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SOME PRINCIPLES AND MODERN METHODS OF TEACHING ENGLISH

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INTRODUCTION

During 21 year of undependence deep structural and substantial reforms and transformations in educational field have being happened in Uzbekistan. The essence of educational reform in Uzbekistan is to preserve the intellectual potential of the educational system and to modify our goals in order to develop individuals, who are capable to build and live in a democratic society. Therefore, our president I.A.Karimov noticed one of the main goals is to educate a healthy generation, both physically and mentally [25,236]. Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of educational level of people, their intellectual growth. As our President I. A. Karimov said: "Today it's difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners" [1,16]. The resolution "The measures of further perfection of teaching system of foreign languages" of the president Karimov I.A.on 10-th of December 2012 became one more evidence of the necessity of learning foreign languages [3,1]. That′s why foreign language teaching is considered to be one of the most important parts of teaching process in our republic.

Today a great attention is given to the English teachers and to the new methods of teaching English. An ideal self-critical teacher should ask himself a lot of questions. One of the questions we ask ourselves every day should be "Did my students benefit from what happened in class today?" If the answer to this question is "yes", we can start preparing for our next day of classes. However, if it is "no", most of us try to determine how best to remedy the situation. We usually carry out this daily evaluation of the effectiveness of our teaching privately, unless we feel the need to ask a sympathetic colleague or supervisor for help with a particular teaching issue. Sometimes, however, this evaluation is public. The communicative approach is becoming popular, and many of teachers are experimenting with new methods and activities. Terminology such as "authentic materials," "natural

approach," "communicative language teaching," and "learner- centered teaching", could be heard in the staff room every day. We debated whether using these new methods improved the language proficiency of our students. We all had students who participated eagerly in any communicative activity, but showed very little improvement on tests. We also had students who preferred teacher-fronted instruction and participated reluctantly in any form of learner - centered activity, but who did better on tests than their more enthusiastic classmates. Because of this problematic relationship between the new methods that we were trying out in our classes and the progress our students made, some of us began to wonder if the claims made about the effectiveness of the new methods could withstand major scrutiny.

Most of us found the concepts that underpin the communicative approach attractive, and the activities that were recommended effective in motivating students to use English in interactions resembling real communication outside the classroom. However, we were not very confident that this approach, or any other approach, would "work" in our classrooms. English teachers all over the world have been engaged in similar debates in staff rooms and in private soul searching at the end of a day of teaching. At times it can feel as if we are caught in a perpetual cycle of questioning the effectiveness of anything we try in our classrooms. I believe that most of us engage in this questioning process throughout our careers because we feel responsible for the effectiveness of our teaching. We are motivated to look for the best language teaching method that will provide our students with the English language skills they need.

This material is not intended to resolve anyone's search for an ideal method that will work in all teaching contexts. Instead, my purpose is to explain the benefit of using "complex method" to discover what "works," that is, what is effective and appropriate in our classrooms.

In the past, the definitive answers given to teachers' requests for something that "worked" were specific approaches and methods. Now, there are almost too

many approaches and methods to choose from. Richards points out that there are concurrent models of effective teaching, each with "specific assumptions about what the essential knowledge base, skills, and attitudes for effective teaching are"[110]. Following Zahorik, he classifies these models, or conceptions, and their underlying assumptions into three categories: science-research, theory-philosophy, and art-craft [142, 25].

Science-research conceptions of teaching, according to Richards, "view teaching as a type of scientific activity that is formed and validated by scientific research and supported by experimentation and empirical investigation". He presents the audio-lingual method as an example. Proponents of this method considered it a scientific system of teaching foreign languages based on the incorporation of behaviorist learning theory and structural linguistics. They actively discouraged teachers who used the audio-lingual method from modifying the recommended instructional activities in any way, so as not to interfere with this scientific process of teaching [110, 20].

Task-based instruction and learner training, according to Richards, are two current science- research conceptions of teaching. Task-based instruction, or the use of interactive tasks to encourage language learners to negotiate meaning in the target language, is, according to Long and Crookes, based on "second language acquisition research, particularly descriptive and empirical studies comparing tutored and naturalistic learning". Learner training relies on research in the learning styles and strategies used by successful language learners both to develop learner training techniques to be used in the language classroom and to raise learner awareness of the importance of these styles and strategies in their own learning processes. These two conceptions are based on the assumption that what "works" in the language classroom has already been identified by researchers. The job of language teachers, then, is to use these findings in their own classrooms.

Theory-philosophy conceptions of teaching, in contrast, are "built not on empirical research, but on generally data-free theories and principle, justified on

logical, philosophical, political, moral, or other grounds". Richards claims that communicative language teaching (CLT), possibly the most influential approach in our profession today, is a theory-philosophy conception of language teaching. Because so many studies have been done, and articles written, about the relationship between CLT and language learning, it is often assumed that the effectiveness of this approach in language classrooms, regardless of their context, has been proven by research. Richards points out that the development of the communicative approach was only indirectly related to formal research findings. Theorists such as Widdowson and Savignon drew upon Hymes's theory of communicative competence and theories of second language acquisition, such as Krashen's , in their development of new definitions of language proficiency that were not based on the mastery of a specific set of grammatical and phonological components. Instead, they defined language proficiency as the ability to use the grammatical, discourse, functional, sociolinguistic, and strategic components of the target language appropriately in order to communicate effectively [122].

This new definition of language proficiency led to the development of new language learning objectives as well as new classroom activities and techniques that would enable students to meet these objectives. Teachers were no longer required to lead students in lock-step fashion through textbook exercises designed according to principles of behaviorist learning theory or structural linguistics. It was assumed that a language learning environment that encouraged students to "engage in the pragmatic, authentic, functional use of language for meaningful purposes" would facilitate development of communicative competence [112]. Therefore, teachers were expected to replicate this environment in their classrooms. In other words, students were to be encouraged to interact with each other freely through activities that were motivating and resembled language use outside the classroom. The primary responsibilities of the teacher in this environment became monitoring ongoing student interactions and providing feedback to students on the effectiveness and appropriateness of their interaction. Richards observes that both science- research and theory-philosophy conceptions

of teaching have a strong top-down perspective. These conceptions view teachers as the recipients of research findings and theories about effective language teaching that have been developed for them by researchers. Teachers are expected to understand the implications of these findings and theories and to develop lesson plans and activities that incorporate them. However, they are not necessarily encouraged or held responsible for doing their own research or determining what is effective in their own classrooms [113, 124].

Art-craft conceptions of effective teaching, in contrast, do encourage teachers to determine what "works." These conceptions, according to Richards, place great emphasis upon the skills and personality of the individual teacher. They avoid prescribing particular approaches or methods, but instead promote processes of self-discovery that enable teachers to develop our own definitions of effective teaching. They also encourage us to discover our own strengths and weaknesses through professional development activities and reflection. Art-craft conceptions of effective teaching frequently use metaphors and analogies to help teachers develop their own perspectives as to what "works" in their classrooms. This use of metaphor and analogy is based on the assumption that giving to teachers tools to help them reflect on what constitutes effective teaching is more productive than having them consider the implications of research results or theory [42]. One recent teacher training course, using the art-craft conception of effective teaching, asks course participants to reflect in writing on the simile of "teaching as an art" [63].

Having the freedom to develop our own definitions of effective teaching can be exhilarating, because it credits us with having valid perceptions of what "works" in our own classrooms. However, most of us have little time or energy to engage in active reflection. A heavy teaching load, a crowded curriculum, and the pressure of standardized final exams leave many of us with limited time in a typical day to thoroughly prepare our classes, let alone reflect on them. This problem is

compounded if we work in an environment where sharing insights with colleagues is not encouraged.

In addition, some of us may find this freedom a little frightening. If we have been told for years that only the researchers have solutions to problems we encounter in teaching, we may find it difficult to trust our own instincts. Others of us may be interested in developing our own definitions of effective teaching, but don't see how reflection activities, such as journals, can contribute to that goal. We hope to see more concrete results from our efforts, such as increased student achievement and higher test scores.

Reflection on one's own teaching is much more than an amateur form of personal therapy. It is actually a logical extension of the question, "Did my students benefit from what happened in class today?" Reflection is an effective way of fine-tuning our evaluative skills to the point that we feel confident in our own ability to define what "works" in our own classrooms. It′s effectiveness increases if it is done critically using a focused set of questions. Johnson defines reflection as "reasoning that represents the complex ways in which teachers conceptualize, construct explanations for, and respond to the social interactions and shared meaning that exist within and among teachers, students, parents and administrators, both inside and outside the classroom"[75, 218]. Although each teacher's reasoning is based on informal knowledge and personal beliefs, Johnson makes a clear distinction between teacher reasoning that focuses solely on subjective perceptions of teaching and "robust reasoning when teachers expand their understandings of themselves, their teachings, their classrooms and their schools"[75, 220].

To ensure that our reasoning is robust and not just a rehashing of our own personal concerns, Johnson encourages us to repeatedly ask ourselves the following guiding questions:

Who am I as a teacher?

Who are my students? How do they experience my teaching?

What do I know about my teaching context?

What do I know about the subject matter content that I teach?

Why do I teach the way that I do?

What are the consequences of my teaching practices for my students?

How do I make sense of theoretical knowledge?

Who is my professional community?

What sort of change do I see as fit for my own teaching?

Who am I as a teacher? As teachers we need to look closely at all of the teaching and learning experiences we have had. Which of these experiences has had the strongest impact on how we teach today? For example, does the way we teach strongly resemble the way we were taught, or have we consciously tried to teach in a different way? Thoughtful and honest answers to these questions can provide insight into how past educational experiences have had an impact on one's identity as a teacher.

Who are my students? How do they experience my teaching? Most of us ask ourselves a version of this question every day. However, our answers often tend to focus more on the response of our students to our teaching. Johnson urges us to "focus less on what you are doing as a teacher, and more on what your students are experiencing in your classroom, determining what causes difficulties for them, what challenges them... what they get out of participating in your instructional activities" [75, 65].

To avoid relying solely upon their subjective impressions of what "works," many teachers involve their students in this evaluative process. Students can give us helpful feedback on their perceptions of different aspects of our teaching, such as the purpose or effectiveness of certain class activities. Some teachers obtain this

information by distributing evaluation forms to students at the end of a course, but student feedback on a particular aspect of a course can be done whenever we feel the need for more formal feedback. Murphey outlines a journal activity that provides a way for students to give ongoing feedback [94,238]. Unlike free writing journal assignments, the primary focus of his journal activity is to ask students for feedback on a daily basis about what they perceive the objective of the lesson to be and their overall reactions to it. Students are asked to write a short description of and comments about the class every day in a notebook. These descriptions can be general, a simple outline of what happened that day, or they can include detailed observations about a task or activity that the teacher has asked them to complete. The teacher collects the logs from the students each week and reads them, writing only short appreciative comments in response and perhaps saving particularly relevant student comments for later reference during lesson planning [90, 322].

Students can also help us determine which language learning methods are most effective for them, what motivates them to study English, what activities they prefer more.

What do I know about my teaching context? For Johnson, this means being aware of the relationship between the courses you teach and the larger educational environment (including administrators, other teachers, and parents), as well as the expectations that are placed upon your students. One component of this awareness concerns school politics, both overt school policy and the chain of command, and the decision-making processes that determine how things really function in a school [75, 20]. Vidal N., in his discussion of English language project management, calls these two sets of administrative and decision-making behaviors "surface" and "deep" action [137, 154]. He defines surface action as the official, documented elements of any educational institution, such as "official agreements, contracts, job descriptions and official responsibilities, attendance registers, textbooks, teaching hours, examinations and students assignments" and deep action as the "tacit rules…unspoken recipes... traditions…and micro-politics" of that

same institution. Teachers who are unaware of the effects that institutional deep and surface actions have on their students are much less likely to develop courses that are relevant to their students' needs.

What do I know about the subject matter that I teach? Answering this question involves more than being able to recite the rules of English grammar. We need to consider what content we teach and how we present it to students. If we emphasize one aspect of the content, we may exclude other aspects. Critically analyzing how we presented the lesson content is more useful than asking a question such as, "Why was today's lesson so terrible?" because it focuses on what we actually do in class, rather than how we feel after class. Questions about subject matter and lesson content can motivate us to develop alternatives to teaching choices we have made in the past, which is an essential step in the development of context-appropriate methodology.

Why do I teach the way I do? After the prior questions of robust reasoning have been addressed, this question, which concerns the decisions a teacher makes every day, will be much easier to answer. In fact, the answer is a personal justification for why we teach the way we do. In paraphrasing the question, Johnson asks, "What instructional considerations figure most prominently in your reasoning ?"[75, 68]. One way to answer begins, "The way I teach on any given day depends on...." This shows that you take into account all of the factors that have an impact on your teaching when you plan lessons. There is an additional advantage to having a sound justification for why you teach the way you do. Once you have articulated the reasons for your day-to-day teaching decisions, explaining those decisions to other interested parties such as students, their parents, colleagues, and supervisors or school administrators will be much easier. A well-thought out explanation of your teaching practice is often enough to convince others that both the day-to-day and long-term decisions about what should happen in your classroom are based on your best professional judgment. The final four

questions focus on broad personal and professional issues that affect a teacher and her students.

What are the consequences of my teaching practices for my students? The purpose of this question is to focus on how a teacher handles her students' personal problems and conflicts among students. Academic concerns, such as competitive exams, and social concerns, such as problems in their families, can have a major impact on students and their relationships with each other. Sometimes these issues will have a direct impact on the teacher as well. Planning how you will respond to these issues and developing supportive ways to handle classroom relationships and conflict before problems occur will enable you to demonstrate that you respect your students as people and that there are parameters for appropriate behavior in your classroom. It is impossible to prevent classroom conflict, but it is important to be prepared for it.

How do I make sense of theoretical knowledge? Some of us have fond memories of our student years, when we were preparing for a teaching career. We may have had comparatively few responsibilities at that time, so we were able to enjoy the opportunity to learn about and discuss theoretical issues related to the English language and language teaching. Others may remember those years as an extensive period of probation, when our academic abilities were under constant scrutiny. We may have been forced to take examinations in a multitude of subject areas, some of which, in retrospect, were only distantly related to the skills we needed to teach effectively. Whatever our memories of our pre-service training are, they are likely to come to the fore whenever we attend in-service training or a professional conference, and when we discuss language teaching trends with our colleagues. We are not in school anymore, and no one will be evaluating how current our theoretical knowledge of the English language or language teaching is. As practicing teachers, our relationship to theoretical knowledge should be that of consumers. Before buying anything, wise shoppers learn as much about the available products as they can. Wise consumers of theoretical knowledge should

learn as much as possible about new theories, approaches, and methods before deciding whether to incorporate them into their teaching.

Many of us, however, are not given the option of choosing which approach or method to use in our classrooms. Our educational institution or a larger government authority makes this decision for us. Despite this, it is still our responsibility to find out as much as we can about the approach or method that we are required to use and to determine ways to make it relevant to our classroom context. This suggestion is not revolutionary because most methods and approaches are implemented in very different ways in actual classroom practice. Richards and Rodgers note that "the wide acceptance of the Communicative Approach and the relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways"[110]. Our own interpretation of a method may be perfectly acceptable. However, we need to become familiar with its components so that we can show a clear relationship between the method and what we do in our classes. Again, if we can explain to ourselves why we do what we do, it will be much easier for us to articulately explain our decisions to others.

Who is my professional community? Answering to this question involves looking closely at how colleagues within your department and throughout the school view their work and their students. Johnson points out that "the underlying values, norms, and expectations shared by the teachers and other professionals with whom you work will shape, in part, the way you understand and respond to the actions and interactions that go on around you"[75, 117]. Your relationship with your professional community may be productive and cooperative, or polite but distant, or overtly antagonistic. No matter what the relationship is, it will have an effect on what you do in your classroom. Reflecting on the quality of your interactions with colleagues may lead you to recognize how and why your views

and theirs differ substantially. It will also help you define in what ways your teaching "works" for you and your students, regardless of how others see it.

What sort of change do I see as fit for my own teaching? This question cannot be asked or answered until you have answered the previous questions. Once you have defined the elements that have an impact upon your teaching and how you typically respond to them, you are ready to change what you do in your classroom so that it "works" more effectively for you and your students. As Johnson points out, "The process of change occurs when teachers articulate to themselves and others what they want to change and why, when they identify the factors that inhibit change, and when they develop strategies to implement change over time"[75, 124]. This holds true regardless of the magnitude of the change that you are contemplating. For example, if you have used robust reasoning to determine why your afternoon classes don't respond well to pair work, you may uncover one of these possible situations. The seating in the room where you teach in the afternoon makes pair work difficult. The pair-work tasks you have selected for your afternoon classes are boring and need to be modified. Students who come to your classes in the afternoon are exhausted after a full day of school work and can't concentrate on pair work. Students in your afternoon classes are worried about final exams and don't see pair work as relevant. No matter which of these causes is the most pertinent, there is probably more than one way to handle any of them. Continuing to engage in robust reasoning to determine the most appropriate solution will enable you to decide on which changes to make and how these changes can be implemented. Robust reasoning involves much more than keeping notes in a diary on how well classes go. It involves looking at the past, present, and future of every component of your work in the classroom, plus evaluating new research and methods in terms of whether or not they would "work" with your students. In addition, it includes making conscious decisions as to the most effective way to reinforce the positive and respond to the negative elements of classroom interaction. Using robust reasoning to answer the question, "Did my students benefit from what happened in class today?" will lead us to definitions of

effective teaching that are context-appropriate and applicable to our classrooms. So, if every teacher gives these questions himself his lessons will be more interesting and unique and his methods of teaching English - more model and modern.

The present research work is devoted to the studying and to the description of some basic methods and principles of teaching English.

The subject of research is the methodology of teaching English.

Object of the research is traditional and nontraditional methods of teaching English.

The actuality, the theoretical and practical importance and insufficient inculcation of new advanced methods of teaching English have stipulated an **actuality of the given research work.**

The main aim is a complex research and the description of various methods of teaching English, in particular the inculcation of the complex method of teaching.

The research hypothesis consists of the following: the process of learning of foreign language will be more effective if we use complex method, in order to increase the knowledge of English learners.

The achievement of the given aim and the argument of the hypothesis have demanded the decision of following **main problems**:

- the research of the method of teaching English, which is directed on the development harmonious and developed rising generation;

- consideration and comparison of traditional and nontraditional methods of teaching English;

- revealing positive and negative sides of traditional and nontraditional methods;

The methods of investigation: descriptive, inductive, deductive, experimental, comparative.

Scientific novelty of the work is in the comparison of traditional and nontraditional methods of teaching English and in recommendation of using complex method which has incorporated the best elements of different methods.

The authenticity of the results of the investigation. All practical and theoretical materials were proved with the scientific investigations on this field. Some old and new ways of teaching English were approbated in the teaching process.

Methodological base of research: The concepts and issues were taken from the research works and articles of many linguists and methodologists such as Zimnyaya I.A., Saharova I.E., Knyazev M. N, Martyanov T.M., Polat E.S., Galskova N.D., Rogova G. V, Antony E.M., Swan M. I., Lozanov G. K, Harmer J., Adamson Ch., Richards J., Rodjers T., Galskova T.D., Fisher R., Hutchinson T., Pollards L., etc. dealing with methodology, pedagogy, linguistics and psychology.

   Points to be defended.

Teachers must be creative because much of the teacher's success depends upon his/her imaginative power, originality and creativity.

2. We should be an example of a good planner and organizer. By doing so we encourage our students to develop their planning and organizational abilities.

3. Preparing the lessons regularly and adequately makes a teacher confident in the classroom. It sets our mind at ease and makes us realize the main aim of the lesson. It is very important to make our lesson plan brief, informative, clear and purposeful with various activities to suit the individual differences in the classroom. Aims, concepts, contexts and other tasks, are some of the elements that should be considered carefully by the teacher when planning a lesson. When these are clearly established, it is much easier to ensure that the lesson being presented to the students is clear and appropriate.

4. An active teacher means an active lesson. So we should be active and avoid being indifferent, because this creates a sort of boredom in the classroom.

5. The ability to enjoy learning is the key to effective learning. We should make our lesson enjoyable. What one learns through enjoyment, one never forgets and its effect on the memory never 'fade'. Lack of interest, means lack of response.

6. Teachers should move from 'known' to' unknown' gradually and logically, because such a procedure is important from a psychological point of view.

7. We can also begin the lesson by warming the class up for a short time. Some revision questions or warm up activities, create a positive atmosphere in the class, and are very useful for learning English.

Language production**:**

1.Every lesson we must involve our students in authentic communication situation, which encourage a continuous flow of speech. In fact, the acquisition of the language depends on practicing it naturally. When we communicative with our students, we should not insist on getting full answers. Short answers are accepted in natural communication. In my opinion, the real value of conversation class is that they provide practice for different speaking skills. These skills have to be defined, and particular objectives have to be set by the teacher. The advantage is that speaking is not used specifically to practice structure or pronunciation, but the student has to summon all he knows in order to solve particular problems all of its expression and understanding.

2. In making the lesson, students -centered, not teacher- centered , we should give our students every possible chance to use the language, to talk English as much as possible, to give the students the opportunity to interact.

3. To make the lesson more attractive and perceptive, we can use teaching media. They save time and effort.

- It is important that student-talking time be maximized and teacher-talking

time be used strategically to provide students with the openings they need to communicate with the teacher and among themselves with long-turn utterances. Project work, role plays, music, activities, games have been engineered specifically to accomplish such a goal. It has proved to be an effective way to substantially increase student-talking time. It should become a key tool in the teacher's repertoire as a way to help students internalize language and improve their communicative competence in the world outside the classroom.

- Complex method is a valuable method in the teacher's repertoire that enhances learning.

- If students have the need or desire to write for real communication and a real audience, they will be glad to write. If they are engaged in challenging and interesting tasks, they will write well. Clearly, giving students the freedom to include what they wanted and write what they wanted in their magazines required them to consider for whom and for what purpose they were writing. All this motivated their writing and made it seem close to real-world writing outside the classroom.

The theoretical importance of research is the development of methodology of English language in our republic.

Practical value: the results of work can find application in preschool and school establishments, and also in higher educational institutions.

The approbation of the dissertation. Some main points of the research work were published in the collected articles and discussed at a student's conference of our Institute in 2012-2013. The dissertation was discussed on the department′s meetings in May 2013.

The publication of the results of the investigation. Some main issues of the dissertation were published in the magazines ″Alma-mater″, ″Тилшуносликнинг

назарий ва амалий масалалари″, ″ Teaching social and professional disciplines in foreign languages: national and foreign experience″.The first article ″The history and present of games″ was published in ″Alma-mater″ in December 2012. The second article ″The benefits of the project work″ was published in ″Тилшуносликнинг назарий ва амалий масалалари″ in March 2013 and the third one ″Использование метода проектов в процессе преподавания английского языка″ was published in May 2013.

Dissertation structure: The work consists of the introduction, three heads, the conclusion, the list of used literature and internet resources.

CHAPTER 1.THE BASIC TRADITIONAL METHODS OF TEACHING ENGLISH

1.1. THE GRAMMAR-TRANSLATION METHOD

The grammar-translation method is the oldest method of teaching English. This method is also known as the classical method. The grammar-translation method dominated European and foreign language teaching from the 1840s to the 1940s [31, 29]. Its modified form continues to be widely used in some parts of the world today. The grammar-translation method is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and their native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development [30, 17].

The grammar-translation method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In the grammar- translation method the students first study the parts of speech and syntax in detail. The sentences in English and the mother tongue were compared and contrasted side by side. The grammar-translation method was the offspring of German scholarship. It was first known in the United States as the Prussian Method [66, 288]. To use of this method is very easy for teacher. In this method the mother tongue is used to teach English. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical points and rules.

Characteristics:

- The unit of teaching is word, not a sentence. It means vocabulary is taught in the form of isolated words.
- It considers grammar as a soul of language.
- Grammatical rules of teaching of English are explained into mother tongue.
- This method does not help in development of linguistic competence of learner.
- English grammar is taught through rules, translation, definition and comparative study of mother tongue grammar.
- Grammar is taught deductively.
- The main function of language learning, communication is ignored.
- Reading and writing are the major focus.
- Words are taught through bilingual word-lists, dictionary study and memorization.
- The English is taught in mother tongue with little use of target language.
- The students' native language is the medium of instruction.
- Students are expected to attain high standards in translation.

Grammar-translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels of achievement, they may translate entire texts from the target language. Tests often consist of the translation of classical texts.

There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation.

The mainstay of classroom materials for the grammar-translation method is the textbook. Textbooks in the 19th century attempted to codify the grammar of the target language into discrete rules for students to learn and memorize. A chapter in a typical grammar-translation textbook would begin with a bilingual vocabulary

list, after which there would be grammar rules for students to study and sentences for them to translate. Some typical sentences from 19th-century textbooks are as follows:

The philosopher pulled the lower jaw of the hen.

My sons have bought the mirrors of the Duke.

The cat of my aunt is more treacherous than the dog of your uncle [125].

The grammar-translation method was the standard way languages were taught in schools from the 17th to the 19th century. Despite attempts at reform from Roger Ascham, Montaigne, Comenius and John Locke, no other methods gained any significant popularity during this time. Later, theorists such as Vietor, Passy, Berlitz, and Jespersen began to talk about what a new kind of foreign language instruction needed, shedding light on what the grammar translation was missing. They supported teaching the language, not about the language, and teaching in the target language, emphasizing speech as well as text. Through grammar translation, students lacked an active role in the classroom, often correcting their own work and strictly following the textbook [119, 312].

The grammar-translation method is still in use today in hybrid forms in many different countries. It is widely recognised that the grammar-translation method is still one of the most popular and favourite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language [31, 54].The grammar- translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages. At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their

opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed [19,339]. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practised to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupil can follow his progress in practicing the language by comparing his results. Thus can he adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought.

1.2. THE DIRECT METHOD

The last two decades of the nineteenth century ushered in a new age. In his The Art of Learning and Studying Foreign Languages, Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning [63]. Living in Hamburg for one year, he attempted to master the German language by dint of memorising a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. He could not understand a word! After his failure, he decided to memorise the German roots, but with no success. He went so far as to memorise books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. An attempt to teach the language as one could in learning mother tongue is known as the direct method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called direct method. This method was against of grammar-translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second (SL) or foreign language (FL) but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the direct method [77].

The direct method was quite successful in private language schools. The direct method overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning. This method represented the product of enlightened amateurism. Hymes viewed that it offered innovations at the level of teaching procedures but lacked a through methodological basis. Its main focus was on the exclusive use of the target language in the classroom [72]. Sauveur opened a language school in Boston in the late 1860s. His method soon became referred to as the natural method. Sauveur and other believers in the natural method argued that a foreign language could be taught without translation or the use of the learner's native tongue [39, 248]. Richards J.K., Platt J.Dictionary notes:

"Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions"[111].

Then Brown H. developed this method. The basic tenet of Brown′s method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the direct method were as follows:

- Classroom instruction was conducted in the target language.
- There was an inductive approach to grammar.
- Only everyday vocabulary was taught.
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

The German scholar Franke wrote on the psychological principles of direct association between forms and meanings in the target language. For him a language could best be taught by using it actively in the class room. Teacher must

encourage direct and spontaneous use of the foreign language in the class room. Learners would be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with proper attention to pronunciation. Famous words could be used to teach new vocabulary, using name, demonstration and pictures. These natural language learning principles provided the formation for what came to be famous as the direct method [31, 47].

Characteristics of direct method:

- There is no interference of mother tongue. In direct method at first child does not come with the contact of mother tongue.
- In this method, there is direct bond of target language. Child thinks into target language and express into target language.
- Unit of teaching is sentence. Teacher performs such activities which tell the meaning of the sentence in the context. Teacher performs anaction related to the sentence which shows meaning of the sentence.
- Direct method is full of activities. The teacher shows object or performs the action to clear his concept.
- Direct method is interesting and natural for learners.
- Teacher shows the meaning of the sentence with help of gestures, postures and action. It enable student to establish direct bond between words and expression.
- The teaching learning process is carried out in English environment.

The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does

not use printed word until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency.

The direct method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the audiolingual method.

1.3.SUGGESTOPEDIA

Suggestopedia (USA English) or Suggestopaedia(UK English) is a teaching method, which focuses on how to deal with the relationship between mental potential and learning ability and it is very appropriate to use in teaching speaking for young language learners [26]. This method was introduced by a Bulgarian psychologist and educator, George Lozanov in 1975. It is used in different fields, but mostly in the field of foreign language learning. Lozanov has claimed that by using this method a teacher's students can learn a language approximately three to five times as quickly as through conventional teaching methods.

Suggestopedia has been called a "pseudo-science" [83]. It strongly depends on the trust that students develop towards the method by simply believing that it works.

Maslow believed that we are able of learning much more than we think, provided we use our brain power and inner capacities [89,102]. He assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity.

Suggestopedia is an effective comprehensible input based method with a combination of desuggestion and suggestion to achieve super learning. The most important objective of suggestopedia is to motivate more of students' mental potential to learn and which obtained by suggestion [80]. Desuggestion means unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories.

Lozanov argued that learners have difficulties in acquiring English as the second language because of the fear of the students to make mistakes. When learners are in this situation, their heart and blood pressure raise. He believes that there is a mental block in the learners' brain (affective filter). This filter blocks the input, so the learners have difficulties to acquire language caused by their fear. The

combination of desuggestion and suggestion is to lower the affective filter and motivate students' mental potential to learn, aim to accelerate the process by which they learn to understand and use the target language for communication to achieve super learning. It is the final goal of suggestopedia [84].

Suggestion is at the heart of suggestopedia. Lozanov claims that his method is different from hypnosis and other forms of mind control because they lack a "desuggestive-suggestive sense" and "fail to create a constant set up to reserves through concentrative psycho-relaxation" (Reserves are like human memory banks) [84]. There are some principal theoretical components through which desuggestion and suggestion operate and that set up access to reserves.

Key Features of Suggestopedia

1. Comfortable environment

In suggestopedia method, the classroom is not the same as common classrooms. In the classroom, the chairs are arranged semicircle and faced the black or white board in order to make the students pay more attention and get more relaxed. In addition, the light in the classroom is dim in order to make the students' mind more relaxed [155].

2. The use of music

One of the most uniqueness of this method is the use of Baroque music during the learning process. Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of relaxed states of mind for maximum retention of material. It is believed that Baroque music creates a level of relaxed concentration that facilitates the input and retention of huge quantities of materials. Baroque music helps the students to reach a certain state of relaxation, in which the receptivity is increased. The increasing of learning potential is put down to the increase of alpha brain and decreasing of blood preasure and heart rate. The use of music also depends on the expected skill of the students: listening, grammar, pronunciation, discussion, etc.

3. Peripheral Learning

The students learn English not only from direct instruction but also from indirect instruction. It is encouraged through the presence in the learning environment of posters and decoration featuring the target language and various grammatical information. They are changed everyday. By doing this, the students can learn many things undirectly in the classroom or outside classroom. For example, students can produce simple sentence by using the posters or grammatical information on the wall [107].

4. Free Errors

In the teaching learning process, students who make mistakes are tolerated, for example in pronouncing the word. The emphasis is on the content not the structure. Grammar and vocabularies are presented and given treatment from the teachers, but not dwelt on.

5. Homework is limited

Students reread materials given in the classroom once before they go to sleep at night and once in the morning before they get up.

6. Music, drama and art are integrated in the learning process. They are integrated as often as possible.

Suggestopedia aims to deliver advance conversational proficiency quickly. It apparently bases its leaning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves [123]. Lozanov states categorically, "the main aims of teaching is not memorization, but the understanding and creative solution of problem". As learners goals he cited increased access an understanding and creative solution of problem. However, because students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal to the suggestopedia method.

A suggestopedia course last thirty days and consist of ten units of study. Classes are held four hours a day, six days a week. The central focus of each unit is a dialogue consisting of 1,200 words or so, with an accompanying vocabulary list and grammatical commentary. The dialogues are graded by lexicon and grammar.There is a pattern of work within each unit and a pattern of work for the whole course. Unit study is organized around three days: day 1 – half a day, day 2 – full day, day 3 – half a day. One of the first day of work on a new unit the teacher discusses the general content (not structure) of the unit dialogue [123]. The learners then receive the printed dialogue with the native language translation in parallel column. The teacher answers any questions of interest or concern about the dialogue. The dialogue then is read the second and third time in ways to be discussed sub sequently.

The whole course also has a pattern of presentation and performance. On the first day a test is given to check the level the students' knowledge and to provide a basis for dividing students into two groups, one of new beginners and one of modified (false) beginners [55]. The teacher then briefs the students on the course and explains the attitude they should toward it.

During the course there are two opportunities for generalization of material. In the middle of the course students are encouraged to practice the target language in a setting where it might be used, such as hotels and restaurants. The last day of the course is devoted to a performance in which every student participates. The students construct a play built on the material of the course.

Types of Learning and Teaching Activities

The types of activities that are more original to suggestopedia are the listening activities, which concern the text and text vocabulary of each unit [80]. These activities are typically part of the "pre-session phase", which takes place on the first day of a new unit.

The students first look at and discuss a new text with the teacher. In the second reading, students relax comfortably in reclining chairs and listen to the

teacher read the text in a certain way. During the third reading the material is acted out by the instructor in a dramatic manner over a background of the special musical form described previously.

Teacher should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by learners. Lozanov lists several expected teacher behaviors as follows:

1. Show absolute confidence in the method.
2. Display fastidious conduct in manners and dress.
3. Organize properly, and strictly observe the initial stages of the teaching process—this includes choice and play of music, as well as punctuality.
4. Maintain a solemn attitude towards the session.
5. Give tests and respond tactfully to poor papers (if any).
6. Stress global rather than analytical attitudes towards material.
7. Maintain a modest enthusiasm.

The learners as well are should have "faith in the system and accept that they are in a childlike situation where they follow the teacher / parent" .The students should not be critical, but simply absorb what is presented to them.

Stages of suggestopedia

There are three stages in using suggestopedia method [85]. They are:

1. Presentation

Presentation is the basis of conducting suggestopedia in class successfully. The main aim in this stage is to help students relaxed and move into a positive frame of mind, with the feeling that the learning is going to be easy and funny. Desuggestion and suggestion happen at this stage at the same time [84].

First Concert

This involves the active presentation of the material to be learnt. The original form of suggestopedia presented by Lozanov consisted of the use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on

grammatical points. Typically these dialogues will be read aloud to students to the accompaniment of music.

Second Concert

The students are now guided to relax and listen to some Baroque music [123]. The best choice of music according to Lozanov, with the text being studied very quietly in the background [83]. During both types of reading, the learners will sit in comfortable seats, armchairs rather than classroom chairs, in a comfortable environment. After the readings of these long dialogues to the accompaniment of music, the teacher will then make use of the dialogues for more conventional language work. The music brings the students into the optimum mental state for the effortless acquisition of the material. The students, then, make and practice dialogue after they memorize the content of the materials.

The use of a range of role-plays, games, puzzles, etc. reviews and consolidates the learning.

Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident" and various techniques, including art and music, are used by the trained teachers. The lesson of suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration [85].

Deciphering: The teacher introduces the grammar and lexis of the content.

Concert session (active and passive): In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music is played in the background.

Elaboration: The students finish off what they have learned with dramas, songs, and games.

Then it has developed into four phases as lots of experiments were done: introduction, concert session, elaboration, and production [107].

Introduction: The teacher teaches the material in "a playful manner" instead of analyzing lexis and grammar of the text in a directive manner.

Concert session (active and passive): In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.

Elaboration: The students sing classical songs and play games while "the teacher acts more like a consultant" [57].

Production: The students spontaneously speak and interact in the target language without interruption or correction.

Teachers: Teachers should not act in a directive way, although this method is teacher-controlled and not student-controlled. For example, they should act as a real partner to the students, participating in the activities such as games and songs "naturally" and "genuinely" [83]. In the concert session, they should fully include classical art in their behaviors. Althoughthere are many techniques that the teachers use, factors such as "communication in the spirit of love, respect for man as a human being, the specific humanitarian way of applying there ″techniques″ etc. are crucial [39]. The teachers need not only to know the techniques and to acquire the practical methodology completely but also to fully understand the theory, because, if they implement those techniques without complete understanding, they will not be able lead their learners to successful results, or they could even cause a negative impact on their learning. Therefore, the teacher has to be trained in a course taught by certified trainers.

Here are the most important factors for teachers to acquire, described by Lozanov [83].

1. Covering a huge bulk of learning material.
2. Structuring the material in the suggestopaedic way: global-partial – partial-global, and global in the part – part in the global, related to the golden proportion.
3. As a professional, on one hand, and a personality, on the other hand, the teacher should be a highly-regarded professional, reliable and credible.

4. The teacher should have, not play, a hundred percent expectation of positive results (because the teacher is already experienced even from the time of the teacher training course).

5. The teacher should love his/her students (of course, not sentimentally but as human beings) and teach them with personal participation through games, songs, classical arts, and pleasure.

Lozanov claims that the effect of the method is not only in language learning, but also in producing favorable side effects on health, the social and psychological relations, and the subsequent success in other subjects [83].

Later variations

Suggestopedia produced four main offshoots. The first was still called suggestopedia but was developed in eastern Europe and used different techniques from Lozanov's original version [83]. The other three are named *Superlearning*, *Suggestive Accelerated Learning and Teaching* (SALT), and *Psychopädie* [123].Superlearning and SALT originated in North America, while Psychopädie was developed in West Germany. While all four are slightly different from the original suggestopedia and from each other, they still share the common traits of music, relaxation, and suggestion.

CONCLUSION ON CHAPTER 1.

In this chapter, we have discussed some traditional English teaching techniques, which are referred as classical opposite to modern. Three types of techniques were following:

The Grammar-translational method is oldest English teaching style. It was dominant for about a century and similar to teaching of Greek and Latin languages respectively. It is easy and convenient for average level of teachers, which are majority. It was the first method to teach English and based on comparision of sentences between languages. US people called it Prussian method, since it came from Germans. Grammar was fundamental part of the method and words were used as basic indivisible parts. So, basicly students were required to understand laws of grammar and apply abovementioned knowledge to translation of sentences from foreign to native language. English grammar as it was mentioned earlier was studied through rules and those rules were compared with mother language. Students were required to have high level, which maybe was the result of the method; however another important aspect of language - communication was left outside. Lot of time is spent to translation of texts - from basic to complex, depending on student's level of development. It should be noted, that classes were in native language and listening or speaking practices didn't almost exist. Thus, almost all attention was paid into reading. Mentioned flaws of method were bolstered by linguists after 19th century, who pointed to importance of speech in teaching of language. The only benefits of the method were grammar and memorization of words, which is not integral learning style. As a result student learns kind of "dead language", i.e. language which consists of nouns, adjectives and etc. There was no active class participation; students do exercises with further check up by teacher.

As it was said, after 19th century, things started to change. Francois Gouin, who lived in Germany and attempted to learn language by memorizing words and rules, failed. He observed his nephew and inferred that language is learned by

conversion of perception into concepts. So children learn languages without any practice, namely we say directly. Well, the way people learn without translation is referred as direct method. It is just like learning your own language, during your life when you grow. It is fundamental to create the environment which is responsible for direct acquisition of languages. In contrast with grammar-translational method, direct method used more conversation and discussions. Schools were opened in early 19th century in United States, which used direct method, at that time called - natural method. Distinct part of it - was no translation thesis. Words were learned through pictures and ideas. Another main thing is fundamental unit of method, which is in this case is sentence. There are lots of activities, like different actions. Mother tongue is neglected. Direct method had rises and falls and was responsible for birth of audiolingual method.

Third method was called suggestopedia and aimed to teach speaking to young people. It accelerated learning of foreing language by factor of several times. It was introduced by Bulgarian educator and psychologist. It was noted that students are afraid to make mistakes, which is considered to be an obstacle to effective learning. So, key factor was to unlock mental potential of learner. Method uses environment where fear is killed and relaxed situation is created by arranging classroom chairs in semicircle geometry. Music, error making, limited homework are keywords which describe the method. Unit of teaching is dialogue, comparing to word and sentence of mentioned methods, schedule is tense, 24 hrs/week. Dialogues are long, 1200 words.

CHAPTER 2. THE NEW METHODS OF TEACHING ENGLISH (THE NON-TRADITIONAL METHODS)

2.1.COMMUNICATIVE LANGUAGE TEACHING METHOD

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s [40]. Until then, Situational Language represented the major British approach to teaching English as a foreign language [53, 67].

The "communicative approach to the teaching of foreign languages" -- also known as Communicative Language Teaching (CLT) or the "communicative approach" -- emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful.

Communicative teaching 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. Learners need to be able to use the language appropriately in any business or social context.

Over the last three decades, theorists have discussed (and continue to discuss) the exact definition of communicative competence. They do agree, however, that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles. In

Communicative Language Teaching (1991), expert David Nunan [46] lists these five basic characteristics:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts into the learning situation.

3. The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base [69]. Some of the characteristics of this communicative view of language are following:
1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Theory of learning

In contrast to the amount that has been written in Communicative Language Teaching literature about communicative dimensions of language, little has been written about learning theory. Neither Brumfit [40] nor Littlewood [82], for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning [75]. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices [82], [75]. They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition [121]. Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed theories cited as compatible with the principles of CLT. Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning [76]. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other

second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills.

Johnson [75] and Littlewood [78] consider an alternative learning theory that they also see as compatible with CLT- a skill-learning model of learning. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect:

The cognitive aspect involves the internalisation of plans for creating appropriate behaviour. For language use, these plans derive mainly from the language system — they include grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance [78,74]. This theory thus encourages an emphasis on practice as a way of developing communicative skills.

Types of learning and teaching activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

Learner roles

The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language.

Teacher roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Dolle and Willems [53, 55] describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities [53, 74].

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

NEEDS ANALYST

The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignon [121]. Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5-point scale (strongly agree to strongly disagree) to statements like the following.

I want to study English because...

1. I think it will someday be useful in getting a good job.

2. It will help me better understand English-speaking people and their way of life.

3. One needs a good knowledge of English to gain other people's respect.

4. It will allow me to meet and converse with interesting people.

5. I need it for my job.

6. It will enable me to think and behave like English-speaking people.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

Counselor

Another role assumed by several CLT approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

GROUP PROCESS MANAGER

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities. Guidelines for classroom practice suggest that during an activity the teacher monitors, encourages, and suppresses the inclination to supply gaps in lexis, grammar, and strategy but notes such gaps for later commentary and communicative practice [82], [40]. At the conclusion of group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion. Critics have pointed out, however, that non-native teachers may feel less than comfortable about such procedures without special training.

The focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibility, and who see their primary function as preparing learners to take standardized or other kinds of tests. A continuing teacher concern has been the possible deleterious effect in pair or group work of imperfect modeling and student error. Although this issue is far from resolved, it is interesting to note that recent research findings suggest that "data contradicts the notion that other learners are not good conversational partners because they can't provide accurate input when it is solicited" [102].

The role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

TEXT-BASED MATERIALS

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's Communicate for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation [93, 70].

TASK-BASED MATERIALS

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. [137, 30]. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

REALIA

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom [140]. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.

Communicative techniques fall down into a number of groups:

A. Language arts are oriented towards a communicative task but are not "communicative" in themselves.

B. Language for a purpose is what the learners might need to learn how to request information, how to change somebody's behavior or train of thought, how to co-ordinate efforts in a team, how to express one's emotions etc.

C. Communicative games can be alternative communicative techniques with a challenge, rules, procedure and winners.

D. Personal language use develops in learners the skill of expressing one's own attitudes and values.

E. Theatre art develops communicative skills in simulations such as role-plays.

F. Debating society teaches problem-solving skills.

G. Beyond the classroom activities imply contacts with the native speakers and using the mass media available to the learners and relevant to their level of language studies [122].

Communicative Classroom activities. There are several types of exercises one could introduce here.

1. Ask the student to listen to a short passage (an excerpt of a lecture) and then ask students to answer a few questions. This is to test the listening comprehension of the students.

2. Another exercise is called cloze dictation. This takes the form of asking the students to listen to a paragraph and to write the missing words. Leave the first few sentences as they are so that a proper context is established for subsequent blanks in other sentences.

3. Next comes the exercise which demands some inferential skill from the listener: Listen to the lecture and then evaluate the following statements as true or false. The student is not only asked to listen but also think over the matter and make inferences in this type of exercise.

4. Another inferential skill exercise focuses upon the nuances. Sometimes people say something they don't really mean. The insincerity may be signaled by intonation (tone of voice etc.: Wife: George, I think I'm pregnant again. Husband: Now, isn't that a pleasant thought [37].

5. Listening to radio plays and advertisements is yet another interesting activity.
6. Story telling or story reading. Follow this with questions, asking for factual information and inferential statements.
7. Community Interaction Activities. Students learn listening in the classroom for purposes outside the classroom. They need to take their skills into the community.

So, Communicative method is a way to teach a foreign language through communication for the purpose of communication
Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.
Brumfit Ch. , an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context

(who is speaking, what their social roles are, why they have come together to speak)" **[40].**

2.2. GAMES AS THE TEACHING METHOD

 "If a child is not learning in the way you teach, change your teaching strategy and teach the child in the way he learns!"

History of games and their using in education goes long time ago. Game as educational tool was already advised by Hellenic philosophers. Use of games to teach already appeared in works of Plato. According to last it is the main instrument to teach children from 3 to 7 years old. Even in the Middle Age era, despite of the fact that children were to learn words by heart, games still played crucial role in teaching. Times changed and games became more popular in Renaissance epoch. Thus, idea of using games in teaching came from Antiquity [41, 5]. According to Comenius, games are not only important for development of memory, intellect, speaking and diligence in work, but also beneficial both for health and general physical development. The interesting ideas were expressed by Rousseau who thought that education should base on children's objervations, thinking and personal experience [41, 393]. Games always attracted children and excited interest for them to explore and learn. Games should be easy to understand both for teacher and student, and role of it shouldn't cast shadow on the most important thing – learning.

But what does the didactical game denote? Didactical game denotes in pedagogical literature pupils' activity that brings fun and pleasure for pupils and also realises stated educational goals. The main differences between normal meaning of word game and between meaning of didactical game are [33, 12]:

− normal game is totally free, in didactical game all pupils have to participate,

− didactical game is used to realise educational goals, the main aim of normal game is, just fun and pleasure,

− didactical game has its external management (teacher, rules of game).

Otherwise structure of didactical game is the same as the structure of other didactical situations [32, 9].

Role of game in education is in the time of the 20th and the 21st century very popular theme. There are hundreds of works from psychology, sociology, pedagogy and didactics dealing with this matter.

If we consider history of didactical game we could say that role of game in education has increased trough centuries. There is visible tendency of using game in education more and more. Some of new pedagogic theories consider game as a main teaching method. Psychologists referred that game is natural means of education.

Also many researches dealing with didactical game in education and also specially focused on English' teaching said that game has many positive features and could be really proper children's work during the English' lessons.

So, summary of a mentioned side is that game appears like a suitable method of English' education. But we have to add; no method is generally good or bad. If we choose proper game, considering children's interests, age, abilities, knowledge and skills we would have chance to have success. What is proper game and how to use it? Some requirements were stated before coming from various researches.

One of the biggest positive features of game is that it is natural means of children's education. So children consider game as wanted activity and they love it.Game has for children close context and so it helps overcome some learning's obstacles.

The main learning obstacles are: [108, 23]

− ontogenetic obstacles,

− didactical obstacles,

− epistemological obstacles.

Let us describe these obstacles more in details.

Ontogenetic obstacles are linked with pupils' maturity. Possibility to develop some skills, knowledge and abilities depends on pupils' mental age, that means on the state of development of pupils' cognitive abilities. (It is linked with development of pupils' brain, thinking patterns, ego, intellect etc.) So pupils can have for

example neuro-physiological limitations, which may depend only on their chronological age [133].

Didactical obstacles are linked with methods of education and content of teaching stuff. So these obstacles could be overcome by proper chosen methods and content of education.

So, game could help overcome first two learning obstacles. As was said proper game should be suitable for children's age and individual abilities. Moreover game is natural way of education. So we get over the ontogenetic obstacles. If we consider game as appropriate method of education and we choose game with suitable content also didactical obstacles are overcome.

One of the greatest challenges facing educators today is that of engaging a wide and diverse group of students. Students come to the learning experience with varying degrees of motivation, commitment, ability, and learning styles or approaches. Azriel et al say "regardless of age or economic, ethnic, or social background, people understand the language of play" [32, 9]. Games offer a medium for students to explore and interrogate information in a fun and interactive way. This type of animated learning environment is critical for engaging students in the learning given the prominence of iPods, game boys, play stations and a wide variety of highly entertaining and television in young people's lives today. A passive learning environment will not stimulate them as they are used to greater pace and interactivity in life in general and so it is natural that they will need excitement and interactivity to support their learning. Biggs says: [36]

"Being active while learning is better than being inactive".

When we consider how infants and children learn we can appreciate the effectiveness of games as a learning tool. Children love to learn, they see it is as fun, a journey of exploration and excitement. Games play a huge part in that exciting journey, from learning how to count, how to interact with families and people, learning colours and shapes and much more. So if it is an

effect and engaging learning tool for children, there is no good reason why it should not work for engaging and developing learning in adults.

Dewey (1944) pioneered the concept of games as a teaching methodology and there has been much experimentation and research done with regard to their application since. The types of games discussed in this work are the traditional non- computer type games that rely on props and teams and the creation of an entertaining learning environment [50].

Examples of the different types of games can be any adapted versions of the popular TV game shows such as Jeopardy, Weakest Link, Who wants to be a Millionaire and Karaoke.

Why do games work? Games are enjoyable and interactive and learners respond naturally to this type of learning dynamic. Games have the effect of offering learners safety in numbers when the games run on a paired or grouped basis.

The next level which will motivate learners is social or affiliation needs and games naturally offer a medium for developing and satisfying student's social needs. They are naturally drawn together and bond in the comfortable competitive environment of the game, it is almost impossible to sit passively and not become involved in games, particularly when they are entertaining. Games can work on integrating students and fostering a creative and social learning environment.

Games can create a want to learn environment when it is not naturally there.

Games can satisfy the learning needs of the pragmatic, active and reflector learners (www.learningandteaching.info). Even the theorist (Honey and Mumford's fourth learning style) can find themselves been drawn into the enjoyment of games [70]. Games can, if designed accordingly, meet the needs of the Visual, Audio, Reading and Kinaesthetic learners. Corno & Snow (1986) say to successfully educate a diverse group of students the educator must be able to respond the different needs of the learners, and games offer an opportunity to meet the different needs and learning styles and approaches [44].

Shanahan et al (2006) identify five key characteristics, based on research, of effective in-class games [129, 87]. These include the game must relate to the learning outcomes; teacher and students must quickly understand how to play the game; the game must not become more important than the learning; the game must motivate students to perform better; and finally students must be able to provide feedback to the teacher on the game. In terms of this paper the researchers were cognisant of these five characteristics when planning and implementing both games. All questions in both games related directly to the module learning outcomes and content. The game was used for the last twenty minutes of tutorials once a week, thereby ensuring the game never took precedence over the learning and content. Analysis of student results and qualitative feedback from the students supports student improved performance. Student feedback from the first game experience informed the second game application.

The two games used in this research were Karaoke Jeopardy, based on a combination of the popular trivia game show Jeopardy and the music game Karaoke. The idea for Karaoke Jeopardy came from research by Shanahan et al with Marketing Students in the University of Texas and Missouri State University [129]. The second game was based on another popular TV show Who Wants to be a Millionaire and was called Who Wants to be a Sweetie and the idea for using this approach came from a colleague in Griffith College Dublin.

How each game works

Karaoke Jeopardy was based on a popular US television show where contestants were quizzed on a range of topics from history to pop culture. In this case, the game focused on testing students' knowledge of marketing concepts linked to the overall module's learning outcomes. Approximately 25 questions were needed for a 20 minute quiz. The game rules were straightforward. First, the class was broken into two teams and a student chosen at random from each. The first student was shown a question on the overhead projector with a set of corresponding multiple choice answers. If the student got the question correct, he or she wins a point and play passed to the next team. The game

continued until a student gave an incorrect answer. The student was then given a choice. He could either forfeit a point to the opposing team, or sing a song. Given the competitive nature of postgraduate students, in almost all cases students opted for the second option. They were then required to sing the opening bars of a popular song selected by the instructors. All members of the team were expected to sing, though naturally some students tend to be more vocal than others. In the spirit of the game, the lecturer must sing when a team gets all questions correct!

Who Wants to Be a Sweetie was also based on the popular television show Who Wants to Be a Millionaire. Two students were chosen at random to come to the front of the class and participate in the quiz. This time, we decided to choose students in pairs. Maslow's theory of motivation influenced the researchers in terms of the importance of addressing student safety needs. It was not the purpose of the game to make students feel threatened in any way by being 'put on the spot', but rather to engage the class in a safe and supportive learning environment. The game was developed using Power Point with multiple choice questions displayed on the overhead screen. Questions were based on key concepts of the course with questions becoming more challenging at each stage of the game. Also similar to the TV version, students had access to three life lines. They could ask an expert (anyone present in the class), go 50/50 (two incorrect answers taken away), or ask the audience (classmates were required to hold up a letter corresponding to what they feel is the correct answer). Instead of winning cash prizes, the students competed for sweets, wining a maximum of 75 sweets if they answered all questions correctly.

Many of the students rated the games as a good study tool which helped them "to review the knowledge learned in class." There was also much supporting evidence of the motivational and fun aspects of the games.

Here are given some other games, which help to make interested students to the leson's process.

Apple Pass

In Apple Pass, pupils toss a fake apple around a circle while they each say a different word from a topic. If a pupil drops the apple or does not say a word, he or she is "out." The game continues until there is a winner. This game is ideal for reinforcing vocabulary words or categorizing and sorting information.

Bang!

To play Bang! The teacher will need a container such as a coffee can or shoebox and note cards or pieces of paper. The teacher writes vocabulary words on each card. The pupils draw the cards and if they read or answer the card correctly, they keep it for a point. Also in the container are Bang cards. When a pupil draws a Bang card, he must put all of his cards back into the container and start over. This game could also be played using math problems or review questions. The action of cards' being pulled and answered multiple times will provide repetition and ensure everyone knows the right answer by the end of the day.

Explosion

Explosion is an activity that is similar to Hot Potato, which is a game where pupils pass an item quickly and the person holding the item when time runs out of the game. This classroom game requires pupils to think quickly about a subject. The teacher arranges the pupils in a circle and gives them one object to pass around. The teacher presents a topic and each student has to say a word in that topic before time runs out. The teacher should set a timer for 30 to 45 seconds. The pupil left holding the object is out.

Question Ball

Question Ball is a classroom game where the teacher asks a question and tosses a ball to the pupil to answer. The pupil answers the question and tosses it back to the teacher or asks a question and tosses it to another pupil. The Question Ball can also be labeled and the pupil can answer the question that is closest to his or her right hand.

de Bono's 6 Thinking Hats

Dr. Edward de Bono is a world-known expert in creative thinking. He has published many books that introduce new techniques for facilitating creative and productive thinking in the workplace. The 6 Thinking Hats is one such technique. The main idea is to have the group only "wear one hat at a time" when considering a problem. The wearing of the hat is metaphorical. At any one time, everyone will wear the same colour, in other words, look at the problem at hand from only one perspective, the perspective indicated by the hat colour.

The Hats

White Hat

When you think of white, think of neutral. De Bono has categorized information as a neutral subject. The white hat has to do with data and information.

What information do we have here?

What information is missing?

What information would we like to have?

How are we going to get the information?

When you ask for white hat thinking at a meeting you are asking people to forget about proposals and arguments and to concentrate directly on the information. What information is needed, what is available, and how it can be obtained.

Red Hat

When you think of red, think of fire and passion. The red hat allows people to show their emotions on a subject, their gut feelings. People don't need to justify their statements. It is often important to get feelings out in the open, rather than have people at a meeting have hidden agendas, feelings, or misgivings. The red hat allows these feelings to be expressed, to come out in the open.

This is what I feel about the project...

My instincts tell me this won't work.

I like this, I don't like that. The idea is that these statements are known to be "feelings" and nothing more. Once they are stated, the meeting can move on to a more constructive approach.

Black Hat

When you think of black, think of negative or caution. The black hat is for critical judgment. It points out what cannot be done. The hope is that the black hat role will prevent us from making mistakes.

Yellow Hat

When you think of yellow, think of the sun and sunny, positive thoughts. The yellow hat role is for discussing ONLY the positive view of problems and solution possibilities. The yellow hat looks for benefits (and feasibility), but must be logically based, not intuitive like the red hat.

We are often better with the black hat. We are good at seeing what won't work, as opposed to what will. Forcing ourselves to look only at the positive aspects can be very valuable, since otherwise we don't always move forward.

Green Hat

When you think of green, think of plants and growth. The green hat is for new ideas, for creativity, for new alternative solutions.

Could this be done in another way?

Might there be another explanation?

Does anyone have another idea?

Blue Hat

When you think of blue, think of the sky and an overview. The blue hat is the hardest one to understand. It deals with controlling the thinking process. The blue hat is often "given" to one person, who controls what hat will be "worn", hence controlling the type of thinking being used. The different colours don't always follow in the same order. Depending on the situation, and the mix of people, it might be better to let people get their negative thoughts out first, or their intuitive sense, and then use yellow or green to move ahead. The blue hat comments on the thinking being used, asks for conclusions, decisions, etc. The blue hat can move from person to person, or can be a chairperson.

A lot of games for teaching lexics can be introduced in communicative frame work:

A long word

As many words as possible should be found with the letters of the long word.

Snake word

The prospective word should begin with the last letter of the previous word.

Missing word

The sentences of an extract have missings (10-15), which should be filled with words from the box.

Topic word

As many words as possible should be found for any topic. F.E: find the words, which are eatable.

Bingo

This game needs cards and special chart with synonyms of the words. A teacher explains the word, learners should put the card on the synonym.

In my own practice I use brainstorming games, long word, snake word, missing word, topic words, bingo, fishes in aquarium, cat in the bag.

Fishes in aquarium

The rule of the game fishes in aquarium: to the fishes are fastened clips. The fishes are put in aquarium (it may be a box or a round vase). On the other side of the fishes are written questions or words. A pupil with the help of fishing-rod should catch a fish. A fishing-rod is made by the thread and magnet. A student catches his fish, read the task and do it.

Cat in the bag

A pupil take out a cat from the bag, read the task and do what is asked.

2.3. PROJECT WORK

Teachers know very well that the knowledge they give to students is not easy to use in real life as a means of communication, since the way it is taught implies rather formal perception. Recent methods of language teaching/learning focus on communicative approaches that are close to narrowing the gap and increasing the motivation for language learning.

However what is still needed is a kind of work that allows the motivation to come from within the student, and not from without. This means that, on the one hand, students should have the possibility to decide themselves what they will do and how they will do it, and, on the other hand, they should be personally interested in the work they are doing. A teacher is necessary, but rather like a guide than a dictator.

Of course, this work should have some final product which motivates the learning process and makes it assessible.

Project work meets these requirements. It is helpful to fill the gap between what students want to do and what the teacher thinks they must do. So, what is a project work?

A project work is longer-term creative work, done either individually or collectively, which combines investigating the topic and presenting it in written form (a text; an interview; a chart; or simply inscriptions) illustrated with photos, pictures, diagrams, etc., and followed by a discussion on the matter [60].

A project requires spending considerable amount of time on finding and processing information, developing a final product and presenting it, so it is done in stages. The work naturally involves various linguistic skills: reading, writing, speaking, listening, and developing other abilities: creative thinking, artistic presentation, and communicative abilities [7, 8]. It may be either group or individual work or combine both. This makes this kind of work different from a typical illustrated composition.

Project learning, also known as project-based learning, is a dynamic approach to teaching in which students explore real-world problems and challenges,

simultaneously developing cross-curriculum skills while working in small collaborative groups [12, 10].

Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work [21,17].

Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues and may even be inspired to pursue a career or engage in activism that relates to the project they developed.

Students also thrive on the greater flexibility of project learning. In addition to participating in traditional assessment, they might be evaluated on presentations to a community audience they have assiduously prepared for, informative tours of a local historical site based on their recently acquired expertise, or screening of a scripted film they have painstakingly produced [24,12].

Project learning is also an effective way to integrate technology into the curriculum. A typical project can easily accommodate computers and the Internet, as well as interactive whiteboards, and associated editing equipment.

Adopting a project-learning approach in your classroom or school can invigorate your learning environment, energizing the curriculum with a real world relevance and sparking students' desire to explore, investigate, and understand their world.

Possible Problems

The benefit for the student is clear: he or she is working on a topic of interest and is using language as a means to express his/her idea(s). What has already been learned can now be put to use, and that which is needed can be learned. But for the teacher the project may incur certain problems [48, 39]. These are:

a)Organization

Projects do create extra work. The teacher may already find it difficult to keep up with regular lessons planning. Projects require an additional commitment, e.g. establishing closer contacts, finding suitable sources for material, etc.

b)Monitoring

Students working on a project need a teacher to keep track of what they are doing. This requires regular checking of what the students have heard, seen and learned.

c)Personal problems

The teacher needs to be ready to help the students deal with difficulties which may arise at any stage of the project. Lack of interest may ruin the idea, so the teacher should stimulate the students somehow (promise of an excellent mark is not the only means). If a student completely refuses to participate, the game will be lost. Do not waste time. Neither you nor the students will enjoy the job which is aimed at awakening creative abilities through interest in the topic [51].

Developing a Project

So, for a project to succeed a good working relationship needs to be established. The students must be able to cooperate both with each other and with the teacher. The length of time spent on a project will certainly depend on the amount of time available and on the nature of the project. For this I have opted for a flexible approach which will allow groups to work at their own speed. The same project may take as little as six hours or as long as twelve weeks to complete. The teacher should sense whether to lengthen or to shorten the project according to the need [60].

But however long or short the project may be, the work will generally fall into three parts:

1. Classroom planning. The students in collaboration with the teacher discuss the contents and the scope of the project. Ideas are also discussed for projected interviews, visits, and for ways of gathering the necessary material.

2. Carrying out the project. The students leave the classroom to perform whatever tasks they have planned, e.g. conducting interviews, making recordings, gathering printed and visual material, taking pictures, etc. At this stage the oral material can be gathered in the native language to be subsequently translated into English.

3. Reviewing and monitoring the work. This includes translating, (if necessary), discussion, and feedback sessions both during and after the project, including advice and comments offered by the teacher, group analysis of the work and self-monitoring of the students.

Stages of the Work

Actually project work will pass through certain stages [17, 20]. These are:

1.Introducing the idea and definition of the project's objective.

2.Collecting and processing information.

3.Group activities and discussions.

4.Design of written and presentation materials.

5.Organization of materials and developing the end-product.

6. Final presentation.

This can, of course, be adapted to suit the requirements of each project.

The Teacher's Role in Project Work [21, 23]:

- To motivate the students
- To guide the project in order to prevent copy/paste or laziness
- To encourage creativity
- To plan scheduled short project meetings for updates & progress reports
- To have a very clear timetable of when each stage of the project should be completed
- To maintain their own enthusiasm for the project, even when they are 5 weeks in!

Motivating Students to do Project Work

Sometimes, particularly with adult students, some group members won't participate in project work.

Most contributors to the chat agreed that the key to this was making sure that the students had some input in to choosing the topic of the project, perhaps choosing from a list supplied by the teacher or even coming up with the list themselves and then narrowing it down to their favourites.

Give each student in a project group a role, a particular objective to help avoid coasting and to add peer pressure [13, 317]. Have a prize for the best project. Students are generally motivated by teaching something they know to other students. The outcome of the project must be seen to be important - something which the students can be proud of and use as a measure of their development. Students like the fact that projects can be displayed using different media: posters, ppt, audio, video [11, 446].

Project Ideas [71, 124]:

- A portfolio of questions asked during internship interviews - good for BE.
- A glog on your favourite popstar (this could be an individual project).
- A guide to local restaurants, etc., which could be updated yearly.
- A class newspaper, newsletter or news programme.
- A movie.
- A magazine for the local area including reviews, opinions, letters, features, etc. This is something we've done at summer school where the students write a guide for students coming the following year.
- A science fair, for example with animal categories - insects, birds, fish, mammals, etc.
- Plan a music festival.

Project work allows students to consolidate the language that they have learnt and encourages them to acquire new vocabulary and expressions. In addition, it gives learners integrated skills practice. Throughout project work students have

extensive practice of the skills of reading, writing, listening and speaking. Using projects with classes provides excellent opportunities for cross- curricular work [103]. The topics should be carefully chosen and have to be presented in a lively and up-to-date manner. It is important to present a new project in an enthusiastic way and encourage the class activity in a discussion about the key topic. The more students are engaged in to a project, the more likely that the project will be a success. The teacher tries to encourage learners to think of their own ideas, to produce something new of their own. Before setting up a project it is essential to explain the final outcome, this will help them to understand what they are doing and why. The teacher explains the students that at the end of the project they will write or design a small leaflet on the topic, a wall display, a poster...

I used project work during my own practice. For example the project work "Countries, I'd like to visit" was done by the students of the Elementary Level. The students gathered information about different countries, prepared role plays, songs. Their reports were informative and creative, because information was taken from different sources: Encyclopedia, Internet, magazines. Then all groups worked on the "Question Quiz" "Countries and Cities".

The song "It's a Small World" was performed by the whole class [74]. So by this kind of activity we may say that project work is a kind of investigation, active participation, which is held instead of passive listening and memorizing. The role of a teacher becomes that of a facilitator, provider of a feedback.

So the meaning of the project work can be best characterized by the following Chinese proverb:

"Tell me, and I'll forget.

Show me, and I'll remember.

Involve me, and I'll learn" [60].

Project work is also used to increase motivation and retention, to help students develop a positive image, to develop critical thinking and problem - solving, it develops fluency in the use of language features that they have learned.

So the project showed high level of knowledge in English, because they could express their opinions, they properly used information taken from different sources.

The objectives of the paper were to highlight the importance of the project work in teaching English, to discover how it influences the students during the educational process and if this type of work in the classroom helps to learn the language.

CONCLUSION ON CHAPTER 2

Current chapter discussed new techniques used to teach English, which are called non-traditional methods, namely it covered communicative teaching (CLT), games as a vital tool in teaching and at last teaching based on project works.

CLT was born in 60-s of XX century preceding situational language teaching (SLT) as result of change of British teaching tradition. Interaction of people from various countries of Europe created great demand to effective English delivery to different classes of individuals. New method was based on dominance of communication over traditional grammar approach and offered unit-credit system where learning of language was divided into small portions or units. CLT appeared at a time when British language teaching was ready for a paradigm shift. SLT was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it quickly assumed the status of orthodoxy in British language teaching circles, receiving the sanction and support of leading British applied linguists, language specialists, publishers, as well as institutions, such as the British Council.

Use of games to teach already appeared in works of Plato. According to last it is the main instrument to teach children from 3 to 7 years old. Even in the Middle Age era, despite of the fact that children were to learn words by heart, games still played crucial role in teaching. Times changed and games became more popular in Renaissance epoch. Thus, idea of using games in teaching came from Antiquity. According to Comenius, games are not only important for development of memory, intellect, speaking and diligence in work, but also beneficial both for health and general physical development. The interesting ideas were expressed by Rousseau who thought that education should base on children's objervations, thinking and personal experience. Games always attracted children and excited

interest for them to explore and learn. Games should be easy to understand both for teacher and student, and role of it shouldn't cast shadow on the most important thing – learning. Games can work on integrating students and fostering a creative and social learning environment.

Games can create a want to learn environment when it is not naturally there.

Games can satisfy the learning needs of the pragmatic, active and reflector learners

Project work is about initiatives and decisions made by students and for this case teacher is person who guides learners through process of understanding. Apart from other teaching approaches, project work is big and creative activity requiring investigation and presentation of understanding in a form of text, charts and etc. It takes more time consuming and comprises following stages: search of information, development process, achieve to make final product and present outcome. Project work can be done either by person or group. It helps to develop not only exploration, research and study skills, but helps to improve communication abilities with their pals. Project work is also used to increase motivation and retention, to help students develop a positive image, to develop critical thinking and problem - solving, it develops fluency in the use of language features that they have learned.The project showed high level of knowledge in English, because they could express their opinions, they properly used information taken from different sources.

CHAPTER 3. USING COMPLEX METHODS OF TEACHING ENGLISH
3.1. THE ADVANTAGES AND DISADVANTAGES OF TRADITIONAL METHODS OF TEACHING ENGLISH.

The advantages of Grammar-translation method:

• When words and phrases are translated into mother tongue, his understanding of those words become very better and quicker.

• The grammar-translation method develops the art of translation.

• In this method the child associates foreign words with translated words so strong memory bondis created [30, 65].

• The use of mother tongue helps the children in vocabulary getting. It saves time and more effective.

• The words and phrases are easily learnt and explained if translation method is used.

• The working knowledge of mother tongue helps them to learn grammar of a foreign language.

The principle of "to proceed from known to unknown" is followed.

• Through this method we can test the ability of comprehension of our students and we can know the form of understanding the subject matter.

• English grammar can be easily taught by comparing with the grammar of mother tongue.

This method is very useful in over crowed classes [63].

Disadvantages:

• The grammar-translation method does not emphasis on the basic skills like listening and speaking etc [61].

• It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.

• There are words, idioms, phrases in English for which words can not be translated into mothertongue. For example: prepositions and propositional phrases.

• Language learning means speaking and reading, but translation in mother tongue prevents students to read and speak in English.

• Student gets no opportunities to participate in the discussion of the unit. Some of linguistic items can not be translated into mother tongue like article a, an, the.

• Translation into mother tongue affects the originality of the words. It affects the sense and beauty of the words [52].

• It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression. Words are taught through billingual wordlists, dictionary study and memorization.

• The English is taught in mother tongue with little use of target language.

• The students' native language is the medium of instruction.

• Students are expected to attain high standards in translation.

Thus it prevents establishing of direct bond between thought and expression. Grammar class can never be effective when there is the only use of translation of grammatical rules and their explanation.

• The grammar-translation method favours to teach English by rules and not by use. According to Bahlsen: "To speak any language whether native or foreign entirely by rules is quite impossible" [33, 12].

• Psychologically and linguistically, this method is not suitable. The language is multi-sensory whereas this method makes it only a part of the human information.

The advantages of direct method:

• This method is called natural method. The English is taught as the child learns his mothertongue.

• The pronunciation, accent, intonation andrhythm are essential for better and effectivecommunication. This method helps to speaklanguage effectively.

• This method is based on the principle of"Learning by Doing". Thus this method is scientific and very effective [66, 290]

• New teaching points were introduced orally.

• Both comprehension and speech were taught

• To learn any language means speak thatlanguage with fluently. Thus, this method creates this ability in students. This method helps learners to enjoy thelanguage. So the learners start using thelanguage without fear [77].

• Correct use of grammar and pronunciationwere emphasized.

• Grammar was taught inductively.

Disadvantages of direct method:

• For every sentence or subject matter, the teacher can not perform an action and show any object. It means that every subject matter can not be explained by an action or showing any object.

• This method is not useful in over crowed classes [63].

• This method does not help in important aspect of language learning like reading and writing.

• To use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher.

• This method requires many audio visual aids, which are very expensive so our schools can not afford such equipments [43].

The advantages of suggestopedia:

• A comprehesible input based on dessugestion and suggestion principle. By using this suggestopedia method, students can lower their affective filter. Suggestopedia classes, in addition, are held in ordinary rooms with comfortable chairs, a practice that may also help them relaxed. Teacher can do numerous other things to lower the affective filter [55].

• Authority concept. Students remember best and are most influenced by information coming from an authoritative source, teachers.

• Double-planedness theory. It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. Students can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

• Peripheral learning. Suggestopedia encourages the students to apply language more independently, takes more personal responsibility for their own learning and get more confidence. Peripheral information can also help encourage students to be more experimental, and look to sources other than the teacher for language input [80]. For example, the students can make some sentences using the grammatical structure placed on the classroom's wall, describe a particular place in an English speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident.

Disadvantages of suggestopedia:

Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students motivation, financial limitation, number of students, etc.

The main disadvantages of suggestopedia are as follow [141]:

• Environment limitation. Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class [26].

• The use of hypnosis. Some people say that suggestopedia uses a hypnosis, so it has bad deep effects for human beings. Lozanov strongly denied about it [83].

• Infantilization learning. Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that thay are mature.

3.2. THE ADVANTAGES AND DISADVANTAGES OF NON-TRADITIONAL METHODS OF TEACHING ENGLISH

Communicative Language Teaching

Communicative teaching emphasis on "task-oriented, student-centered" language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the Appropriateness of language use, feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability.

Specifically, the communicative approach of teaching has the following three advantages:

1) the interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the interconnection, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship [136].

2) to impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching teaching methods inherited One consequence of the neglect of student ability [138, 13]. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

3) greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they

were interested in the English language, to learn English as a pleasure [140].

Communicative Approach is a new teaching methods to meet the demands of the times, its emphasis on interpersonal skills, better than the traditional method to stimulate students interest in learning, stimulate students to communicate their enthusiasm, it is than trying to teach the entire language is more formal system of traditional law quick, but also save time and effort, but it also has its downside. First of all, using communicative approach to grammar teaching, grammar, learning systematic and progressive to a certain extent, be affected [132, 77]. Psycholinguistic experiments show that, regardless of language acquisition of children, or adults in second language acquisition, their awareness of grammar acquisition and understanding of the project is carried out according to a certain order [131, 4]. Communicative grammar teaching practice is often used features an outline of ideas to focus on teaching how to make the students in a specific context, in order to achieve specific communicative functions, such as: inquiry, instruction, order, refused the request and so on, the correct who graciously to use these linguistic forms. In this system, the syntax of the systematic and progressive to a certain degree of neglect, and sometimes give people with disorderly feeling. Second, the communicative approach to grammar teaching, grammar items account for a large proportion of the output, that is a lot of time for students to communicate in conversation to understand the consolidation of the phrase v points. Compared with the traditional teaching of grammar, syntax knowledge, communicative input ratio of relative reduction. The linguists Van Patter and Cadiero found that "only from the input of those who perceive and deal with the students in understanding the grammatical structure of sentences is superior to the output-based students.

Games

The advantages and disadvantages of using games in teaching vocabulary especially to young learners are as follows:

The advantages:

The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that [32,11].

2.The disadvantages:

The first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

Memorizing new vocabulary words can be boring for many students, but learning them through word games can make the task fun for both students and teachers [108, 269]. Word and language games not only make class time go faster, they improve students' rates of learning and retention. Still, effective vocabulary teaching isn't all fun and games. When considering language games as part of a lesson plan, teachers should be aware of a few potential pitfalls.
Many teachers see using games in the classroom as a way to engage students and encourage them to learn while having fun. In many cases this is exactly what games do but, like every other teaching tool, there are disadvantages to using

games in the classroom. Knowing about these disadvantages can help us think more carefully and deliberately about including games in your lessons. Although Movie Industry Marketing notes that teachers tend to think that computer games can enhance subject matter, the website also notes that lower numbers of students agree, despite the fact that many students are in favor of including games in classes. This suggests that students may want to play games in class, not because the games are making learning fun, but because they are an alternative to learning. According to D.B. Heckmott of Newman University College Birmingham, students may not learn the material that video games are used to teach because they are too focused on successfully completing the game. This disadvantage may also be the case with board or trivia games. Students may be so intent on trying to win that they miss the lessons supposedly inherent in the game or even try to find ways to cheat so that they don't have to learn to win.

Competitiveness

In addition to creating a barrier to learning, bringing the competitiveness of games to the classroom can have positive and negative affects. One disadvantage is that an overly competitive classroom can create an educational environment that is not conducive to learning. Students who have been focused on opposing each other to win prizes or the right to say they are winners might forget how to be supportive of each other outside of lesson plans that include games. When video games are used, Heckmott brings up the association between video games and violence, saying that playing such games can lead to low self-esteem and aggressive behavior [66, 290]. While some students may respond well to games because they allow students to learn by doing and to move around while learning, not all students' learning styles are the same. Some may prefer to learn by observing, reading, doing art or taking field trips [78]. Although some games can help some learners, teachers must be aware that relying on them too much will alienate other learners, like those who learn by listening or seeing, or those who do not like video games. A large disadvantage to games in the classroom, then, is the fact that many students may be

so enthusiastic about their use that less enthusiastic students and their learning preferences are drowned out.

Project work

Projects based learning has a lot of advantages. Working on projects, mentioned above, students had an opportunity to practice and learn English language and at the same time they gained a lot of new information and developed various important skills. For example, while preparing group projects called "Historical monuments of Uzbekistan", students developed such such skills as creating posters, presenting information in different visual forms and self assessing. This project was very interesting and the work on them involved a lot of research on Uzbekistan sights and their history, Uzbek cultural heritage. Also students learnt how to present Uzbekistan and its culture and traditions to people from different countries and in addition they gained such important skills as being cross-cultural mediators and tour guides for foreign tourists. During creative work on this project students earned valuable sub skills in collecting information from various sources, analyzing and systematizing their findings. As well students learnt how to present the results of their research effectively in the form of tables and diagrams. All the mentioned aspects of projects based learning show that it is a true complex language teaching approach to language teaching and learning.

While using this method we can come to the following conclusions that project work has advantages like the increased motivation when learners become personally involved in the project; all four skills, reading, writing, listening and speaking, are integrated; autonomous learning is promoted as learners become more responsible for their own learning; there are learning outcomes -learners have an end product; authentic tasks and therefore the language input are more authentic; interpersonal relations are developed through working as a group; content and methodology can be decided between the learners and the teacher and

within the group themselves so it is more learner-centred; learners often get help from parents for project work thus involving the parent more in the child's learning; if the project is also displayed parents can see it when they pick the child up from the school; a break from routine and the chance to do something different [48, 39].

The disadvantages of project work are the noise which is made during the class, also projects are time-consuming and the students use their mother tongue too much, the weaker students are lost and not able to cope with the task and the assessment of projects is very difficult. However, every type of project can be held without any difficulties and so with every advantage possible.

The types of projects are information and research projects, survey projects, production projects and performance and organizational projects which can be performed differently as in reports, displays, wall newspapers, parties, plays, etc. Though project work may not be the easiest instructional approach to implement, the potential pay-offs are many [44]. At the very least, with the project approach, teachers can break with routine by spending a week or more doing something besides grammar drills and technical reading.

The organization of project work may seem difficult but if we do it step by step it should be easy. We should define a theme, determine the final outcome, structure the project, identify language skills and strategies, gather information, compile and analyse the information, present the final product and finally evaluate the project. Project work demands a lot of hard work from the teacher and the students, nevertheless, the final outcome is worth the effort.

So, we can see that project work has more positive sides than negative and is effective during the educational process. Students are likely to learn the language with the help of projects and have more fun.

3.3. COMPLEX METHODS OF TEACHING ENGLISH

The number of different English language teaching methods available may seem a little daunting when you first start teaching. It doesn't need to be a scary subject though.

Many schools will have their own preferred teaching methods, so often you will be asked to stick to a particular method when teaching.

Other schools leave you free to teach in any way you want to. Most are a combination of the two.

The most common methodology taught in ESL training courses is "**PPP**" (**P**resentation, **P**ractice, and **P**roduction) [98].

"**ESA**" (**E**ngage, **S**tudy, and **A**ctivate) is also popular among trainers [29].

So what are these two English language teaching methods?

The PPP (Presentation, Practice and Production) teaching method

These methods are similar but there are some key differences. PPP is more controlled and involves a lot of "teacher talking time," especially in the first stage.

The first stage, 'Presentation', is where the teacher firstly finds out how much of the target language (for example the grammar or vocabulary to be taught) the students know. This is called "eliciting" [98].

The teacher will then present the language structure, usually on a board.

The students are generally expected to listen during this part of the lesson and their opportunities to speak are limited.

In the second part of the lesson, the students are given controlled practice of the target language.

This could be in the form of oral exercises, targeted at individual students, or in the form of worksheets during early stages.

Again, this part of the lesson is very teacher-led. Often more than one activity is given, each one allowing the students progressively more freedom to produce the language themselves.

The third part of the lesson, "Production," is where the students start to produce language more freely.

For example, they might be given role play situations to devise and act out, they may have free writing exercises, or there may be other opportunities to produce the language they have been working on.

ROLE PLAY

Role play is perhaps the liveliest form to get the class involved in speaking. Role play brings situations from real life into the classroom. Students imagine and assume roles. They create a pretend situation, and they pretend to be some different persons.

Once they assume a role the students are forced to improvise and to produce words and sentences appropriate to the situation as well as to the roles they have assumed. Teachers should select the roles beforehand so that the roles to be assumed are familiar and are within the linguistic competence attained until then by the students [118].

Roles such as friends, brothers, sisters, parents, teachers, shopkeepers, police officers, characters from the textbook and popular television programs have been suggested by and others. Everyday life situations such as shopping, holidays, camps, local journeys, fables and folktales, etc., have been found very useful. Interviews are yet another excellent situation for role play.

As Doff points out, role play increases motivation [52]. Always talking about real life can become very dull, and the chance to imagine different situations adds interest to a lesson. In addition, role play gives a chance to use language in new contexts and for new topics.

Students may have difficulty composing their thoughts in English or expressing them coherently, using appropriate grammatical structures and words. Teachers should give prompts wherever necessary, which would encourage students to guess and produce utterances appropriately. Role plays help reduce the common reluctance found among the second language learners in using English because of fear of committing errors in English [53,79]. Teachers can improve structure

practice by encouraging students to give a variety of responses, rather than the usual set responses a situation and a role may demand. The focus of practice should be on producing a text of related sentences suitable for the role and the situation, rather than on the production and practice of single sentences.

The ESA (Engage, Study, and Activate) teaching method

ESA is becoming increasingly popular within teacher training programs.

It allows for much more flexibility, and lessons often move between the different stages. However, the same basic structure is given, with the need for presentation of some kind before any practice is given. In the ESA method, there is more emphasis on student-led grammar discovery, eliciting the grammar from students rather than giving a detailed teacher-led presentation [29].

The final stage, with free practice, is the same as the last stage of PPP.

Using games as complex teaching method especially Brainstorming games improve the pupils′ reaction, motivates them learning, create such an atmosphere, where pupils want to study.

The method of Brainstorming

This method is well known as a way to break up old ways of thinking, get your team into a creative mode, and come up with some new and useful ideas.

It provides a useful and often entertaining framework to help you start generating your ideas. This method helps your team create effective brainstorms [41, 398].

General Brainstorming Guidelines:

- Set a time limit for the brainstorming.
- All ideas are good ideas
- Do not judge an idea when presented to the group
- Do not talk during the silent brainstorming session
- Record all Brainstorm ideas
- Take turns when presenting the ideas
- Assign a monitor to keep the brainstorm focused.

Mind Maps (Cluster) method

A brainstorming method involves making a mind map [28, 66]. It works very well when used with the right follow up methods. Step one is to reduce the size of your group, if it's a large one - break it down into four or five people in a set. Give each group a big sheet of paper or a white board to work on, as well as a few different colors of markers. Write the focus of the brainstorm in the middle of the paper, and draw a circle is around it.

Once this is done, the groups draws lines branching out from the middle of the map. During the brainstorm, write down anything that relates to the thought in the center - no matter how relevant it is. You'll pare things down later. Circle everything you write down. Branch off the new ideas until you run out of paper. If necessary, the groups may go onto an additional page.

The branches off the subtopics are the most interesting and useful in most brainstorming situations. Once the map is completed, each group presents it to the other groups, and commentary can begin!

The method of debates

It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them [58]. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs

during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language, but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activization of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows to solve problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

CONCLUSION ON CHAPTER 3

The final chapter of thesis discusses pros and cons of both traditional and non-traditional approaches in teaching of English language as well as complex methods. For instance, grammar-translational method can develop art of translation ignoring other vital skills like listening and speaking. It doesn't help to translate articulations or intonations. As it can be seen further, every method has its own advantages and disadvantages. Let's make quick review, so, regarding direct method it is natural, perception of language as mothertongue, accent, intonation and rhythm are good for proper communication. At the same time, not adapted for large classes and kind of ignores reading and writing. For the case of suggestopedia, relaxed environment, input is based on suggestion and desuggestion principle. Limitations of method include: environmental limitations, use of hypnoses and infantilization of learning. Continuing our discussion, let's discover pros and cons of non-traditional techniques. For the CLT, enhances student's interest, emphasizes learner's cognitive and operational capabilities, relations between student and teacher is friendly and peaceful. However, communicative teaching style lacks attention to reading, listening and grammar. The main advantage of games is that they create great interest and actual more for younger people, i.e. kids. Another plus is teacher doesn't need to explain too much material and thus lessons are not so tense, they are in playful and joyful manner, nice and mild atmosphere keep learners in perfect mood. But games, they create too much noise and makes it hard for teacher to control students. Games also can distract learners if they are applied incorrectly, especially for children, since they can forget main goal of playing – which is learning. Project work, it has numerous advantages, which include development of not only language skills, but also interpersonal relations, creativity, quest of correct and valid information, processing, data analysis, presentation of work in report or written format. Project works make student more independent and mature, since initiative comes directly from them, and as it was mentioned earlier, teachers normally play role of guides

who lead students through project development process. Projects are very various, i.e. they can be related to information, research, survey, performance or organizational. Project work also requires use of internet, computer, data analysis systems and others. Certainly, project works can be more time consuming and challenging, however performing it step by step makes it easier. Project work requires hard work not only from student but from teacher also. Generally, project work has more pluses than minuses. They help to learn language and spend time effectively.

It is obvious, that none of methods indicated above are suitable for all people representing audience. First, people are different and second, methods have pros and cons. This creates demand for the use of complex techniques to teach English, name combine methods, or develop new strategies or techniques based on some parts of both traditional or non-traditional teaching methods. Some of them are called PPP (presentation practice and production), ESA (Engage, Study and Activate), which are popular nowadays. Role plays are also good, since they make students use words proper to real life situations. Well, learning is done by realistic scenario. It is important beforehand to choose appropriate role, this should be done by teacher of course. Methods of brainstorm and cluster are the most frequently used methods in our country. They make pupils more active and more interested to the learning process.

The debates method is good at advanced levels. It's a good idea to give some input on the topic matter first. For example, you could do a listening or reading activity on the same subject. Give students time to prepare what they will say; you might even prompt them by giving them ideas on the topic and outlining common opinions. Students can prepare in groups and practise the debates in groups before they present to the whole class. Students can ask each other questions after the presentation and vote on which

opinion is the most convincin

Conclusion

The theme of my dissertation is "Some principles and modern methods of teaching English". Having analyzed a lot of theoretical and practical material we came to conclusion that old and modern methods of teaching English such as grammat-translation method, direct method, suggestopedia, project work, games, communicative teaching method, metods as brainstorming or cluster, debates, presentation, practice and production teaching method, engage, study and activate can be both challenging and demanding for teachers and students; they can also be very stimulating and rewarding. The degree to which we can adopt these approaches in our institute may depend on willingness of our students, the proficiency of our teachers and their willingness to accept complex and effective methods, and the availability of resources within our environment. It's important to provide every opportunity to expand and enhance the range of activities throughout life.

So, to help teachers of English to develop their professional competence we shall cover issues of professional conduct, strategies for dealing with students and their language production, the important of meaningful communication and the example the teacher sets.

Professional conduct:

1.We should be prompt and punctual because promptness and punctuality lead to systematic work.

2 We are bound by the virtue of our professional growth to change and modify our approach to fit the ever-changing factors in the fields of learning and teaching. Therefore, we should seek the best ways to improve and brush up our English.

3. Evaluate our teaching tactics occasionally through self-criticism, which is highly constructive and leads to perfection.

4. We must not our temper. To be patient and tolerant means, you are able to solve your problems.

5. We should vivid the classes of our colleagues and respond to our inspectors guidance and advice for developing our professional competence.

Classroom management:

1.The key strategies for teaching English classes are probably developing a positive and collaborative working atmosphere and providing a variety of work suitable for different levels. It probably doesn't work 'to stick your head in the sand' pretending to teach the whole class on a homogenous level ,a situation which doesn't exist anywhere abroad. By creating a relaxed atmosphere in the classroom, we can achieve full students' participation.

2. Discipline and firmness are of paramount importance especially when students practice group work. Good relationship between teachers and the class has its vital impact on the students' attitude towards learning the language.

3. We should concentrate on the low achievers in our classroom. They always need our help and encouragement.

4. In general, students seem skeptical about the use of L 1 in the classroom, particularly at higher levels .However ,the bilingual / bicultural teachers are in a position to enrich the process of learning by using the mother tongue as a resource and then, by using the L 1 culture, they can facilitate the progress of their students towards the other tongue, the other culture.

5. Teachers must be an observer, a guide and a participant while students' practice group activities. Being indifferent , makes the class noisy and spoils the aim of the activity.

5. It's a good idea to appoint group's leaders to keep order during working in class.

Teacher's approach:

1. Teachers must be creative because much of the teacher's success depends upon his/her imaginative power, originality and creativity.

2. We should be an example of a good planner and organizer. By doing so we encourage our students to develop their planning and organizational abilities.

3. Preparing the lessons regularly and adequately makes a teacher confident in the classroom. It sets our mind at ease and makes us realize the main aim of the lesson. It is very important to make our lesson plan brief, informative, clear and purposeful with various activities to suit the individual differences in the classroom. Aims, concepts, contexts and other tasks, are some of the elements that should be considered carefully by the teacher when planning a lesson. When these are clearly established, it is much easier to ensure that the lesson being presented to the students is clear and appropriate.

4. An active teacher means an active lesson. So we should be active and avoid being indifferent, because this creates a sort of boredom in the classroom.

5. The ability to enjoy learning is the key to effective learning. We should make our lesson enjoyable. What one learns through enjoyment, one never forgets and its effect on the memory never 'fade'. Lack of interest, means lack of response.

6. Teachers should move from 'known' to' unknown' gradually and logically, because such a procedure is important from a psychological point of view.

7. We can also begin the lesson by warming the class up for a short time. Some revision questions or warm up activities, create a positive atmosphere in the class, and are very useful for learning English.

Language production:

1.Every lesson we must involve our students in authentic communication situation, which encourage a continuous flow of speech. In fact, the acquisition of the language depends on practicing it naturally. When we communicative with our students, we should not insist on getting full answers. Short answers are accepted in natural communication. In my opinion, the real value of conversation class is that they provide practice for different speaking skills. These skills have to be defined, and particular objectives have to be set by the teacher. The advantage is that speaking is not used specifically to practice structure or pronunciation, but the student has to summon all he knows in order to solve particular problems all of its expression and understanding.

2. In making the lesson, students -centered, not teacher- centered , we should give our students every possible chance to use the language, to talk English as much as possible, to give the students the opportunity to interact.

3. To make the lesson more attractive and perceptive, we can use teaching media. They save time and effort.

So our conclusion is: Giving students the freedom to include what they wanted and write what they wanted in required them to consider for whom and for what purpose they were studying. All these methods may give good results if they are used according to the particular class or the pupils′ knowledge level or the atmosphere in the classroom.   There are a lot of other techniques which I have not mentioned because of the limited scope of my dissertation. But all the methods which are mentioned in my research work are effective and more efficient from a practical point of view, and, judging from the reaction which I have had from the students during my practice. It seems to work well, from teaching point of view.

   Whichever method you follow, it is important to make sure your students get as much time as possible to communicate.

If you stand at the front and are a "chalk and talk" style teacher, they will get limited practice time.

It is therefore very important to include work in small groups or pairs as part of your lessons. This gives the students much more time to speak English during classes.

There are many other English language teaching methods. Old-fashioned "repetition" style teaching (the Classical method) are not popular now, and many of the styles that were developed in the 1970s have also gone out of favor as needs changed.

No doubt complex methods will increase in popularity in the coming years, but whichever method or combination of methods you follow, if you know your students and put their needs first, many English language teaching methods will give you useful ideas for your classes.

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