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**Theme: “New Methods of Teaching
English as a second Language in the
classroom.”**

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CONTENTS

Abstract	3
Introduction	4
Literature review	10
1. Definition of a method.	10
2. Difference between traditional and modern (alternative) teaching methods .	16
3. Methods and techniques used in Communicative Approach	24
Research Methodology	39
Analyses	57
Results and discussions	59
Conclusion	62
Bibliography	66
Appendices	68

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Abstract

Nowadays the foreign language learners in school are rather heterogeneous not only as far as their proficiency level is concerned but also when it comes down to their interests and learning strategies. Thus, this should be taken into account when planning teaching and lessons. One way of bringing variety and flexibility into the classroom is the use of different new methods in ESL teaching. The given diploma work deals with analyses of the methods according to the learning styles of the pupils. The research was conducted at school # 40 in Altıarık district.

Introduction

“The current rapidly changing time, when competition on the world arises, requires us all to think in a new way, to work with even greater impact.”¹

Sh. M. Mirziyayev

After getting the Independence the Republic of Uzbekistan has worked out on own model of development taking into account the specific social and political traditions in the country. One of the most important conditions for the development of any country is a well-functioning education system. As the education system ensures the formation of a highly developed that must be able to live in a highly, with social and personal activity, ability to function independently in the public and political life.

Nowadays, in Uzbekistan, special attention is paid to education of harmoniously developed young generation. Activities on creating necessary conditions for youth in receiving modern education is being consistently continued.

Today, when we use new methods and approaches to work on comprehensive modernization of our country, deepening structural reforms and democratic reforms, further strengthening the independence of our Motherland, we are well aware that the success of our transformations also depends on external factors.

According to the requirement on the National program of personal training and reforming of highest education in the Republic of Uzbekistan it is important to make affective changes in the system of higher education.

As the head of our state noted, one of the most important issues always worrying us, concern the moral image of out youth, their worldview. Time is rapidly changing today. Who is most aware of these changes? Of course, the youth.

¹ Sh. Mirziyayev.. “Youth education is one of the most important issues” UZA, <http://uza.uz/en/politics/shavkat-mirziyoyev>. 16.06.2017

No doubt that communicating with the world is not easy. As we are living in a globalized world, every day we need information, we need talk to people from different countries. And in this process the English language plays an essential role. At present internet is the first source to find and share news. And 70 percent of today's information on the internet is in English. In order to be informed with this news, to obtain what we need we should know English and be able to communicate in this language without intricacy. Certainly, let the youth keep up with the times. However, at the same time, they should not lose their national identity. Let the idea, of who we are, the descendants of what great ancestors we are always echo in their hearts and call for being committed to national self-consciousness. How will we achieve this? Only through upbringing, upbringing and only upbringing.

Proceeding from these tasks, in order to raise the development of our country to a new, higher level, we adopted the Strategy of Action on the five priority development directions of the Republic of Uzbekistan in 2017-2021.

In this Strategy, improvement of state and social construction, ensuring the rule of law and reforming the judicial and legal system, further development of the economy and social sphere, ensuring security, interethnic harmony and religious tolerance are defined as the main directions, continuing a deeply thought out foreign policy based on the principles of constructive dialogue and mutually beneficial cooperation.

Education of a healthy and harmoniously developed generation, a purposeful and energetic youth, able to take responsibility for the destiny and the future of the Motherland, to direct all its knowledge and potential to this is a vital and vital issue for us. In order to fully ensure the rights and interests of the younger generation, the Union of Youth of Uzbekistan was established. In this regard, I would like to dwell on the ongoing work to enhance its role and authority in the life of our society, to provide the organization of new benefits and opportunities.

Taking into account the requirements of the time and the needs of our society, fundamental reforms in the sphere of science and education are also being

carried out. The system of school education is fundamentally changing, 11-year secondary general education is being restored. President of our country noted the need to strengthen relations between schools and colleges, in particular, reconstitution in the order of the 11-year educational system in the school establishment of an vocational training. In a number of regions of the country new higher educational institutions, scientific and creative centers are being organized. The quotas for admission to higher educational institutions have been increased. Forms of correspondence and evening education in the system of higher education are being restored. Also one of the most exciting questions is solved - the system of preschool education is thoroughly reformed.

We set ourselves the task in the coming 3-4 years to completely cover all the children of the kindergarten age of our country by educating them in these educational institutions and we will definitely achieve this. To achieve real results, we must all work in good faith, without sparing our strength and knowledge, and take the initiative. The scale and depth of the tasks that we are setting for ourselves today require us to mobilize all our capabilities and potential in the next two years.

Social realities stipulated the necessity to emphasize as an independent trend consideration and solution of education management problems, development and introduction of well-grounded methods and means into educational management. At the same time, the importance of informational links and interrelations between education, upbringing and development as the components of the integral process of personality forming has greatly increased.

It is the forming of a creatively thinking personality capable actively participates in social and political life, which is the main priority in the national Program for Personal Training.

The concept of reflective thought has had an influence on teacher education throughout the twenty first century. Reflective thinking can be viewed as the thoughtful, self-questioning of teachers' actions, experience, or attitudes. If, for example, teachers are not satisfied with the learning success of their students or question their own role in the classroom or the value of their procedures, adherents

of reflective thinking would argue that the teachers should plan and organize acts or processes to help them address such concerns.

As a result, in an education sphere, today much attention is being paid to the problems of teaching and its methods. At the faculties of higher establishments of our country the undergraduates are also involved in this task. In order to become good specialists, students must hear enough in all the fields of their professions, they should be able to write graduation thesis (qualification papers) and maintain them at the end of their studies.

We know that all the graduates of Higher Establishments at the end of their studies should show their knowledge by writing qualification papers. My qualification papers is devoted to new methods of teaching English as a second language in the classroom. Before making the investigation in the qualification work I will provide some notions on its organization structure.

Actuality of the theme. Schooling as a part of pedagogical theory can be explained as a relationship of three parties, namely a teacher, a student and curriculum. Methods have a great deal position in teaching. The principles involve five aspects of second- or foreign-language teaching, namely the teacher, the learner, the teaching process, the learning process and the target language. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioral manifestation of the principles, it means that the classroom activities and procedures are derived from an application of the principles. Mainstream language teaching embraced the growing interest in communicative approaches to language teaching. Traditional methods emphasize basic skills (speaking, listening, reading, writing and pronunciation), on the other hand alternative methods concentrate on breakthrough ideas, which mostly negate the traditional approaches like memorizing grammar rules, translation, a lack of speaking and actually using the target language. With traditional methods of teaching, assessment is seen as a separate activity and occurs through testing while with modern method of teaching, assessment is integrated with teaching and learning, it also occurs through portfolios and observation.

The aim of the present work is to study the characteristic features of the alternative methods in teaching ESL classrooms.

Tasks of the research. In order to achieve the above mentioned purpose, these tasks should be done:

- To identify types of language learners and teaching methods;
- To study and analyze the general notions of method in teaching English;
- To study the differences between traditional and modern teaching methods;
- To analyze the use of alternative methods in different learning styles;
- To identify which methods are most applicable considering the learning styles:
- To show efficiency of the methods.

Objects of the research. The analyses of using new teaching methods in different styles can be considered as the objects of the research.

Scientific novelty of the research. The following are considered scientific NOVELTIES in this work:

- The role of methods teaching English in ESL classroom;
- The use of modern methods and its position in the English language teaching was investigated through different style;
- The benefits of using various methods were analyzed through the examples;

Sources of this research paper included the analysis of works of the famous scholars such as Scrivener, Harmer, Richards. J, C. Rodgers, Fleming, N. Baume, Ma'suma Akbarova.

Methods of the research are observing the lessons, interviewing the teachers and questioning pupils based on the quantitative and qualitative analyses.

Theoretical importance of the research. The results gained from the investigation can become a source for further researches on methodology, and for the works on modern methods of teaching ESL.

Practical importance of the research. The results of the research can be used in the courses dedicated to methodology.

Structure of the research. The general structure of the diploma work contains an abstract, an introduction, literature review, research methodology, results and analyses, conclusion, bibliography, appendices.

This research answers to these questions:

1. How often teachers use different alternative methods?
2. What common methods and techniques teachers use in teaching ESL classroom?

The introductory part tells about the general content of the work. Literature review tells about the definition of a method, difference between traditional and modern (alternative) teaching methods, methods and techniques used in Communicative Approach. Research methodology analyses the use of various new methods in teaching ESL classroom and choosing methods according to learning styles. The conclusion of the qualification work sums up the ideas discussed in the main part and shows the ways of implying of the course paper.

LITERATURE REVIEW

1. Definition of a method

Method is a way of doing something, especially one that a lot of people know about and use.²

Scrivener defines a **method** as "a way of teaching". I approached to the theory of Scrivener that a choice of a method is dependent on an approach, which is based on teacher's beliefs.³

Harmer presents the term "method" as a realization of an "approach". He believed that, a teaching **method** includes ideas about types of activities, roles of teachers and learners, the kinds of helpful material and some model of syllabus organization.⁴ According to Maňák the term "method" comes from the Greek word "methodos" which means the journey towards the goal. It is understood as the way of achieving theoretical or practical goal. A method shows a system of steps in theoretical and practical acquirement.⁵ Methods differ according to the aims for which they are taught. In fact, the methods of teaching English should be determined by the aims of teaching it. When aims are fully formulated, it can be considered easily which methods will achieve the desired aims. For example, if the aim is to give information, translation method will be most suitable for giving the required information. There is variety of ways to help learners to improve their communication skills. The presented activities set the main objective as teaching how to communicate, integrating other language skills as well. However, the only person who can define which of the strategies is the most appropriate for language learner is teacher. Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you boost your enjoyment of learning language. Harmer confirms that a method can have fixed

² Longman Dictionary of Contemporary English-LDOCE5

³ Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Oxford: Macmillan Education. P.31

⁴ Harmer, J. (2007). *The practice of English language teaching*. Harlow, England: Pearson Education. P.62

⁵ Maňák, J. (1997). *Alternativní metody a postupy*. Brno: Masarykova univerzita (p. 5, transl. AH)

procedures, informed by a clearly articulated approach, but he adds that a method can take procedures and techniques from a wide range of sources as well. Some of the sources can be used in other methods or they are informed by other teaching beliefs. On the other hand, the term "**approach**" describes how language is used and how its individual parts interlock. Basically, it offers a model of language competence. An approach describes how people acquire their knowledge of the foreign language and formulates the conditions which promote successful language learning.⁶

A "**procedure**" is "an ordered sequence of techniques". It is smaller than the term "method", but bigger than a "**technique**", which is a single activity rather than a sequence. Some methodologists possess new insights and formulate a new approach as a result. Others sometimes claim a status of method for a technique or procedure. As a matter of fact, some methods start as procedures and techniques which seem to work well in the classroom and therefore an approach is then developed. And vice versa, to form a method, some approaches have to go in search of procedures and techniques. Some of Harmer's basic ideas are relevant to the various levels, but some methods exist even without any apparent theoretical basis. The teacher is there for the learners in order to help learning to happen and methodology is what the teacher uses to reach that goal.⁷

Scrivener points out that despite all the teaching methods available, the reality is that very few teachers have ever followed a single method in its entirety, the exception is possible only when they work in a school that demands just one particular method. Every teacher has got their own personal way of working in the classroom, no matter of which teaching method he/she uses. There are similar factors among different teachers who use the same method, but there is no monolithic method in the teaching profession. The teacher should know what

⁶ Harmer, J. (2007). *The practice of English language teaching*. Harlow, England: Pearson Education. P.62

⁷ Harmer, J. (2007). *The practice of English language teaching*. Harlow, England: Pearson Education. P.62

works with each of his/her students. Therefore a very deep analyses of the learner is preferable.

Methods occupy an important position in teaching. Richards and Rodgers claim that a teaching method is a notion of a systematic set of teaching practices based on a particular theory of language and language learning. According to Larsen-Freeman a method is seen as superordinate, comprising both principles and techniques. The principles involve five aspects of second- or foreign-language teaching, namely the teacher, the learner, the teaching process, the learning process and the target language. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioral manifestation of the principles, it means that the classroom activities and procedures are derived from an application of the principles.⁸ Hendrich says that a teaching method is understood as intentional organization of lessons plus teacher's and learner's activities, altogether aimed at achieving the educational goal.⁹

In the 20th century, the quest for better methods was preoccupation of many teachers and applied linguists. Richards and Rodgers state that "common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it."¹⁰

Before the industrial revolution, when the learning of Latin and Ancient Greek was an important part of elite education, teaching involved the transmission of knowledge about the language—the rules of prescriptive grammar— as well as practice through translation from the source to the target language and vice-versa. With the growing need for the learning of prestigious modern languages, a reform to this way of teaching began making its appearance in the 19th century. This new way of teaching foreign languages that came to be known as: The Grammar-Translation (GT) method,

⁸ Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York, NY, USA: Oxford University Press. (p. xi)

⁹ Hendrich, J. (1988). *Didaktika cizích jazyků*. Praha: Statni Ped. Nakl. (p. 256, transl. AH)

¹⁰ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press. P.2

The Direct Method. As the need for language learning grew in the monolingual Western countries after World War II, right around the 1950s and 60s, two new ways of foreign language teaching featured as revolutionary and were widely used in Europe –Greece included, of course: The Audiolingual Approach/Method, The Audiovisual Approach/Method.

These new ways of teaching were strikingly different not so much because they were based on a different view of language than the previous ones, nor because they treated the issue of use of the L1 differently than the Direct Method or the Natural Approach. Like the previous reformatory methods and approaches, these new ways of teaching relied on inductive processes in learning, unlike the GT which relied on deductive learning. The difference between these and previously proposed ways of teaching and their contributions to the discipline were due to new techniques stimulated by their underlying links with Behaviorist Psychology –believing that language is a habit like any other that should be shaped and formed – and their reliance on contrastive linguistics – on the basis of which one can predict learners’ errors.

Richard claims that “The rise and fall of methods is due mainly to the influence of profit seekers, promoters and forces of the intellectual marketplace”.¹¹

As stated above, schooling as a part of pedagogical theory can be explained as a relationship of three parties, namely a teacher, a student and curriculum. The teacher is perceived as a character with required education and ability to pursue educational process. The teacher possesses adequate theoretical and practical knowledge of the particular foreign language and his/her function as a manager leads to responsibility of achieved results. The student is understood as a person who is being educated. He/she can be of any age and any abilities, experience or needs. The learner’s task is to use all the given abilities and make permanent efforts to achieve the established goal. The curriculum includes not only linguistic material like textbooks and teaching aids, but also pieces of knowledge

¹¹ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

explained by the teacher, projects of the students of their home preparations. The schoolwork is a device for achieving the given goal.¹² Generally, there is no universal method which can be used for any type of learner. For using any method with the best possible results it is necessary to understand the learning style of the particular learner. The term “learning styles” leads to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For instance, when learning how to build a clock, some students understand the process by following verbal instructions, while others have to physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. It is important for teachers to understand the differences in their students’ learning styles, so that they can implement best practice strategies and teaching methods into their daily activities, curriculum and assessments.¹³

Oxford says that if there is harmony between the student (in terms of style and strategy preferences) and the methodology and materials, then the student is likely to perform well, feel confident and experience low anxiety. If clashes occur, the student often performs poorly, feels unconfident and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction.¹⁴ One of the most accepted understandings of learning styles is that student learning styles fall into three categories, namely visual learners, auditory learners and kinesthetic learners. Moreover, a model was introduced, it distinguishes four types of learning styles: **visual, auditory, kinesthetic and reading/writing preference**. It is called VARK model and “VARK” is an

¹² Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York, NY, USA: Oxford University Press p8

¹³ Learning Styles. (2008). Retrieved from <http://teach.com/what/teachers-teach/learning-styles>. para.,1

¹⁴ Oxford, R. L. (2003). *Language learning styles and strategies: An overview*. Retrieved from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>. pp. 2-3

acronym that refers to the four learning styles. Sometimes the VARK model is also referred to as the VAK model, eliminating reading/writing as a category of preferential learning, as mentioned in the beginning of the paragraph. The VARK model acknowledges that students have different ways of processing information, referred to as “preferred learning modes.”¹⁵ Therefore identifying the students learning styles proves to be beneficial for the entire classroom. By understanding what kind of learners the students are can gain a better perspective on how to implement these learning styles into lesson plans and study techniques.¹⁶ According to Oxford visual students like to read and obtain a great deal from visual stimulation. Lectures, conversations and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. Teaching methods like The Silent Way, The Natural Approach and Communicative Approach (this thesis focuses on this method, it is examined later) are suitable for them. They sometimes, however, have difficulties with written work.¹⁷ Kinesthetic students like lots of movement and they enjoy working with tangible objects, collages, and flashcards. They do not prefer sitting at the desk for very long, they prefer to have frequent breaks and move around the room instead. Methods called Total Physical Respond work very well for this type of learners. The page Teach.com shows that students with reading/writing preference learn best through words. These students usually present themselves as copious note takers or eager readers. This type of learners performs well in any written test or assignment and study comfortably by reading notes (silently) many times. The Grammar Translation Method would suit to this

¹⁵ Fleming, N. & Baume, D. (2006). *Learning Styles Again: VARKing up the right tree!*. Retrieved from <http://vark-learn.com/wp-content/uploads/2014/08/Educational-Developments.pdf>

¹⁶ Learning Styles. (2008). Retrieved from <http://teach.com/what/teachers-teach/learning-styles> para.,4

¹⁷ Oxford, R. L. (2003). *Language learning styles and strategies: An overview*. Retrieved from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>. pp. 3-4

learning type.¹⁸ Generally, it is hardly possible for any person to strictly prefer only one learning style. Combinations of them are common and the most of the results of the tests available offer an individual percentage of the learning styles. This helps to determine preferences of the individuals, for their needs and subsequently the groups of learners, which serves as the aid for the teacher.

Alongside with studying the learning strategies, it is no less important to apply them in the classroom. Firstly, the learners should be informed about possible learning strategies and how they can be beneficial for them. In fact, teaching how to learn should be distinguished from teaching the curriculum and it should be explained in an interesting way and it should motivate the learners as well. Another variation is to show all the possible strategies at once. This way the children learn how the strategies work and they try to apply them as well. This possibility is suitable for concrete strategies when solving a particular language task, the learners comprehend the strategy by solving a particular problem for which the strategy is appropriate. Lojová and Vlčková claim that the best way is to teach the learning strategies on a long-term basis, this way the learners acquire all the required information and learn to apply the strategies in different situations. Teaching the learning strategies should not be only abstract and theoretical, but mainly practical and beneficial for the learners.¹⁹

All in all, the goal of any kind of teaching second language (L2) is to motivate learners to communicate in the target language. There is variety of ways to help learners to improve their communication skills. The presented activities set the main objective as teaching how to communicate, integrating other language skills as well. However, the only person who can define which of the strategies is the most appropriate for language learner is teacher. In other words, the teacher is only person who knows what to employ and how to employ.

¹⁸ Learning Styles. (2008). Retrieved from <http://teach.com/what/teachers-teach/learning-styles>

¹⁹ Lojová, G., & Vlčková, K. (2011). *Styly a strategie učení ve výuce cizích jazyků*. Praha: Portál. pp. 182-183, transl. AH

Concluding all the presented opinions, we would like to mention that in order to have effective result, educator needs to choose perfect strategies considering all the factors of the learning and teaching process²⁰

According to Philips the way children learn foreign language depends on their development stage. A few ideas are suggested, firstly, the activities should be simple enough for the pupil to understand. Secondly, the task should be within their abilities, which means achievable but stimulating at the same time. Finally, the activities should be largely orally based. Strengthening activities at the end of lesson. It is a stimulating way to involve learners to practice what they have learnt and realize whether learners achieve expected result. Interactive games to add variety into language teaching-learning process. Games are very useful teaching techniques, due to they provide free communicating atmosphere for learners rather than the pressure of doing it absolutely rightly. Moreover, a main factor for applying games in the lesson is the relationship between teacher and students. This is very important, because the teacher should inspire learners' confidence. It is recommended to use activities like games, songs with actions, also simple and repetitive stories and speaking activities that have an obvious communicative value. The focus should continue to be on language as a tool of communication and not on the grammar. If the activity is enjoyable, it will be memorable, the language will hold and the pupils will have a sense of achievement which will develop motivation for further learning. This cyclical process generates a positive attitude towards learning English.²¹

2. Difference between a traditional and a modern (alternative) teaching method

This section explains the development of teaching methods and it shows differences among them. It describes the way alternative methods were born, as

²⁰ Richards, Jack C., and Theodore Rodgers Approaches and Methods in Language Teaching. Second Edition. New York: Cambridge University Press. 2001.

²¹ Phillips, S. (1993). *Young learners*. Oxford: Oxford University Press pp. 7-8

this thesis later concentrates on one of the alternative methods of teaching English as a foreign language, the method called Communicative Approach.

As mentioned in the introduction, the oldest teaching practices used in medieval culture are referred to as traditional methods. Maňák claims that the term “traditional teaching method” does not imply that the methods are outdated or obsolete, but expresses that these methods are verified by experience and integrated in general educational process.²² Richards and Rodgers say that changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency that learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study. In the 18th century modern languages began to enter the curriculum of the European schools and they were taught using the same basic procedures that were used for teaching Latin, which basically means the Grammar Translation Method. Textbooks consisted of explanations of abstract grammar rules, lists of vocabulary and sentences for translation. Oral practice was very limited (basically just to reading aloud the sentences students had translated) and actual using the foreign language was not the goal.²³

Later, in the mid-19th century, several factors contributed to a questioning of these traditional approaches. Opportunities for communication among Europeans increased and created a demand for oral proficiency in foreign languages. This created a market for conversation books and phrase books intended for private study. From the 1880s the discipline of linguistics was revitalized, it emphasized that speech, rather than the written word, was the primary form of language. In the period from the 1970s through the 1980s there was a major paradigm shift in language teaching and several different directions appeared. As mentioned above, mainstream language teaching embraced the growing interest in communicative approaches to language teaching. The communicative movement sought to move

²² Maňák, J. (1997). *Alternativní metody a postupy*. Brno: Masarykova univerzita. p. 5

²³ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press pp. 3-4

focus away from grammar as the core component of language. This approach is represented by many innovative methods of the 1970s.²⁴ Maňák claims that these modern (or alternative) methods introduce less popular or unusual ways used in education. Alternative methods appear to be a result of miscellaneous demands for education, but they are a significant part of contemporary teaching-learning process.²⁵ According to Richards and Rodgers the alternative methods have attracted the attention of many teachers and educators, but their popularity rise and wane since the 1970s.

Traditional methods are mainly based on working with textbooks while the modern alternative methods rely on hands-on materials. In traditional methods, the presentation of materials starts with particular pieces of language, then moves on to the summary, while in the modern approaches it is vice versa, which means the presentation of materials starts with the summary and then it moves to the particular pieces of language. Traditional methods emphasize basic skills (speaking, listening, reading, writing and pronunciation), on the other hand alternative methods concentrate on breakthrough ideas, which mostly negate the traditional approaches like memorizing grammar rules, translation, a lack of speaking and actually using the target language. With traditional methods of teaching, assessment is seen as a separate activity and occurs through testing while with modern method of teaching, assessment is integrated with teaching and learning, it also occurs through portfolios and observation.²⁶

As I mentioned above, every learner of a foreign language is different, but according to some theories, learning a new language should be done in a similar

²⁴ Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press pp 71-72

²⁵ Maňák, J. (1997). *Alternativní metody a postupy*. Brno: Masarykova univerzita. Pp 9-10

²⁶ Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

way as the children acquire their mother tongue, which is also the main idea behind Communicative Approach. This newer approach will also be discussed more extensively later. There is a consistent great demand in front of the ESL educators and material designers to work out ways of developing classroom activities that refer to the principles of communicative methodology. This is an issue for all the time since the advent of CLT. However, till the present day various types of activities are provided by the experienced ESL teachers and methodologists. Activities are organized considering all the requirements of the CLT including its main goal. The most important point is that, activities should help learners to improve their oral and written communications. The point is that, the language used in the classroom during the communications should be relevant to the language of real social settings. Students must be able to use the target language properly when they are out of the classroom. The children have the ability to absorb language through play and other activities which they find enjoyable. Although, how skilled they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. They may be clear about the foreign language, but they are not usually mature enough to talk about it. The following activities help to promote language learners' speaking and communication skills:

Brainstorming encourages learners to produce the idea of solving practical and scientific problems individually or in groups. The attendants try to find out solutions for more complicated problems without being criticized for their ideas.

Learners discuss the answers and select more intensive and effective ideas. Brainstorming performs all the tasks. However, its basic task is to improve students' learning process, to motivate them to realize and solve the problem individually and to enhance their speech manner and expressing the ideas among others.

Discussion is one of the effective ways of teaching language. It is an active

method of sharing opinions on a specific problem individually and freely.

There are several objectives of using it:

- To provide learners with new information;
- To encourage students to differentiate evidence and conclusions based on evidence;
- To motivate learners to exchange opinions with others;
- To help learners to confide and defend their personal opinions;
- To involve students to obtain the meaning of the questions and think them over;
- To foster students' critical thinking and quick decision-making.

The teacher sets the purpose and organization of the discussion. For instance, students can be involved in advantages or disadvantages discussions. For this type of discussions, teacher forms groups that contain 5 or 6 students and provide controversial sentences such as, "Technology makes our life easier vs. Technology is the cause of pollutions". Then, groups start working on their topic in given time and present their opinions to the whole class. It is important to divide speaking equally among members of the group.

Story narrating through the pictures is a quite enjoyable and free-speaking activity. For this activity, students are asked to read a story, a tale or they may create their own story and to draw several sequential pictures that describe the story, which they have read. When students come to the class, they tell the story relating with pictures to the class. This activity can be used as an individual or small group work. At the end, the rest of the students can ask questions about the pictures or story.

This activity helps language learners:

- To improve public speaking skills;
- To foster creativeness and imagination;
- To advance critical thinking.

Story forming is an interesting and teamwork activity. It provides opportunities for learners to improve imagination, speaking and as well as

communication skills. Before starting the activity, class is divided into small equal groups. Teacher narrates the most essential part of the story and gives some pictures of the same story from a book. All the pieces of pictures are scattered in front of a small group. Teacher asks members of the groups to arrange it in a sequence of the story that they have heard by communicating with each other. When they finish doing this, each one is asked to narrate their part of story through the picture.

Network is a strategy to develop strong language and communication skills. In this activity, students are supposed to be working in groups with no more than 8 students each. Each group receives a ball of string. Whoever is speaking on the topic chosen holds the ball of string. When the speaker has finished he/she gives the ball of string to the next speaker, but holds on the string. In this way, a web of string develops showing who talked the most and who talked the least.

Role-play is a teaching strategy that offers several advantages for both student and teacher. It is used in a variety of settings. In this activity, students are encouraged to act out roles of people in different spheres of society. The principle behind role-playing is that the student assumes a particular personality of a different person, such as a historical character, famous person. This helps learners in developing confidence and refining the skills. According to Jones (1982), students “must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves”.²⁷

Information gap is one more effective strategy to improve communication skills. The point is that, everybody has the opportunity to talk extensively in the target language. For this activity, students are involved to work in pairs. One

student will have the information that other partner does not have. The partners will share what they have gained from the information, which they learned in a limited time. Each partner plays an important role, because the

²⁷ Jones. TEFL/TESL: Teaching English as a foreign or second language. Peace Corps. 1982.

task cannot be completed if the partners do not provide the information the others need.

Two stars and a wish is peer assessment of language learners. This is particularly useful for the writing process, verbal and written communication skills. Students are paired and asked to read each other's written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (wish). Before implementing this strategy, students must be trained on the process of providing appropriate feedback to their peers. The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners.

Jigsaw activities are also based on the information-gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Jack C. Richards in the book "Communicative Language Teaching Today" (2006) provides the following examples of jigsaw activities:

- The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained.

-The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section read aloud, decide where in the story their section belongs. Eventually, the students have to put the entire story together in the correct sequence.

Reporting is widely used activity in foreign language teaching. It serves

many purposes such as collecting information or presenting attitude to a problem. Students are asked to read a newspaper, magazine or watch news on TV before coming to the class. In class, each student reports to the rest of the class what they find as the most interesting news. Moreover, they can present a report about whatever they have experienced anything worth in their daily life. This is the most productive way of motivating students to speak and communicate in the target language. Additionally, they will enrich their vocabulary e.g. the words, phrases, reporting verbs, expression used in reporting.

Fish bowl is one of the modern and productive ways of involving language learners to communicate. Educator needs to set double – inner and outer circles in the middle of the class. In the inner circle, there are five chairs. They are occupied by students whose views, preferably controversial, on the topic are known beforehand. Three of the students in the inner circle start the discussion. They may be joined by one or two students presenting yet another view. Students from outer circle may also replace speakers in the inner circle by tapping them on the shoulders if they feel they can present the case better. This activity provides an opportunity to improve learners' communication, problem-solving and critical thinking skills.

Onion focuses on encouraging students to communicate in the target language. It is suggested by the ESL educators as a way of conducting discussions. It provides each student with the opportunity to share their opinions and to express feelings about the problem they are discussing. For this activity, the whole group is divided into two equal groups. As many chairs as there are students are arranged in a double circle, with the chairs in the outer circle facing inwards and those in the inner circle facing outwards. Thus, each member of the circle sits facing a student in the outer circle. After a few minutes of discussion, all the students in the outer circle move one chair and have a new partner to continue with.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides criteria to students so that they know what type of questions they can ask or what path to follow, but language learners should prepare their interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present their study to the rest of the class. Moreover, students can play the roles of any characters from the real life and interview each other. After interviewing they introduce their partner (hero) to the class. Talk shows are conducted based on the different topics announced by the teacher. The role of language teacher is a facilitator who guides learners to organize talk shows. Class can be involved to work in small groups and with the whole class. Students, themselves choose their roles e.g. moderator, guests, scientists, psychologists and etc. Teacher gives a limited time for preparation and provides criteria to evaluate learners. Students prepare talk shows familiar real ones on TV. Preparation procedure and ready talk show take a place using the only target language.

3. Methods and techniques used in Communicative Approach.

Today, majority of English as a second language (ESL) teachers mention that, they employ “communicative” as the methodology of their teaching process. According to Richards and Rogers, CLT is generally regarded as an approach to language teaching. Hence, it is widely applied as “The Communicative Language Teaching Method or The Communicative Language Teaching Approach”. It is one of the modern and effective methods of teaching foreign languages. To this extent, it has become the accepted “Standard” in English language teaching. In the 1970s, when educators began to observe, they noticed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of

the class room. Basically, students may know the rules of linguistic usage but be unable to use the target language. As Hymes says, being able to communicate required more than linguistic (grammatical) competence; it required communicative competence – knowing what, when and how to say. Such researches caused to change in the late 1970s and early 1980s from linguistic structure-centered approach to Communicative Approach. Consequently, CLT is very widely used all over the world. Moreover, it was developed in Britain (1970-1980). It has shifted the focus in language teaching from “learning about the language to learning to communicate in the language”. As Jack C. Richards states in the book of “Communicative language teaching (CLT) today”, Communicative language teaching sets as its goal the teaching of communicative competence.²⁸ In other words, presented approach is aimed at teaching how to communicate effectively in the target language. Furthermore, Taylor T.J explains CLT approach as following, “It emphasizes the ability to communicate the meaning of the message, instead of concentrating on grammatical perfection of phonetics.”²⁹ Theorists of Smith’s school of English mention that Communicative Approach is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Language learners should learn how to use the target language appropriately in any situations of society. CLT is distinguished from other approaches of foreign language teaching with its emphasis on real-life situations and communication in context rather than grammar rules or verb conjugations. However, grammar is still important in CLT classroom, the focus is on communicating a message in the target language. Learners in CLT classes practice real-life situations, in order to be more convenient when they are using the target language out of the classroom. In CLT, the most important factor that needs to be required by the learners is to express their thoughts or request their needs in everyday

²⁸ Jack C. Richards. *Communicative Language Teaching Today*. USA. Cambridge University Press. 2006. p.2

²⁹ <http://blog.tjtaylor.net/method-communicative/eng>.

situations without worrying about having perfect grammar. The real life situations such as asking someone for the time, conversation between customer and waitress, buying a ticket at the airport, ordering a room at the hotel and etc., are important activities for learners to practice. As it was stated above, Communicative Approach emphasizes learning a foreign language through genuine communication. This method is the most student-centered, interactive, co-operative and content-based. According to educator Randall Gwin's point of view, asking a student how to spell apple is not communicative because teacher already knows the answer; there is no real aim.³⁰

There are the following principles of Communicative Language Teaching:

1. The goal is to learn to communicate in the target language.
2. The emphasis is on meaning, comprehension, elaboration rather than on the structure and form of the language.
3. The use of authentic materials.
4. The teacher is a guide, counselor, organizer, facilitator who helps learners to communicate in English and motivates them to work with the language.
5. The personal experiences of language learners are considered as common factor of the classroom learning.
6. Learners interact with each other through pair or group work and through writing.
7. Sequencing of content and structures is determined by learners' interests.
8. The use of interactive activities such as information gap fillings, role-plays, games, dialogues, problem-solving, discussions and etc., in the language teaching.

³⁰ Jack C. Richards. *Communicative Language Teaching Today*. Cambridge University Press. 2006. –P.2-3.

In the classroom activities based on the principles of CLT are very essential to define the role of teacher and learners in the classroom. The activities adopted in CLT entailed new roles for language teachers and learners to assume during the lesson. The role of the teacher in CLT is quite different from traditional teaching methods. As for teacher, he/she takes part in learning-teaching group as an independent participant rather than being a model for correct speech. The main role assumed for teacher is to facilitate and monitor communication process between all participants in the classroom. The CLT teacher is in charge for determining, responding to learner language needs, and developing a different view of learners' errors.

Interaction patterns are the different ways of interacting language learners with each other and as well as with the teacher in the class. Applying the appropriate and right pattern is the first success of any activity and the achievement of goals. Till the present day, various patterns of interaction patterns are investigated by the language educators. They serve to provide variety of lesson, involve individual to work with others and mainly, to motivate learners to communicate in the target language.

Penny Ur, the author of the book "A course in language teaching" presents the following different interaction patterns with notes about the activeness of the teacher and students in their participation:

TT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students fairly equally active

S = Students active, teacher mainly receptive

SS = Students very active, teacher only receptive

In CLT, using a variety of modes of interaction is the most important strategy as it allows learners to practice target language. The following types of patterns of interaction are distinguished:

- Individual
- Pair work
- Group work
- Whole class

Varying between these options within the lesson increases the amount of student practice and helps to save time. Teacher assumes a responsibility to choose a proper interaction pattern for a specific activity. The aim of each types of pattern is to complete activities and achieve expected goals. Effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication occurs in the classroom has long been thought to be partially a function of the seating arrangement of students. It is considered as a main factor of providing communication among language learners and teacher in the classroom.

Teaching foreign language requires teachers to be more creative and imaginative. Using songs is one of the effective strategies that is adapted depending on the teacher's creativity in teaching foreign languages, mainly English. Songs can be used in variety of ways considering the aim of the lesson. Mostly they are applied in opening and closure parts of the lessons. There are numerous songs which can be used in the ESL classroom. Moreover, there are a number of songs composed particularly for English language teaching. Language teacher needs to be careful when selecting an ESL song. Songs should not refer to politics, religion and other matters that are against of mentality and government. In addition, there are some more points need to be conceded by

language teacher. The following factors of the language learners should be considered while organizing ESL lessons with songs:

-attitudes toward target language

-learning styles

-age

-world view

-abilities

-cultural background

-language level

-interests

Teaching foreign language with songs is one of the effective and productive ways of modern language teaching process. When it is adopted in the ESL class, the clear aim should be set by the language teacher. Teacher should be sure what is expecting from the learners at the end of the listening in advance. Furthermore, we would like to mention that one or two songs are focused on for one lesson taking into account the objective of the listening. Occasionally, it is suggested to play the song twice depending on the difficulty and number of the tasks. Teaching English with songs is characterized in variety of ways. The only person is teacher who knows what his/her learners need. That's why it depends on language teacher how to use and what to aim at teaching target language with songs.

Today, technology has occupied almost each sphere of our society. Furthermore, it is widely employed in teaching foreign language as well. In fact, to implement it into teaching process is one of the main demands of today's information century. Opportunities of technology, mainly means of media have already taken place from the list of teacher's aides. One of the effective and

productive lessons designed with means of technology is “Video lesson”. It provides language learners as well as teachers with great opportunities of learning and teaching. Generally, it is an excellent way of improving learner’s both receptive (listening and reading) and productive (speaking and writing) skills. Moreover, they are comprehensively used to present new vocabulary or to practice grammar. Video lessons are designed based on the teacher’s objective and educational topic which is to be learned. There are several reasons of adopting it in ESL and EFL classes. Firstly, video materials help learners to experience the target language in a more natural context. One more major advantage of video lessons is defined with motivating and stimulating language learners to learning process. The point is that, the learners can feel free and enjoy themselves while watching them. Thirdly, with the help of video materials language learners are able to be aware of culture, life style, traditions, customs and other unique features of the nation which they are learning its language. Moreover, they are distinguished with the other methods of language teaching as a strategy of impact on theoretical and practical language teaching. Video lesson needs to be used in an active and interesting way, allowing each language learner to take active part in lesson and develop language skills to use in real situations out of the class. Thus, there are several principles of designing video lessons:

Selecting a video. Language educator should choose a type of video such as clips, movies, cartoon and etc., taking into account age, language level, interests and background knowledge of the learners. Moreover, video recording should be as short as possible and clear. It should be challenging enough but not too difficult in order to keep the students motivated. It should not contain episodes that may influence to learner’s behavior. Video recording provides effective result if it is chosen appropriately considering learners’ choice too. Before the video lesson it is better to ask students what they want to watch and learn. Designing video lesson is more complicated process that requires being more creative and attentive. The point is that, teacher needs to organize a lesson which is enjoyable, helpful, forceful and impressive for learners.

Besides, educator should achieve his/her goals that are expected by the end of the lesson. These objectives can be gained when video and as well as used methods are modern. Hence, the word novelty belongs to the material and the strategies that are employed during the video lesson. Some of the scholars mention that the great enemy of teachers is time. Well-organized lesson is characterized with its perfect managing time. As for video lesson, time management plays vital role in organizing and conducting it. Language teacher should be very good at managing time. Because, the wide information is quickly occupied in a short time. Teacher needs to manage the same time for giving instructions, watching the video, checking the answers, holding the discussions, listening to the learner's answers, opinions and etc. One language teaching process may contain several video lessons. That's why teacher needs to provide several lesson plans with different methods. The point is that when a variety of learning activities are used, learners tend to understand authentic principles better and retain more. Variety of methods, activities, strategies even instructions make lesson clearer, more interesting and more memorable. Basically, at least three different methods should be used in each lesson. Language learners expect something new for each lesson. They should not know what is going to take place next during the lesson. Each video lesson should be aimed at improving at least two language skills. Generally, main objective of video lessons is to practice listening skills. However, it can be related with the other skills such as speaking, writing, grammar, vocabulary, pronunciation and etc. In this case, it is easier for educator to increase learner's knowledge of target language.

In a world of information, teaching English through videos has already become modern and valuable methods of Communicative language teaching method. There is a variety of ways how to apply them in the ESL and EFL classes. Each video lesson must be accompanied by its own lesson plan, and the lesson plan must be targeted to meet teaching goals. Video lesson must include the following stages:

A. Pre-viewing activities. They are like “warm-up exercises” that are widely used before watching video to draw learners’ attention to the learning process. Educator needs to establish objective for watching followed by pre-viewing activities. They are aimed at ensuring learners are prepared to watch a specific video and familiarizing learners with the video they are going to watch. If educator adopts effective pre-viewing activity, he/she can keep discipline till the end of the lesson. There are several pre-viewing activities can be applied, but language teacher should choose those which are adjusted with an objective of the lesson.

B. While-viewing activities. They are the strategies implemented by language teacher to motivate learners to be more active. While -viewing activities help the learner to improve his ability to become more fluent in English, especially in the area of expressing his opinions. Activities vary according to the teacher’s aim in using a particular video. Moreover, they help learner be sure what he is watching and cope with problematic area of the video. While-viewing activities are the strategies of strengthening learner’s knowledge gained while watching.

C. Post-viewing activities. One of the most important phases of video lesson is post-viewing activities. They are organized as the other stages of the lesson according to the aim of the language educator. Generally, they are applied to sum up what they have watched and to help learners to summarize their opinions about video as well as procedure of the lesson. They lead learners to discuss and analyze issues presented in the watching. Moreover, they provide language teachers with the opportunity to check how the learners understand the presented video. Here we would like to demonstrate a wide variety of communicative and interactive activities for each stage of video lessons:

Pre-viewing activities:

1. Teacher shows a picture that can demonstrate the main idea of the video and asks some questions how it is related to the video they are about to watch.

2. Teacher writes the title of the today's video on the board and encourages learners to share what thoughts come to their mind.
3. Teacher writes some selected words from the video on the board and asks learners to guess what the video is about.
4. Language educator writes the names of the main characters in the film on the board and learners express their predictions about movie. For example, it is a film about war or it is a comedy movie and etc.
5. Educator asks learners to find the title of the video giving a brief description of it or telling the most famous saying from it.
6. Teacher writes the title of the video on the board. Teacher and students make associations with the title forming any shape from the nature. One more option is that, the main features of the movies can be placed on the shapes like sun, tree and etc.
7. Teacher hangs some pictures taken from the video on the wall and asks learners to go round the class. They see the pictures and share their opinions with each other. Teacher inspires learners to relate the pictures with the video that they are about to watch.
8. Teacher writes the title of the movie, video clip and etc., on the board and students predict the words they will find in the video.

While-viewing activities:

1. **Discussion.** Before watching the video or movie teacher announces that the movie consists of some parts and they watch it with the little discussions after each part. Duration of each part of the video segment should last the same time. The following standard questions can be asked for discussions:

-What is about?

-Who are the characters?

-What do they look like?

-Where the setting is taking place? and etc.

2. **Predictions.** In order to improve students' imaginative ability, discussion can be continued with the question "What happens next?" Teacher involves learners to predict what happens in the next parts of the video mainly, movie.

3. **Charts.** Teacher creates some written exercises for each part of the video segment. Fill in key information in a chart are one of the main activities of watching for skimming and scanning. Teacher distributes handouts with chart and asks learners to complete while watching. Items such as names of characters, family relationships, occupations, appearance, clothing and settings can be asked to fill in the chart. Answers will be checked after watching each part of the video.

4. **What? Where? When?** Teacher writes question words like What? Where? When? On the board and invites learners to capture presented information from the movie or video segment. After watching students presents their answers to the questions. This may be applied in a variety of ways using different interaction pattern (in pairs, small groups and etc.)

5. **Back to the screen.** Students will be divided into two equal groups. Group A sits facing the screen and Group B with their back to the screen. Teacher plays the video/movie turning off the sound. After watching 1st part of the video the group who watched tells the other group what have happened. Then, groups will change the places to watch the 2nd part of the movie/video. Finally, everyone watches the video with sound together.

6. **A brief chronology.** Teacher asks learners to take notes about the events in the video/movie. Then, after awhile, gives a chance to write the sequence of

actions in a chronological order. Answers will be checked and discussed with the whole class.

7. **Dubbing.** There are two basic options of using video dubbing activity. Generally, they are applied to involve substituting student voices for an existing soundtrack. Learners get the soundtrack in advance. The preparation help to improve their listening and reading skills, as well as pronunciation practice. A muted video can be taken for the students at a higher level. They are asked to create from scratch their own storyline and accompanying script. Usually, videos with subtitles are widely used in teaching ESL. Teacher plays video turning off the sound and matches the learners with the characters to substitute their voices.

8. **Fill-in-the gaps.** This activity is widely used to practice grammar and vocabulary. Students are asked to complete the sentences with gap fillings based on what they have learned in the course with new vocabulary and grammar structures. Sentences with omitted words can be listened in the video; however, the students need to use them in an appropriate place.

Post-viewing activities:

1. **Role-play.** This is an activity aimed at promoting students' speaking skills. They give learners great chance to practice new vocabulary and grammar. It is used in a variety of settings. In this activity, students are encouraged to act out roles of people in different spheres of society. After watching a video, students are divided into some groups. Each group is asked to dramatize an episode from the video/movie they watched. Students in groups discuss their performance and divide roles themselves according to the choice of the group members. How to organize and how to play their roles depends on their desire.

2. **Exit card.** After watching the video/movie, teacher distributes colorful cards with the questions about what they watched. Questions should demonstrate the whole duration of video/movie. To have effective result, educator needs to

warn students to observe the plot of the video in details. It provides opportunity for teachers to check how learners understand the presented video/movie.

3. Create and present. Teacher divides students into small groups and involves them to prepare presentations with posters. Students work in groups and create posters that determine the main idea of the movie. Group members choose a presenter for their group for making presentation. Teacher needs to announce a list of criteria and asks to be ready following the demands of criteria. Representatives of each group present their posters.

4. Puzzles or Crossword. At the end of the video/movie teacher divides students into small groups and hangs worksheets for each group with word search puzzles or crosswords on the wall. Tasks are set according to the purpose of the teacher. For instance, find the adjectives that you met in the movie/video segment, complete the crossword puzzles answering to the question on the left and etc. In a limited time groups members need to work on their worksheets and present answers. Today, majority of language instructors are using games more often. Creative teachers are creating various games depending on the presenting or practicing topic. However, classifying games into categories is still more complicated issue³¹. Hadfield presents two ways of classifying language games:

1. She distinguishes two types of language games:

-Linguistic games which focus on correct language accuracy, e.g. supplying the correct form of the verbs.

- Communicative games that emphasise successful exchange of information and ideas, e.g. two students identify the differences between two pictures which are similar one another.

³¹ Hadfield J. Intermediate vocabulary games. Harlow, Essex. Longman. 1999

2. The second division of language games is more detailed that contain several categories.

-Sorting, ordering or arranging games;

-Information gap games;

-Guessing games;

-Search games;

-Matching games;

-Exchanging games;

-Board games.

Another ways of classifying games are worked out in accordance with level and age of the students or language skills (listening, speaking, reading, writing, grammar and vocabulary), sub skills (pronunciation, spelling, punctuation, etc.) and size of class. In this chapter, there are some suggested interactive games that help to improve communication skills of language learners. They are excellent techniques to motivate learners and to provide effectiveness of each lesson. Back to the board is a game adopted in variety of ways, depending on the teacher's decision. Traditionally, it is played in small groups in order to raise enthusiasm of learners for winning the game. Moreover, it is a stimulating technique for practicing language and as well as new vocabulary. Thus, it is applied to help learners to memorize new vocabulary in an easy way. Procedure of the game starts with dividing students into two equal groups. One volunteer from each group sits on a chair with their back to the board, facing other members of the group. Teacher writes a word on the board and encourages volunteers not to look at the board. Other members of the groups give definitions that can describe what word is on the board. Each volunteer guesses the word, listening to the definitions presented by their group

members. The first volunteer who guess the word gets a point for their team. All members of the groups should have a seat with the back to the board. In accordance with the amount of points, the winners are announced. **Phrase box** is applied to revise vocabulary and to practice grammar, mainly tenses such as present perfect, past perfect and etc. Class is divided depending on the number of the students. Organizing this grammar game with the whole class is one more option to involve all the learners at the same time. Before the class, teacher prepares some cards with the sentences omitting the items that they are discussing. If the aim is to practice grammar, filling the gaps with the correct form of the verbs can be set as a task. Game commences asking all the learners to come to the middle of the class and stay as a circle. Teacher places cards in the box and gives it to one of the students. When teacher plays the song, students start passing the box to each other. Since the song is off, the student who catches the box takes a card and presents a phrase filling the gaps. Whereas, game is played in a small groups, correct answers can get points for the groups. Teacher observes procedure of the game and analyzes the answers. At the end of the game, the group who has more points is winner. **“Whispering game”** or **“Broken telephone”** is an enjoyable and fun game to play with language learners. In this game, teacher can keep points to identify winners or it can be played just for pleasure. Class is divided into two equal groups. If there is an odd number of students, one can be “assistant” for teacher. Both of the teams are called to the middle of the class. Groups are asked to take a place from the right and left side of the teacher or assistant. For example, group A is on the right and group B is on the left. The teacher whispers a message to the first person in the lines. The game starts when first players know the message. Then, each player whispers the message to the next player in the group until the last player gets the message. The group who correctly repeats the message first gets a point. Teacher’s assistant is in charge to compute the points. Players who are the second in line takes a turn for the next message. Game lasts until the last player becomes the first in line.

RESEARCH METHODOLOGY

1. Participants
2. Observing the lessons
3. Interviewing the teachers.

As the goal of my research was to identify the new methods of teaching English as a second language I made a plan to attend the classes of different grades of the school, where I had a practice.

The participants of my research were the pupils of the 4th – 9th - 10th grades. There were about 13 pupils in 4th class, 23 pupils in 9th class, and 12 pupils in 10th and the total number of pupils under the survey increased 48. The aim of attending the classes was to analyze in what way pupils can learn the language, which is more convenient for learning English, what is their learning style and what methods are fruitful to organize an effective lesson.

The next participants of the research were the teachers, who conducted the lessons for targeted groups. I interviewed them in order to get information, how they approach to language teaching, how do they choose a method in ESL classroom, what are the materials and strategies used in ESL classroom, what are the common methods addressed in teaching ESL classroom, what tasks do they use to different groups, the benefits and disadvantages of the tasks.

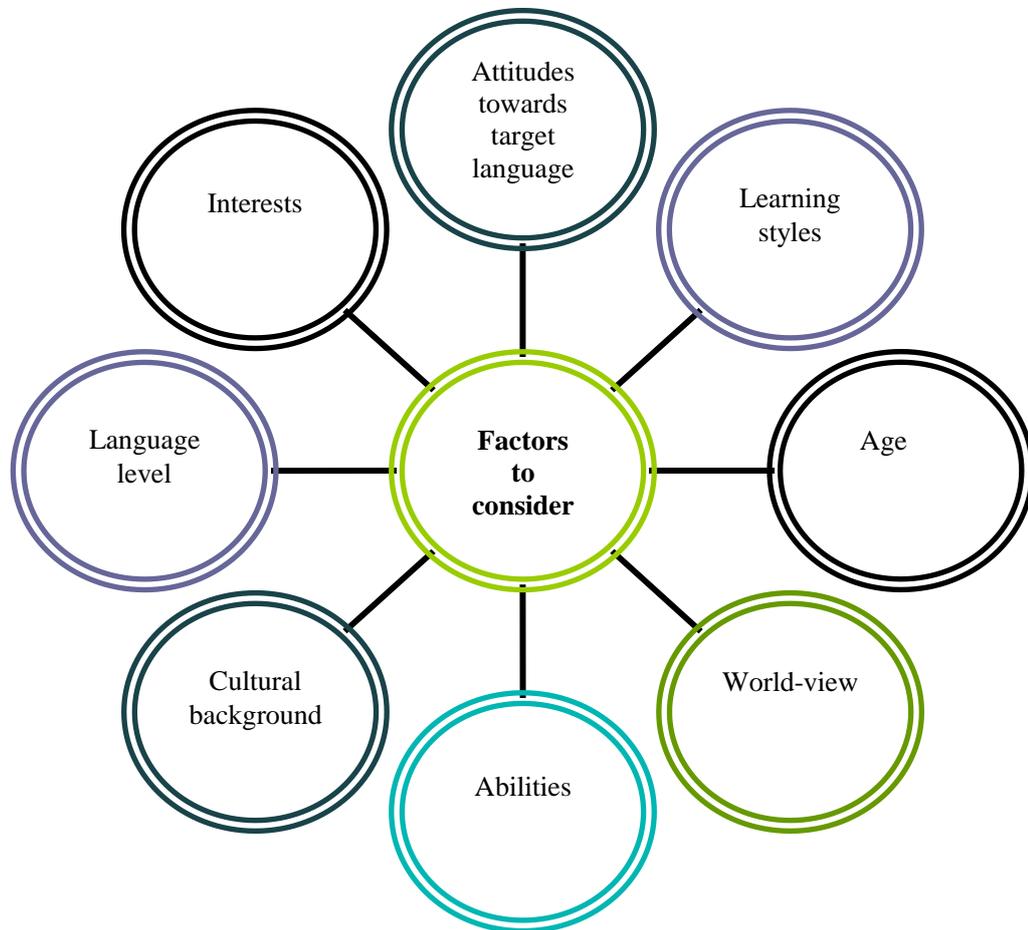
I attended and observed several lessons conducted by **A. Abdukarimov, M. Sobirdinova, and N.Muqimova**. As Oxford described most accepted understandings of learning styles is that student learning styles fall into three categories, namely visual learners, auditory learners and kinesthetic learners. Moreover, a model was introduced, it distinguishes four types of learning styles: **visual, auditory, kinesthetic**. Along with it **the reading/writing** preference of the pupils is considered. But nowadays reading/writing preferences are taken as the fourth learning style. It is called VARK model and “VARK” is an acronym that refers to the four learning styles. That is why I attended the 4th -9th and 10th grade lessons.

4th-graders like to learn the language, comparing between good and bad, like different kinds of games, like to move around the classroom. The teacher creates comfortable conditions for them, sitting on the carpet gives them some relaxation and feeling as they are at home. The teacher of the 4th grade also pays a great attention to presenting of the lessons. The 4th year pupils focused only on visualists' and kinesthetic activities. Very little attention was paid to multiple intelligence.

Attending the 9th grades I disappointed a little. I didn't expect so much noise. They were eager to answer and participate in the lessons; all the pupils were very active. The teacher greeted the pupils in the target language and asked the homework. The pupils read their tasks from the notebooks. Before the beginning new topic teacher held a listening task by playing song. On worksheets there were some tasks: filling the gap, matching words with definitions. This was a hint to pupils to remember the words which they had learned previous lessons. Teaching foreign language requires teachers to be more creative and imaginative. Using songs is one of the effective strategies that is adapted depending on the teacher's creativity in teaching foreign languages, mainly English. Songs can be used in variety of ways considering the aim of the lesson. Mostly they are applied in opening and closure parts of the lessons. There are numerous songs which can be used in the ESL classroom. Moreover, there are a number of songs composed particularly for English language teaching. Language teacher needs to be careful when selecting an ESL song. Songs should not refer to politics, religion and other matters that are against of mentality and government. In addition, there are some more points need to be conceded by language teacher.³² Teaching foreign language with songs is one of the effective and productive ways of modern language teaching process. When it is adopted in the ESL class, the clear aim should be set by the language teacher. Teacher should be sure what is expecting from the learners at the end of the listening in advance. Furthermore, we would like to mention that one or two songs are focused on for one lesson taking

³² Ma'suma Akbarova. Communicative language teaching approach. Tashkent 2014. pp 25

into account the objective of the listening. Occasionally, it is suggested to play the song twice depending on the difficulty and number of the tasks. Ma'suma Akbarova points out the following factors of the language that learners should be considered while organizing ESL lessons with songs:



Worksheet 1

1. Look at the picture below and predict the main idea of the song that you are going to listen. Share your opinions with the class. Appendix #1
2. Listen to the song once and tick the words you hear and find the meaning. Can you make a few sentences with the words? What do you think the song is about?

Free	Friends	Dark	Rain
Rainbow	Gain	Dream	Baby
Just	Always	Ground	Memory

Appendix #2

3 Find the appropriate words and expressions for the following definitions from the lyrics of the song.

1. _____ to go to a place where someone is, especially their house, in order to visit them
2. _____ to move your hand, arm, leg, etc., towards something that you are trying to touch or pick up, to achieve
3. _____ to feel extremely sad because a relationship with someone you love has ended
4. _____ a transition used for introducing a fact that makes the main statement in your sentence very surprising
5. _____ to start to love someone
6. _____ a long low comfortable seat that two or three people can sit on
7. _____ to hit something hard, often causing damage
8. _____ a large number of people in the same place
9. _____ to give a part of something to someone else
10. _____ to send an object through the air

4 Work with a partner. Share your feelings that you had while listening to the song.³³

Using songs to teach English is a great idea. The point is that music is universal language. Songs are part of daily life for most people. It is obvious that there is no anybody who does not enjoy the song. This proves our opinion above that songs are excellent strategy to teach foreign language.

After that the teacher explained them the new topic, presented the vocabulary of the topic. The theme was “Uzbekistan and the UN”. Then the teacher began to divide them into pairs and made them to tell about the topic their own opinion, all the pupils turn by turn told their speech to the blackboard and did group discussion. Then they watched a video on that topic, made a poster by

³³ Ma'suma Akbarova. Communicative language teaching approach. Tashkent 2014. pp 34

dividing groups related to the theme. There were 4 pupils in each group, that's why the task wasn't difficult to do soon. The teacher of the 4th grade used all the learning styles, giving different games for kinesthetic learners, listening activities and animated cartoons for visual and auditory learners, pictures, toys, slides for visual and kinesthetic learners again. That was very interesting. However, the 9th year pupils focused only on visualists' and auditory learners, very little attention was paid to kinesthetic activities.

And the last lesson I attended was the lesson by [A. Abdukarimov](#). Here, in this class I paid attention to the same items again. The teacher greeted the pupils and then introduced the theme of the lesson "Uzbek literature". The pupils had a brainstorming, and then he teacher distributed the words relating to the theme. All the pupils had their own cards. The task was to show by gestures and miming the meaning of the words, other pupils should guess it. The pupils approached to the task very actively. After this activity the teacher divided the pupils into small groups, there were 3 groups, and distributed the passages of the text. They should read and put the passages into the correct order. The pupils liked the activity. Besides that the teacher motivated the pupils that he was going to give the best group a star. Collecting the stars the pupils can get the highest score at the end of the term. It was not a new technique, "Jig-saw reading" has broadly used among the teachers. After completing the task the teacher gave the reward for winners. And again in the group the pupils should create their own stories. The teacher distributed to each group the words, which the pupils should use while creating their own story.

The main objective of the study was to determine an effective way to teach ESL classes and prove that using different methods in one lesson according to learners age their learning style is the best one. I mentioned above that there are three main type of learners but over hundreds teaching methods and without knowing how to choose the best one or to conduct the lesson in order is a bit tough. The observation which I mention below proves it. The research was carried out among various groups, every comprised of 12-13 participants. But they were

taught according to different method. For 9th classes I used more methods for audiolingual learners than 10th class. Some reading activities, translating texts were given to 10th class pupils. The pupils had three lessons of English each week. The book which each group used was chosen according to their level and suitable for theme that I'm going to illuminate. Almost all of the pupils had no contact with English outside the classroom, only 7 % of the learners tried to use some English words in their speech but only at school. To achieve the goal, I prepared some speaking and listening task to do in the lesson but after watching some English movies or listening English songs. It is true that, while doing tasks they faced some new words so I did my best to help them—gave definitions, synonyms, antonyms and example. To help students learn more effectively, there will be four individual context clue instructions first and then the instruction will be wrapped up with a mixed four types of context clues instruction. In addition, to take care of students' individual different needs, and to help them more in learning, some differentiated strategies, like response cards, think-pair-share, exit cards, are adopted during the instruction. It helped pupils to learn words easier. After watching movie I asked them to speak about their own ideas by using new words as much as they can. They tried to speak and use word that learned recent to express their mind. Then they did tasks like matching definitions, filling the gaps, finding synonyms, antonyms and completing the dialogue. Those tasks were more challenging than now for pupils. I told them to use those words, expressions and “ready sentences” at break times or after school while communicating with classmates, friends. Another method was using songs. As I mentioned above using songs to teach ESL classrooms have perceptible role. So, what is it, in general that what can language learners can learn when ESL songs are used in the class? Let us look at some benefits of ESL songs:

Language teacher	Language learner	Both
<ul style="list-style-type: none"> • Bring variety and fun 	<ul style="list-style-type: none"> • Improve listening 	<ul style="list-style-type: none"> • Have friendly and

<p>to teaching</p> <ul style="list-style-type: none"> • Cultural aspect are presented • Encourage creativity and use of imagination • Easy way to motivate learners • Help with classroom management • Grammar can be presented • Time length is easily controlled 	<p>skills</p> <ul style="list-style-type: none"> • Cultural aspects are learned • Learn and practice grammar in context • Improve speaking fluency • Enhance memory • Experience a wide range of accents • Easy obtainable 	<p>relaxed atmosphere</p> <ul style="list-style-type: none"> • Enjoy teaching and learning process • Improves concentration and attention • Improve body movement and coordination
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All of me. John Legend

I. Complete with the words following. The words are mixed.

1. Don't
2. Beautiful
3. Breathing
4. Without
5. Mind
6. Know
7. Spinning

What would I do _____ your smart mouth

Drawing me in and you kicking me out

Got my head _____, no kidding

I can't pin you down

What's going on in that _____

I'm on your magical mystery ride

And I'm so dizzy, _____ what hit me

But I will be alright

My head is under water

But I am _____ fine

You are crazy and I am out of my mind

II. Number the sentences as you hear them.

____ All your perfect imperfections

____ love your curves and all your edges

____ cause I give you all of me

____ Give your all to me

____ You are my end my beginning

____ cause all of me

____ I will give my all to you

____ Even when I lose I am winning

____ Loves all of you

____ And you give me all of you

III. Simple present or Present continuous

How many times _____ (I/have) to tell you

Even when you are crying you beautiful too?

_____ (the world/beat) you down

I am around through every mood

You my downfall, you are my muse

My worst distraction, my rhythm and blues

I can't stop singing

_____ (it/ring), in my head for you

My head is under water

But _____ (I/breathe) fine

You are crazy and I am out of my mind

IV. Repeat II

V. Correct the phrase, when necessary

1. Give me all of you

2. Cards on the table, we are both showing hearts

3. Risking it all, though it is hard

VI. Repeat 2

Pupils did the tasks with a good fun and learned to speak some more fluently even outside among friends by using new words and expressions that they had learned during lessons.

Lesson is like a stage in theatre where teacher is a dramaturge. To make a performance more impressive and unforgettable, dramaturge needs to choose meaningful play for performers. As for ESL and EFL class, teacher is the only person who chooses appropriate ways of teaching for language learners. Adopting games is one of the prominent strategies to teach efficiently within a language class. The aim of using any kind of game is to make learning atmosphere easier and fascinating. They create motivation for learners of English to get involved and participate actively in the learning process. As a stated above methods for visual learners were paid attention more than others. In every lesson I gave them reading tasks on different topic. The topics were out of pupils book themes but more closer to pupils life.

Handout #1

Find someone who ...

1. is the only child in his/her family _____
2. has twin brother or sister _____
3. likes being the eldest child in the family _____
4. is from extended family _____
5. doesn't like his/her position in the family _____
6. is responsible to prepare breakfast _____
7. has more than 3 sisters and brothers _____

Handout #2

FAMILY VALUES

READING AND SPEAKING

American Family Values

Pre – reading

1. Answer the questions.

- What type of family do you come from?
- What is something unusual or special about your family?
- What rules do you have in your family?
- Who do you talk to in your family when you have a problem?
- Is there a holiday your family always celebrates together?
- If you have any brothers or sisters, what things do you enjoy doing together?

Handout #3

2. Work with a partner. Are these statements true (✓) or false (x) for families in Uzbekistan? Then discuss your answers with a whole class.

___ There are much more blended families in my country.

___ Mothers are responsible for taking care of the children.

___ Children leave their parents away at age 18.

___ Fathers are breadwinners for the family.

___ Boys are responsible for helping their mothers at doing housework.

Handout #4

American Family Values

While – reading

1. Match the underlined words with the definitions.

Line

someone who invites people to a meal or party, or stay in their home

someone who you have invited to your home for a party or a meal

times, may appear to be “left alone”. It certainly is nice to be treated as an honored **guest** in someone’s home, but one of the highest **compliments** that an American can give foreign guests is to treat them like members of the family, which means to give them the “freedom of the house” to do what they want, to raid the refrigerator on their own, or to have some quiet time alone³⁴.

Part II

Traditional American family values mean different things to different people. Additionally, American values shift depending on the setting. For example, the _____ and manners for one’s home is different than American business etiquette, and practically speaking that’s how it should be. Etiquette is not a “one size fits all” proposition. Nonetheless there seem to be some fundamental foundation in which American etiquette bases itself. Home is where heart is Individuals who had a strong, happy family have warm, comforting feelings about the word “home”. In ancient times the kitchen fire was the first part of a house constructed because it represented the _____ of the home. To this day, kitchens remain a gathering place where people socialize, learn and _____ body and mind from one proverbial platter. Here, and around the dining room table, a family’s ethics values, convictions and _____ get passed along by example and through _____ guidance. Growing up there was a neighbor who did fully _____ teaching me table manners without me knowing it. Every Saturday most people have tea, with elbows of the table and the pinky out. In retro respect these were lessons in etiquette that tie into one common American family – namely the table is no place for arguments; it is a center of bonding.³⁵

Handout #5

Post – reading

³⁴ American hospitals.com/questions/66merican/amervalues.html

³⁵ Practicaletiquette.com/American-family-values.html

1 Think of similarities and familiarities between American families and families in your country. Write down the first five things you think of.

Similarities:

The same purpose of making family

The same features about host families

Compare your list with other pupils' list.

Differences:

WRITING

1 Write a letter (no more than 250 words) to a friend who lives in the United States describing the holidays your family always celebrates together. Describe the best unforgettable holiday that you have ever had with your family.

Dear _____,

They made up sentences and did exercises depended on them. They write new words from the text in the lesson and I asked them next time from pupils. The did not any speaking exercise after the lesson like 9th class pupils. When I asked them the next lesson, only 4 pupils could learn completely. Others had a lot of mistakes and forgot the means of the words. We did such reading exercises each day. The results were a bit better than the first day after some days. The observation lasted a week in each class. The observation continued this procedure. The first lesson pupils faced to many difficulties about understanding the task, catching up the words meaning, using appropriate form of words to convey their mind. Second lesson was a bit easier as pupils became familiar such activities. The third lesson pupils tried to guess the words meaning without searching dictionary. The last day I comprehend that they did not learn deeply, they did not know the means of the words that they learned the first and second days. The research showed that learning isolated words without context is not effective. And without using new learned words on own speech can be result to fade away them from mind.

The next step were some interviews.

1st interviewee. The teacher of the 4th grade **N. Muqimova**.

-What are the ways of your teaching the children of the 4th form, when they are at the age of 10-11?

- Most 4th grade children learn best with concrete experiences and immediate goals. New concepts and vocabulary are more meaningful when presented as pairs of binary opposites. Children like to name objects, define words, and learn about things in their own world; they also have vivid imaginations and respond well to stories of fantasy. They need to know how to feel about something in order to learn it well. Children of this age learn through oral language; they are capable of developing good oral skills, pronunciation, and intonation when they have a good model. They learn well through role-play, dialogues and use of story form with a strong beginning, middle, and end. Because of their short attention spans, they need to have a great variety of activities, but the teacher must keep in mind that children of this age tire easily. They require large-muscle activity, and they are still rather unskilled with small-muscle tasks. Teachers of primary students must give very structured and specific directions and build regular routines and patterns into the daily lesson plan.

-What games do you prefer to use while teaching them?

-My pupils enjoy creating and playing games that reinforce whatever language elements we are working on. Games that involve closing eyes and hiding objects are especially successful. I have a lot of magazines and books, especially “Forum”. I use a lot of activities from these magazines, especially those ones, which are appropriate for kinesthetic and tactile pupils. They enjoy songs with big motions and the opportunity to add a silly twist to a song or game. Pretending is still very well received as well.

-What are they interested in?

-They are interested in almost everything—holiday celebrations, fairy tales, themselves. And play, games! It is a good age to introduce and practice partner work and cooperative learning.

2nd interviewee. The teacher of the 9th grade **M. Sobirdinova**.

**-What methods and techniques do you use in teaching the 9th grade pupils?
What motivates their learning?**

-Hearing stories about real life and real problems. Personal tales of challenge and triumph, especially from the teacher's own life. They like to work and present with others. I integrate elements from television, pop culture into the curriculum in some way. We mustn't talk to them as they are adults when giving directions and tasks, nevertheless they love to be treated as if they are grown up. They need and want someone to lead, to look up to, even if they don't act that way at times. They love challenges, to beat a certain score, time, or amount of something—make this attainable and you'll get more out of them. Pets, music, and team sports are good topics. Yet within this structure, they have the freedom to create, to share their funny, creative, outrageous, and unpredictable side. They'll typically share experiences of a painful injury, a "disgusting" thing they did, or sometimes will show a part of themselves which reveals wisdom and reflection beyond their years. These unpredictable behaviors, their ups and downs of everyday living and their outward expression of these feelings makes teaching young people of this age eternally fresh and interesting. The 9th graders love to compare and contrast. Venn diagrams work extremely well, and prove to be beneficial at proving similarities. They love to research other cultures and find the "strange" points of interest. They also like to determine what would be "strange" to others about American or British cultures. Activities must change about every 10 to 15 minutes. Transition is very important. It's hard to keep kids on task when they can't use what they've just learned in the next activity. They like partner work, but want to work with same-sex groups. Activities are always timed. When I give them less time than I think they will need to complete an activity, it becomes more of a challenge for them and it keeps them on task. If they're working and on task, I extend their time. They must have something produced, and quality is important. The teacher is a "monitor." The students must be given information to use. Once they have enough, they need the opportunity to be creative with it and explore their world. They don't want "peer" teachers—teachers who act like they do. They do want teachers who can relate to them and understand their vocabulary and interests. The adult role is extremely important. Learners at this age level love to create new things and show

them off. They especially like making menus and doing projects that can be displayed. They love supplemental language that doesn't appear in books and that only they know. They like games. Ninth-graders are eager to participate when tasks are based on real-life situations, such as expressing and supporting their personal opinions.

- What can you say about motivation of the pupils?

-Not only the ninth-graders, but all the pupils need to be motivated by doing something that has meaning for them. That is why, I think, the teacher should motivate them in different ways, searching appropriate tasks according to their level, age and psychological characteristics. When I give them the tasks I always repeat and repeat. When you have 30 pupils and more, they're not all hearing you at the same time. I like how they surprise themselves. They really like to learn, the only thing is to find out the right way. There are many ways to motivate pupils: to play some motivational video from celebrated people life or their own speech about the importance of language learning in study, life or job. Showing presentation with pictures and motivation quotes, or even organizing meeting with successful people-are can motivate pupil to learn. And according to the facts, compliment plays a noticeable role to make pupils to learn something. If your pupil the task better than others you should price it with such compliment words "well-done", "you are quick-witted", "I appreciate your work", like these. But another your pupil is weaker than others to take part you lesson in, in such situation the best way to overcome is complimenting, again. You should use some more different words to show your attitude, like "your action is better than before", "I know you can do it better". Even with your intonation or with your eye contact, you can urge them to learn. The physical organization of the classroom strongly influences learning procedure. Appropriate use of arrangements can positively affect teacher and pupils attitudes. Different seating arrangements, even within a single lesson can increase motivation and make activities complete more smoothly. Thus, the classroom should present an interesting and

convenient environment for learning. 3rd interviewee. The teacher of the 10th grade **A. Abdugarimov**.

-How do you feel about your teaching ESL classroom?

- Teachers are always looking for ways to improve in the classroom. To increase likelihood of success and continuity, I suggest teachers pick one item and stick to it for the rest of the year. I also suggest teachers employ the “support group” method to ensure success and use the chosen strategy as a topic for a professional learning community. Sharing success and challenges with colleagues will help you all grow professionally, and more students will benefit academically. There are two key items ELLs (English Language Learner) need to improve their English- time and practice. There are many ways to provide opportunities to practice English in the classroom. If activities are structured to support pupils-to-pupils or group interaction, ELLs are required to use English to explain concepts and contribute to the work. If ELLs are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development. However, very few teachers have had the formal training required to be prepared to identify and teach the English vocabulary and structures found in specific content areas. When I first started teaching ESL, my pupils knew way more about grammar than I did. I joked with them. “I don’t know English, I just speak it”. Teachers can work creatively to elicit background knowledge from students on content topics in order to increase comprehension of the material. This may be as simple as taking the time to do a K/W/L (Know, Want to Know, Learned) chart, or as individualized as asking questions about the topic: “Has anyone ever visited the Samarkand? What do you see in Samarkand?”

- What are the materials and strategies used in ESL classroom?

-Using different teaching styles and strategies allow you to accommodate different learning styles. Although you, as a teacher, may have a favorite way of teaching your pupils, consider that various pupils may learn better through other methods, including verbal instruction, reading texts, conversation, and hands-on experience. Experiment with different teaching techniques:

- skip the lecture, and instead help your pupils learn with an active group activity;
- bring in tangible objects, related to the lesson, that your students can interact with and learn from;
- in discussions, provide a mixture of abstract thoughts and practical examples;

And also it will be good, if you make small changes to your teaching materials and assignments each year, this will keep the materials fresh for you and make it more enjoyable for your pupils.

At the same time, the study challenged the sometimes prevalent view that simply introducing games into the classroom would prove motivating for pupils. While teachers and pupils in the case studies reported high levels of engagement and motivation in the ways in which most teachers appropriated games in the classroom, it became clear that it was not simply the presence of the game which engendered such engagement. Instead, the study suggests that we need to pay closer attention to the specific features of games play which encourage pupils engagement – whether this is the degree to which children enjoy having fluid and autonomous control over a responsive environment, or the extent to which it is the enjoyment of using games familiar from home and leisured play in which they can demonstrate expertise.

-What are the common methods addressed in teaching ESL classroom?

- The traditional “chalk and talk” method of teaching that’s persisted for hundreds of years is now acquiring inferior results when compared with the more modern and revolutionary teaching methods that are available for use in schools today. Greater pupil interaction is encouraged, the boundaries of authority are being broken down, and a focus on enjoyment over grades is emphasized. The key is in the brain cells. It helps them to create connections that they need to actually remember the knowledge. Teachers also find it easier as they can keep their lesson plans and simply go over them again with a more personal touch. New teaching method called “engagement” pupils are urged to engage with the real world, analyze everything that happens in different life spheres (not only language learning but also economical, business, social spheres, etc). More serious business

topics like time management, motivation and personality types at work. Make flashcards of new vocabulary and one pupil gives the definition and the others guess the word. Also you can make gap filling flashcards with collocations or prepositions and then time pupils going through the flashcards.

ANALYSES

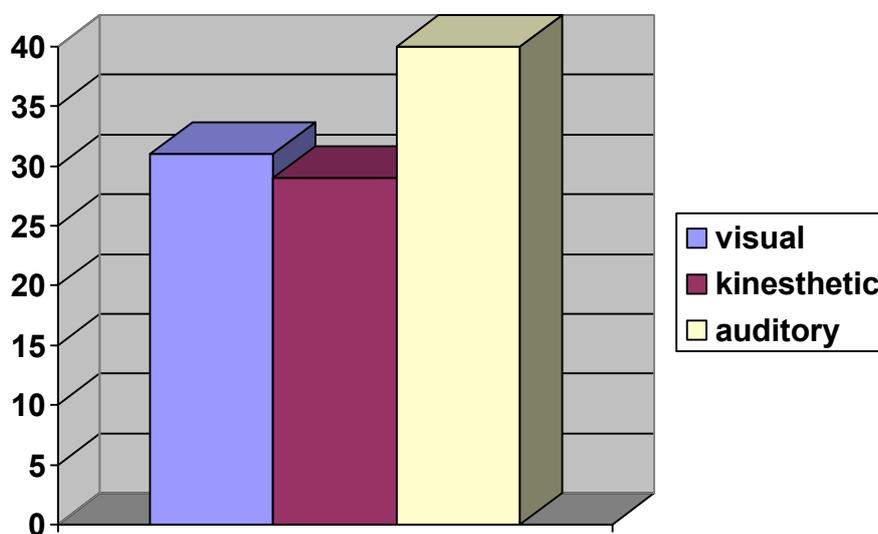
From my observing I dare say that is the first what should we pay attention it is modern teaching methods and learning styles. As I mentioned in methodology chapter insufficient attention was paid to learning style questions. Only the three types of it were included. With the 4th grade pupils the teacher worked on both visual, kinesthetic and audiolingual learners. With the 9th and 10th grade pupils the teachers worked on four types of learners: **visual, auditory, kinesthetic and reading/writing preference**. It is called VARK model and “VARK” is an acronym that refers to the four learning styles. Mostly pupils prefer to work in groups or pairs; they don’t like the individual work. When the teacher gives them some individual work, they try to turn to their partners or friend and do together. However, I think, fulfilling the activities and tasks by their own gives them a great opportunity to develop their independence. The teachers should use intrapersonal type of multiple intelligence too. If we compare the foreign students with Uzbek students our students or pupils try to do everything with their partners or in groups. Perhaps it is because of our collectivism. As some psychologists cite in the USA or in western countries the individualism, while in eastern countries the collectivism spread. When the teacher uses the intrapersonal type pupils can evaluate themselves, find out appropriate method for themselves, to understand their “self”. Organizing the tour for the museum, photographing, field trips, being closer to the nature just make the lessons interesting and replenish them. Pupils will be encouraged by unusual ways of teaching.

As for learning types I can say less attention is paid to kinesthetic style. Teachers should use more authentic materials for listening, create different atmosphere, so that pupils can learn the language through real-life situations. It is

necessary that all of the learning styles should be involved in the process of the lesson. As for learners, they assume a greater degree of responsibility for their own language learning. Students now participate in classroom activities which are based on a cooperative rather than individualistic approach to learning. Learners are expected to be more convenient to listening to their partners in pair work or group work tasks. This responsibility to participate can often lead to an increased sense of confidence in using target language.

The following diagram shows the percentage of the usage of the methods according to learning styles by the teachers of the school. The violet segment of the diagram shows the percentage of the activities used for visualists (35 %), the red segment reveals the 20 % of the activities for kinesthetic learners, while 45 % in a yellow segment points out the tasks for auditory learners.

In order to analyze the pupils' learning styles I distributed the questionnaire among the 9th and 10th grade pupils, from which I learnt that majority of pupils prefer the auditory learning, the medium the visual learning and minority the kinesthetic learning. I didn't check the learning styles of the 4th and grade taking into an account that they will not understand the questions. But I approached to the opinion of the famous psychologists that very young learner at the age 5-12 belong to kinesthetic types of learners.



Besides, there are another type of learners who between auditory and visual-called visual-auditory learner. This type of learners can easily understand themes both by listening and watching. Visual-kinesthetic learner also called –spatial, it is acceptable using any kind of methods during the lesson for them.

RESULTS AND DISCUSSIONS

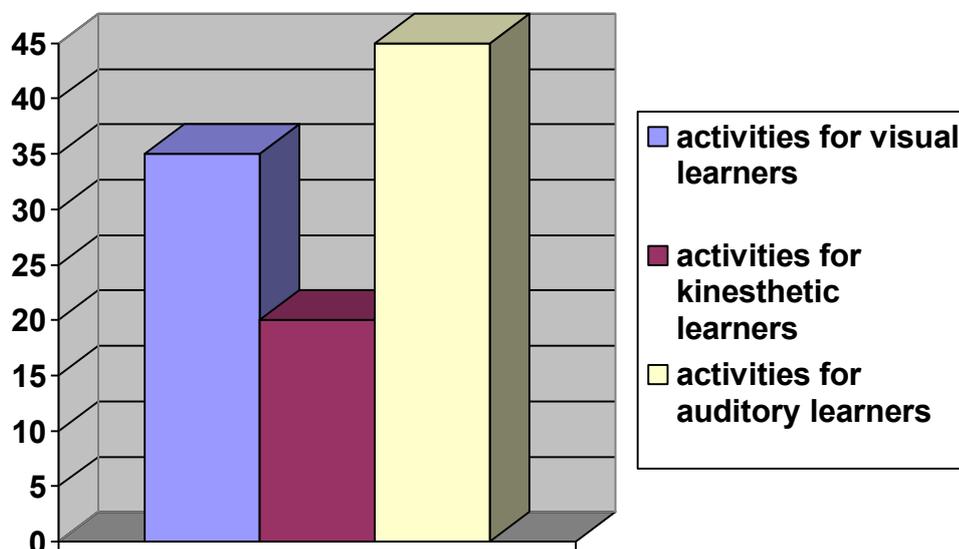
The main purpose of the present study was to find out how teachers of English used new methods in ESL teaching in the classroom. The research questions focused on how often teachers use different alternative methods and what are their opinions about them and whether or not they use them in five different areas of language teaching and what methods and techniques they use in teaching ESL classroom, what motivates their learning, what are the materials and strategies used in ESL classroom and what are the common methods addressed in teaching ESL classroom teaching these five different skills. The data was collected by observing lessons, interviewing teachers and questioning learners and then analysed both statistically and quantitatively. In this chapter a summary of the results of the current study will be presented and finally there will be discussion of the possible implications of the present study and suggestions for further studies on the subject.

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others.

Also, it is not always possible –or appropriate- to apply them the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the Principled Eclectism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner’s specific objectives, learning style and context.

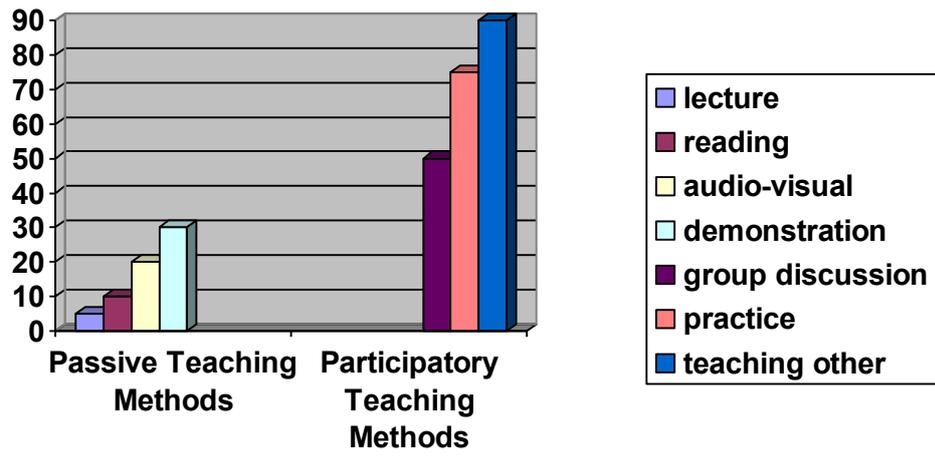
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diagram shows the percentage of the activities used for visualists (35 %), the red segment reveals the 20 % of the activities for kinesthetic learners, while 45 % in a yellow segment points out the tasks for auditory learners.



From my observation, it was clear that choosing an appropriate method is always about learners' age. There are many methods of teaching English. These differ according to the aims for which they are taught. According to academic research, linguists have demonstrated that there is not one single best method for everyone in all context, and that no one teaching method is inherently superior to the others.

According to its position to conduct the lesson, we can divide methods into two large group and average retention of knowledge showed by percentage.



Conclusion

Since the early 19th century, when English language teaching (ELT) entered into the formal education system in global context, ELT teachers and researchers have been seeking the best method for ELT. Different methods have been introduced, tried out, and found unsatisfactory. Among them, the Direct method in the early decades of the 20th century, the audio-lingual method in the 50s, and the Communicative Language Teaching (CLT) in the 1980s.

In the early 1990s, in most countries in Asia where English is taught as a foreign language, governments pursued the new administrative policies regarding the language education because they realized it was essential for them to master English language as a communication tool in order to play an active role in political, educational and economic world.

Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning language. Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence.

The main methodologies are listed in the chronological order of their development:

- Grammar Translation- the classical method
- Direct Method- discovering the importance of speaking
- Audio-lingualism- the first modern methodology
- Humanistic Approach- a range of holistic methods applied to language learning

- Communicative Language Teaching- the modern standard method
- Principled Eclecticism- fitting the method to learner, not the learner to the method

New methods and new approaches are coming in the field of second language teaching in secondary classrooms like the eclectic method (combination of different methods), but previous methods are not irrelevant or have lost their values. They are still useful in the present scenario.

In ESL setting, most learners outside the classroom lack of daily exposure and inclusion in purposeful exchanges in English medium. These ESL learners are far more-dependent upon whatever guided communicative practice they can get in the classroom. It is mainly in the classroom, that they learn, in the words of Larsen Freeman, D. “When and how to say what to whom in English”. Accordingly, proponents of the CLT approach argued that ESL students are in need of CLT methodology in order to gain facility and confidence in using English. Based on student-centeredness, the CLT approach features low profile roles of teachers, frequent use of pair work or small group problem-solving, response of students to authentic samples of English, extended exchanges on high-interested topics, and the integration of four basic skills, namely speaking, listening, reading and writing. The CLT approach discourages extensive teacher-controlled drills, quizzing of memorized material, and extended commentary on forms of English.

But there are some features that can affect to conduct the lesson by using CLT approaches. For instance, class size is comparatively large, usually with sixty to seventy students in a class, which can be difficult for teachers to manage with communicative instructions. Grammar and reading-based learning and examination are still in common. Furthermore, other subjects are also taught in lecture style, so students are accustomed to rely on the teacher on the matter of providing information. Therefore, this makes it difficult for teachers of English to

involve the students in in-class activities. Consequently, teachers in English tend to end up with traditional teaching methods.

Teachers can facilitate the learning of English by introducing various modes, media and modalities into their teaching. As Joseph, K. S. notes, if teachers can resort to any of the following ways, many of the difficulties that learners face in the process of learning can be overcome. The teacher may:

- use visual aids and realia wherever possible;
- repeat and paraphrase materials and patterns as often as possible so as to provide opportunity for learners to process them;
- speak clearly and slowly with due emphasis on stress and intonation;
- use gestures and expressions while giving instructions;
- bring in as many examples as possible.

From the study, it was observed that CLT approach or the current method of teaching English was effective mostly with some exception. Though previous method like Grammar-translation method have still retained their validity, from the analyses, one can see that it is equally effective with the current method. Teachers still feel comfortable with the translation method as it gives positive results.

In conclusion, CLT is not the final answer, and there is no omnipotent teaching method that suits everyone in the classroom. In order to produce effective and efficient learning, teachers are required to take into account and analyze the reality of the different aspects of the classroom like learners' attitude, language levels, circumstances, expectations and goals. Although there is no doubt that CLT has been hailed as a revolution and adopted globally, ESL teachers may always be moved by such questions within their minds, like, what does communication really mean?

So, as Scrinever observes, it is frequently necessary to introduce an Eclectic approach in which aspects of different methods are selected to meet the demands of particular teaching situations. A teacher who approaches eclectically, Manak argues, is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches.

As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism approach- fitting the method to the learner, not vice versa. This means choosing the techniques and activities that are appropriate for each particular task, context or learner, with focus on motivation and helping learners become independent and inspired to learn more.

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Appendix #1



Retrieved from <https://instagram.com/p/Bi4Zs8BIUdI>



Retrieved from

<http://www.emotion.com/=83DO0POaC>

Appendix #2

AURA DIONE FEAT ROCK MAFIA – “FRIENDS”

Free, free to be myself,
Free to need some time
Free to need some help
So I’m reaching baby, out
When I’m lonely in the crowd

When the signs get too loud
I'll be crashing on some couch
And even if I never forget you baby
Tonight I'm gonna let your memory baby
Go, always said I know
[Chorus]
But at least I got my friends
Share a rain coat in the wind
They got my back until the end
If I never fall in love again
Well at least I got my friends
Like a light bulb in the dark
Saving me from the sharks
Even though I got a broken heart
At least I got my friends, got my friends, got my friends
Well at least I got my friends
I don't wanna think, I just wanna feel
I just wanna dream, yeah
So pour another round
And throw it back until it's down
Let's get lost until it's found,
Again and again
And even if I never forget you baby
Tonight I'm gonna let your memory baby
Go, always said I know
[Chorus]
And when the world is upside down, yeah
The sky is full of clouds yeah
They always come around,
It feels like home, like home

And I never have to try, I can be myself and I

Never alone, I never feel alone

And even if I never forget you baby

Tonight I'm gonna let your memory baby

Go, always said I know

[Chorus]