big loud voices (so that all the kids join in, not just the super ones!)

7. The monster says an answer, e.g. "I'm OK".

8. The kids repeat the answer (important practice) and move forward one step (no jumping!)

9. Repeat from 5.

10. But if the answer is "I'm hungry!", the kids have to run back to their safe wall! Any kid who is tagged on the way back becomes a monster for the next round!

Appendix 4. Language games

Activity 4. Whisper down the alley

Instruction:

Divide the class into teams by rows. Try to have teams of equal numbers. According to the students' level tell them a word, phrase, or sentence - starting from the back of the class. Say the word or sentence to the last person in each row. Repeat it two or three times but, say it quietly so the others do not hear. Better still, take the kids out in the hall when explaining the sentence; this will prevent the other kids from overhearing it, and create a sense of anticipation and curiosity with the remaining students that will improve the game atmosphere. They, in turn, must repeat it to the person in front of them, and so forth. The student in the front of each row then writes down what he or she heard. Scoring may be judged by speed and accuracy.

Appendix 5.

Activity 5: Scrambled questions

Instruction: Order the following questions with relevant answers.

1) Do you work or study?
2) What part of the country are you from?
3) Do you think your town is a good place to live?
4) Do you remember your dreams when you wake up?
5) Do you like to hear about other people's dreams?
6) In what cases parents are proud of their children?
7) Do you think even little babies can make their parents proud?
8) Is school time important? Why?
a) I usually cannot remember what I have seen in my dream.
b) I think school time is essential for children to cooperate and learn things together.
c) I am curious about other people's dreams that I can say I like hearing about them.

d) I study at school number 11, at 9th class.

e) My town is an excellent place to make a living and live.

f) I am from the northern part of my country.

g) Parents are always proud of their children when they pass their exams.

h) I think babies are too small to be proud of or to make their parents to feel proud.

Appendix 6. Role playing

Activity 6.

Instructions:

Students will form groups of four. Teacher gives one job advertisement from a newspaper or magazine to each group, and asks them to spend a few minutes discussing the advertisement. They have to play the roles of interviewer and candidate. Students perform the role play in front of the class, using WH questions. Teacher provides general feedback and sums up.

Stages:

Students in groups discuss the job advertisements. Students from each group write two bio data for suitable candidates. Half of each group would be the interviewers and should look at the job profile sheets. The rest are the candidates and should look at the bio data. They familiarize themselves with their roles for some time. The interviewers enact an interview with each of the candidates in turn.