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DISCUSSION AS A METHOD OF FORMATION OF COMMUNICATIVE SKILLS IN HIGH SCHOOL CLASSES

QUALIFICATION PAPER

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РАХМАТОВА МУХЛИСА РАСУЛЖОНОВНА

ДИСКУССИЯ КАК МЕТОД ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ НАВЫКОВ В СТАРШИХ КЛАССАХ СРЕДНЕЙ ШКОЛИ

ВЫПУСКНАЯ КВАЛИФИКАЦИОННАЯ РАБОТА

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Introduction.

An important aspect of learning for students is to be able to communicate about what they know, or think they know. The best way for teachers to encourage communication ability at all students is through classroom discussion or small group work. Discussion is the way where teachers can provide their students with the opportunity to practice their communication skills. A discussion is understood as an activity of sitting and talking about a specific subject. The word 'discuss' has been derived from the latin root 'discutere', which means to shake or strike. Thus 'discussion' refers to thoroughly shaking up the subject that is, examining it thoroughly to reach a conclusion.

Research suggests that debate encourages different types of responses, helps students to develop convincing arguments, and allows teachers and students to learn from one another. In order to have good discussions teachers need to define problems that have multiple solutions or methods of solution. These types of problems are best in simulating discussion, creativity and risk taking. When teachers are trying to encourage a meaningful discussion it is crucial that they give their students plenty of time to respond and think about what they want to say. Teachers should avoid yes/no questions and short answered question if they want to have a quality discussion. Open-ended higher level thinking questions are the best choice to get students thinking and communicating their ideas. The teacher should stay involved in the discussion to correct wrong information but should be careful when pointing out mistakes. It is very important to create and maintain an environment where students feel comfortable in participating. This also encourages students to back up what they believe and it allows teachers to really get a good idea of what kind of conceptual knowledge students have about certain topics, especially in high school classes. During discussion learners are not passive recipients of information that is transmitted from a teacher. Rather, learners are active participants. Discussion, when combined with probing, open-ended questions, requires students to organize available information for the purpose of arriving at their own defensible answers. Group discussions are a very important

aspect of group communication. Group discussions are a creative and dynamic activity which stimulates reflective thinking among the members. Group discussions may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue.

Group discussions may serve various purposes. Some of them are:

a) To reach a solution on an issue of concern;

b) To generate new ideas or new approaches to solving a problem;

c) For selecting candidates after the written test for employment or for admission to educational institutes;

d) To provide us with an avenue to train ourselves in various interpersonal skills;

There has always been the notion that you learn best when you actually have to teach or explain a concept to someone else. This means being able to verbalize what you know. So teachers need to encourage their students to verbalize their own knowledge so that they can learn more efficiently. Students on the listening end also benefit from hearing their classmates explanations. When students listen to each other, they often benefit from hearing concepts being explained from different points and in ways that might be closer the students' way of thinking. When students listen effectively they generate questions to further thinking and learning.

The actuality of study is considered to be having very good and beneficial issue in teaching foreign language and including fruitful and advantageous ways, techniques of implementing it in the sphere of ESL.

The subject of our research is discussion and the process of implementing communicative   skills by means of discussion.

The object of the research work communicative skills in English teaching.

The aim of the study is to develop competence in holding discussion as a speaking skill for language learners.

The objectives of our work are the followings:

✓ to explain the importance of communicative skills in ESL

✓ to find out new and modern ways of holding effective discussions

- ✓ to verify teaching speaking skills through different procedure and its specific feature
- ✓ to determine appropriate activities and tasks for good discussion
- ✓ to analyze the theoretical and practical features of discussion in communicative language teaching

Methods of the study is to fulfill the above aims, the study was carried out with quantitative and qualitative methods of data collection. The instruments used in this study were: a questionnaire, a survey and an interview. The first instrument which was employed in this study was questionnaire. The questionnaire was used to get information about the difficulties the students faced in EFL speaking while taking part in discussions. To ensure the validity of the questionnaire, it was given to different level groups and mixed-ability classes.

The second data gathering instrument which was employed in this study was interview. The purpose of the interview was to triangulate the information that was obtained through the questionnaire; to obtain data on how the speaking difficulties in classroom discussions which had been identified through the questionnaire affected the learners' speaking comprehension; to obtain information about the reasons behind the learners' difficulties of speaking comprehension; and to find out if there are any other speaking difficulties that affect the learners' speaking comprehension.

The data obtained through the questionnaire and the interview were organized and analyzed. While the data obtained from the questionnaire were analyzed quantitatively and qualitatively, the data obtained from the interview were analyzed qualitatively. And the results of the instruments identified the problems with participation in discussions that affected the EFL learners.

The novelty of work is concluded in fact, that we had worked out on practicing various communicative teaching methods which we had approbated at the English language lessons by means of pedagogical practice and observation.

The theoretical value of the graduation work is that the researches, opinions, consequences can be used in lectures and as well as in investigations.

The practical value of the work is the above-mentioned activities which are able to be implemented during the discussion itself, in the seminars on methodology of teaching English language and practical lessons.

The structure of the work   consists of introduction, three chapters, conclusion, appendixes and bibliography.

Chapter 1.Development of the communicative skills in English language teaching

1.1. Theoretical basis of Communicative language teaching

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

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

While communicative language teaching methodologies kept evolving and being more clearly defined, in the 1970s and 80s a set of alternative approaches and methods emerged. Some of these include comprehension based methods such as the Total Physical Response (TPR), the Natural Approach, the Silent Way, or Suggestopedia. Many of these methods never became widely adapted and had only a short shelf life. This is not to say that these methods did not contribute to the field of language teaching. On the contrary, some of these methods have helped shape and continue to have an influence on the field in many ways. For example, TPR, which James Asher (1969) originally developed as a method to teach language by combining action and speech, is still widely used. Many practitioners, however, promote and use TPR as a technique to introduce some vocabulary or

grammatical structures. Some principles of learning that have been promoted through these methods are integrated in the discussion below.

One of the most famous attacks on communicative language teaching was offered by Michael Swan[1] in the English Language Teaching Journal in 1985. More recently other writers as Bax[2] have critiqued CLT for paying insufficient attention to the context in which teaching and learning take place, though CLT has also been defended against this charge Harmer[3]. Often, the communicative approach is deemed a success if the teacher understands the student. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language. Native speakers of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published monographs and books about language teaching. The need to articulate and develop alternative methods of language teaching was considered a high priority. The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins, which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express.

[1] Swan Michael, English Language Teaching Journal.- Longman, 1985. - 76-87p.
[2] Bax S., The end of CLT: a context approach to language teaching ELT, 2003.- 278-287p.
[3] Harmer J., Popular culture, methods, and context ELT ,2003.- 288-294p.

Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.

In the middle of 1990s the Dogma 95 manifesto influenced on language teaching through the [Dogma language teaching](#) movement, who proposed that published materials can stifle the communicative approach. As such the aim of the Dogma approach to language teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, but that this in turn will lead to further communication.[4]

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes[5] referred to as "communicative competence. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to

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

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

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

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

One such element might be described as the communication principle: Activities that involve real communication promote learning. A second

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[4] Luke, Meddings, Throw away your textbooks, *Guardian*. Retrieved,- 2009.-30-31p.

[5] Hymes, D.H, On communicative competence.-London,-2000.-269-293p.

element is the task_principle: activities in which language is used for carrying out meaningful tasks promote learning .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).

Piepho[6] discusses the following levels of objectives in a communicative approach. They are:

- an integrative and content level (language as a means of expression);

- a linguistic and instrumental level (language as a semiotic system and an object of learning);

- an affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);

-a level of individual learning needs (remedial learning based on error analysis);

- a general educational level of extra-linguistic goals (language learning within the school curriculum).

Communicative language teaching (CLT) is generally regarded as an approach to language teaching). As such, CLT reflects a certain model or research paradigm, or a theory. It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Communicative language teaching sets as its goal the teaching of communicative competence[7]. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge

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[6] Piepho, Communicative approach of the language.-New York,-2009.-300-400p.

[7] Tharp, R G, Gallimore, R, *A Theory of teaching as assisted performance. Learning Realitonships in the classroom.*-London:Routeldge,2004.- chapter 5, 67-68p

of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence.

Communicative competence includes the following aspects of language knowledge:

-knowing how to use language for a range of different purposes and functions

- knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

- knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

-knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Often, the communicative approach is deemed a success if the teacher understands the student. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language. Native speakers of the target language may still have difficulty understanding them. This observation may call for new thinking on and adaptation of the communicative approach. The adapted communicative approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly. Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom

activities that reflect the principles of a communicative methodology. This quest has continued to the present, as we shall see later in the booklet. The principles on which the first generation of CLT materials are still relevant to language teaching today, so in this chapter we will briefly review the main activity types that were one of the outcomes of CLT. Accuracy Versus Fluency Activities One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency can be characterized with the followings:

-reflect natural use of language;

-focus on achieving communication;

-require meaningful use of language;

-require the use of communication strategies;

-produce language that may not be predictable;

-seek to link language use to context;

Activities focusing on accuracy:

-reflect classroom use of language;

-focus on the formation of correct examples of language;

-practice language out of context;

-practice small samples of language;

-do not require meaningful communication;

- control choice of language;

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 play important role in communicative learning teaching. 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,[8]* 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. Watcyn-Jones's *Pair Work* consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the Malaysian *English Language Syllabus* likewise represent a departure from traditional textbook modes. A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises.

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8 Keith Johnson , Keith Morrow**.,** Communication in the Classroom: Applications and Methods for a Communicative Approach(Longman Handbooks for Language Teachers).- Longman Publishing Group,2000.-45-46p

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. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. 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.

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom[9]. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can he built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. Communicative Language Teaching is **best considered an approach rather than a method.**[10] Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure **there is much greater room for individual interpretation and variation than most methods permit**. It could be that one version among the various proposals for syllabus models, exercise types,

[9] Berns M. S, Functional approaches to language and language teaching -Wesley, 2003.-59-60p.

[10] Mitchell, Rosamond ,The communicative approach to language teaching.-New York, 2004.- 33–34p.

and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

Communicative Language Teaching appeared at a time when British language teaching was ready for a paradigm shift. Situational Language Teaching 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.

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is ''communicative competence,'' a term introduced into discussions of language use and second or foreign language learning in the early 1970s. Competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and socio cultural perspectives in second language acquisition (SLA) research to account for its development Identification of learners' communicative needs provides a basis for curriculum design. Understanding of CLT can be traced to concurrent developments in Europe and North America.

In Europe, the language needs of a rapidly increasing group of immigrants and guest workers, and a rich British linguistic tradition that included social as well as linguistic context in description of language behavior, led the Council of Europe to develop a syllabus for learners based on notional-functional concepts of language use. The syllabus was derived from neo-Firthian systemic or functional linguistics, in which language is viewed as ''meaning potential,'' and the ''context of situation'' is viewed as central to understanding language systems and how they

work. Language functions based on an assessment of the communicative needs of learners specified the end result, or goal, of an instructional program.

The term communicative attached itself to programs that used a notional-functional syllabus based on needs assessment, and the language for specific purposes (LSP) movement was launched. Concurrent development in Europe focused on the process of communicative classroom language learning. Their systematic collection of exercise types for communicatively oriented English language teaching was used in teacher in-service courses and workshops to guide curriculum change. Exercises were designed to exploit the variety of social meanings contained within particular grammatical structures. A system of ''chains'' encouraged teachers and learners to define their own learning path through principled selection of relevant exercises. Similar exploratory projects were initiated in the 1970s by Candlin at the University of Lancaster, England, and by Holec and his colleagues at the University of Nancy, France. Supplementary teacher resources promoting classroom CLT became increasingly popular in the 1970s and there was renewed interest in building learners' vocabulary. Meanwhile, in the United States, Hymes had reacted to Chomsky's characterization of the linguistic competence of the ideal native speaker and, retaining Chomsky's distinction between competence and performance, proposed the term ''communicative competence'' to represent the ability to use language in a social context, to observe sociolinguistic norms of appropriateness. Similarly, Hymes's focus was not language learning but language as social behavior. In subsequent interpretations of the significance of Hymes's views for learners, methodologists working in the United States tended to focus on the cultural norms of native speakers and the difficulty, if not impossibility, of duplicating them in a classroom of non-natives. In light of this difficulty, the appropriateness of communicative competence as an instructional goal was called into question.

Copyrighted Material Linguistic Theory and Classroom Practice 3 At the same time, in an empirical research project at the University of Illinois, Savignon used the term ''communicative competence'' to characterize the ability of

classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge. At a time when pattern practice and error avoidance were the rule in language teaching, this study of adult classroom acquisition of French looked at the effect of practice in the use of coping strategies as part of an instructional program. By encouraging learners to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could muster to negotiate meaning, to stick to the communicative task at hand, teachers were invariably leading learners to take risks, to venture beyond memorized patterns. The communication strategies identified in this study became the basis for subsequent identification by Canale and Swain (1980) of strategic competence as one of the components in their well-known framework for communicative competence, along with grammatical competence and sociolinguistic competence. We shall look more closely at this framework below.) In the Savignon research, test results at the end of the eighteen-week instructional period provided convincing evidence that learners who had practiced communication in lieu of pattern drills in a laboratory performed with no less accuracy on discrete-point tests of grammatical structure. Nevertheless, their communicative competence, as measured in terms of fluency, comprehensibility, effort, and amount of communication in unrehearsed communicative tasks, significantly surpassed that of learners who had had no such practice. Learners' reactions to the test formats lent further support to the view that even beginners respond well to activities that let them focus on meaning as opposed to formal features. A collection of role-playing exercises, games, and other communicative classroom activities was developed subsequently for inclusion in the adaptation of the French CREDIF materials. The accompanying guide described their purpose as that of involving learners in the experience of communication. Teachers were encouraged to provide learners with the French equivalent of expressions like ''What's the word for . . . ?'' ''Please repeat,'' and ''I don't understand,'' expressions that would help them participate in the negotiation of meaning .The

use of games, role playing, and activities in pairs and other small groups has gained acceptance and is now widely recommended for inclusion in language-teaching programs.

The Communicative Method is in reality an umbrella term – a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching.

Timeline of Teaching Methods
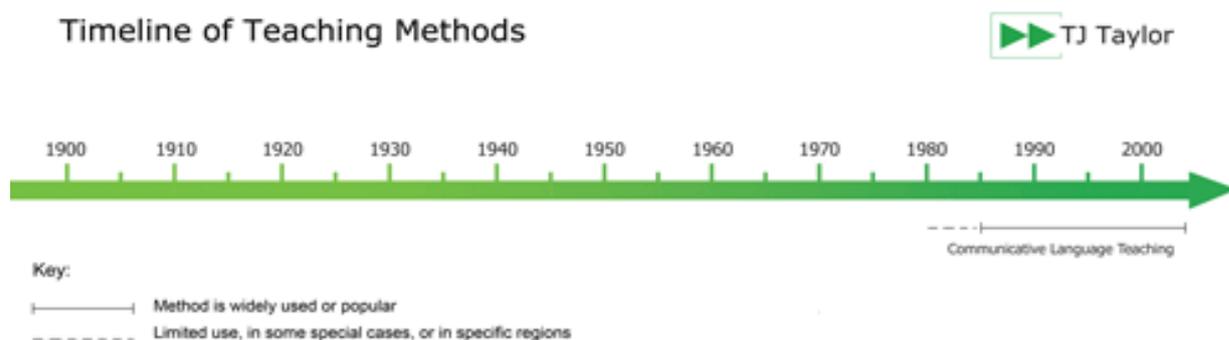
Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

In essence, it considers *using* the language to be just as important as actually *learning* the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

- Understanding occurs through active student **interaction** in the foreign language

- Teaching occurs by using authentic English texts

- Students not only learn the second language but they also learn strategies for understanding

- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons

- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom

As the method is a broad approach to teaching English, rather than a rigid series of activities, there are some popular misconceptions of what CLT involves. Learning a language is interactive, co-operative, learner-centered and content-based, but the approach does **not** mean that learning a second language involves just '**conversation**'.

The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organization of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression). These 5 broad functions are then delivered by the teacher in the classroom using the '3 Ps' teaching model, which stand for Presentation, Practice and Production.

Communicative language teaching derives from a multidisciplinary perspective that includes, at the least, linguistics, psychology, philosophy, sociology, and educational research. The focus has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events. Central to CLT is the understanding of language learning as both an educational and a political issue. Language teaching is inextricably linked with language policy. Viewed from a multicultural international as well as international perspective, diverse sociopolitical contexts mandate not only a diverse set of

language-learning goals but a diverse set of teaching strategies. Program design and implementation depend on negotiation between policy makers, linguists, researchers, and teachers. Evaluation of program success requires a similar collaborative effort. The selection of methods and materials appropriate to both the goals and the context of teaching begins with an analysis of learners' needs and styles of learning, socially defined.

1.2. The importance of developing communicative skills in the English language teaching

Communication is fundamental to all relationships. Poor communication is the most frequently cited cause of discontent within organizations and it would be reasonable to expect that most employers are seeking to appoint people with good communication skills. It is no surprise, then, that people often cite "excellent communication skills" as one of their key qualities on their CV. Communication is an important facet of life. Communication skills are essential in all spheres of life. Be it an interview or dealing with the project leader or working out a solution with a team or writing a report, getting across the point effectively is what matters. The success of an endeavor hinges on the ability to communicate effectively in today's fast paced life, everyone is asked to do more with less. In such a scenario effective communication holds the key. Effectively communication centers round the usage of words, speed of delivery of words, pitch modulation and body language. Using the right tools to communicate the right messages at the right time can salvage a crisis and motivate people to work towards success. Truly said, communication works but for those who work at it. In the existing globalization scenario, most of the Information Technology, I.T Enabled Services, management institutes, public and private sector, multi-national Companies, Union Public Service Commission, and State Public Service Commission are in search for a right and suitable fresher for executive posts. Whatever be the recruiting criteria that I.T, ITES, industry giants had in their agenda, once this was clear, a first class degree would not serve the purpose, the candidate has to satisfy the skill sets that the companies are

looking for. People in organizations usually spend 75 percent of their daily time on communication through writing, reading, listening, speaking, inter-debate etc. Effective communication is an essential component for organization success, whether it is in the interpersonal intra group organization or external levels. A recent newspaper report said that of every hundred interviews, only five qualified for employability. It is not that they lacked in technical skills, but they lacked in communication skills. Communication skills are as important as technical qualifications for youngsters aiming at a bright career. Communications hold the key. Poor communication skills, low confidence levels and improper body language have bad results in the job race. The person recruited will have to deal with the global clients directly. The command over the language and accent neutralization also plays a vital role in the recruitment process.

Today "English" is the most spoken and written language on the earth and therefore it is considered as an universal language. At everywhere, English is the most commonly used language among the people to communicate with each other. If the two person from different location wants to communicate with each other then he will have to use English language as a bridge. This language connects two people of different countries, societies, cultures. That is why, we call it as the mother of all other languages. We do not saying that local languages are not essential for that particular individual, or someone should not regard his local language but despite of that everyone must consider about English language on serious level and should try to implement in his career and life to make it beautiful. However if someone wants to grow in his professional or personal career then he will have to increase the capability of communication skill to great extent. If you want to be in a good profession, then a great communication skill is required. Without this merely you may be a good employer but not the best. English language immediately opens up new opportunities from all over the world. Being able to communicate with foreign clients and business partners will provide you a more challenging and high position in your career growth. If you are a good listener and speaker of English then certainly you are going to get more benefits

from all the way. You will also have the option to apply for the various jobs and opportunities. I mean to say that if you don't have a good communication skill then you won't be able to get so many chances in your professional career and you may loose several opportunities as well. Communication skill plays an important role to make your career booming and an impressive. In one word we can say that for better career, life and developed society we will have to create a good environment in which English speaking as well as writing must be necessary. So that we could express our idea and feelings among our friends and relations. English language is also recognized as the language of science on an international level. Most of the information is described into English. If you want to increase your idea, knowledge then you will must have to follow this, also if you want to share your thoughts and vision among the groups and societies and everywhere. English will give you unlimited benefits. If you want to enjoy art like never before then English language lets you feel the culture of the World like no other language. Emotions, expressions and all other activities you can feel at the same time, if you are good one in English. Learning English also offers us the opportunity to do wonderful things in our life. So, English is the language of the Motive world, for a better and happy world. For being a developed human being you will have to acquire those strengths which others don't have and therefore your communication skill, presentation skill, analytic skill will do a great deal. English speaking and writing is much easier to learn as compared to the other languages of world. If you go for it then you will do it quite easily. It is so easy that you can't ever imagine, if you do it with all your passion and efforts. Learning English isn't just about communication or professional purpose, it will also give you advantages you had never imagined. Learning English can change you life completely for the better future. You can consider the following link for more suggestions and better training environment.

Communicating the intended message clearly and effectively is an important skill, which is often a key factor in deciding the chances of success. Communication skills can be broadly categorized as follows:

-written communication**;** irrespective of whether it is a verbal or a written communication, it needs to be precise and lucid. Simply using words from the dictionary doesn't mean that we have a good vocabulary. We cannot expect people to run through a dictionary every time they come across some new word. Rather, if we provide enough choices and variety in your language that would make the reading and listening experience of your audience more comfortable and enjoyable. Without this, writing might be a big turnoff to most readers:

-verbal communication; while communicating verbally, we need to speak out your point succinctly and clearly, paying careful attention to your pitch. Modulate your tone within the context of the topic.

 -listening skills; good communicators know the importance of listening. They will tell we that listening is more important than even speaking. While in a conversation, if we do not listen carefully to what others are speaking, it will appear as if we are simply trying to put your point of view only and trying to dominate others, which might project we as very arrogant.

Whether CLT should be considered an approach or a methodology is a more abstract debate and here I want to deal with its more practical aspects[11]. In fact, it is those very elements, and the name itself, which have been used to challenge the future relevance of CLT. Firstly, the label implies a focus on communication and some might argue that this method can't be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions.

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less

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[11] Kidd,P,S. & Parshall ,*Getting the focus and the group: enhacing analiti-cal rigor in focus group research.* - 2000, 20-30p

teacher intervention. While CLT implies the lessons are more student-centered, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. Interpersonal Skills are the skills we use when engaged in face-to-face communication with one or more other people.

What we say it is an important way of getting our message across - see Verbal Communication and Effective Speaking - but using our voice is only the tip of the iceberg. We actually communicate more information using non-verbal signals, gestures, facial expression, body language even our appearance - see our pages: Communication,   Personal and Personal   Appearance for   more information.

Listening is a vital interpersonal communication skill. When we communicate we spend 45% of our time listening. Most people take listening for granted but it is not the same as hearing and should be thought of as a skill. Our listening skills page acts as an introduction to the subject and lists the ten principles of listening. Active listening provides a lot more information about how to listen effectively and can help we to avoid misunderstandings. We also have a page on Ineffective Listening, we may recognize some of the bad habits we or other people have picked up when listening. Reflection and clarification are both common techniques used to ensure that what we have heard and understood is what was intended -we can find out more on our pages Reflecting and Clarification.

Good interpersonal communication skills enable us to work more effectively in groups and teams, which may be either formal, like at work, or informally - in social situations. We also have a page on Meetings and some guidelines about **How to Conduct a Meeting**. It is often desirable to build strong relationships with others, which can in turn lead to better communication and understanding - see Building Rapport for help with understanding how to develop interpersonal relationships and what is Empathy to find out how we can take these principles further and develop empathy for others.

Interpersonal communication skills are essential to developing other key life skills. Being able to communicate well with others is often essential to solving problems that inevitably occur both in our private and professional lives. Our section on **Problem Solving** provides information and advice to aid constructive and effective problem solving. Decision making is another area which can benefit from good communication skills as it often requires communicating complex information so that the most appropriate decision can be made. See our section: **Decision making** for more information. Interpersonal communication is a large subject area; our page **Barriers to Effective Communication** details some of the common barriers that may mean our communication fails or is less effective than it should be. Learn to avoid such barriers and allow your messages to be sent and received with greater accuracy.

Communication skills are the skills that every individual requires in order to send information to an audience in the most efficient way and receive information from a sender and interpret it correctly. A university student is in dire need of good communication skills to help him/ her undertake all fields of activities in the university including social and academic fields. This is because he/ she will be required to communicate in the most accurate and efficient way to make sure that the information sent or received is perceived in the intended manner. To start with, communications skills will help a student to have good listening habits in class. This will ensure that the student gunners a lot from what he/ she is taught in class since she learns to fully concentrate in the lectures and their subsequent subject matter. Among the skills that will help the student is listening carefully, asking questions, requesting for clarification, responding accordingly among other things. Communication skills will be vital for any university student who is a leader. To ensure that all their followers and supporters get them clearly, and interpret their words, gestures and facial expressions correctly, the student has to know how and when to apply these in the communication process. Without appropriate communication skills, the student may risk losing supporters or derailing the people's confidence in him/her.

Communication is very important for all beings. Animals and humans, alike, use their own separate languages to communicate with one another, because no one can survive without communicating. Communication skills are a part of the spoken and written language. These are the extra factors, which complete a communication process .Communication refers to the exchange of thoughts and ideas with the intention of conveying information. Communication is a two way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution. The importance of communication skills cannot be underestimated. It has been known, that long before when language was yet to be invented, people used hand gestures, body language etc to converse with one another. Good communication skills are necessary in all walks of life. The lack of effective communication skills has a negative impact on the personal as well as professional life of a person. Communication underpins how we, as human beings, function and operate in just about every area of our lives − the appropriate use of language and communication is the basis for success in virtually every domain of human activity, from politics, to business, to all areas of work, even to personal and family life. The aims of the English Language and Communication degree is to allow you to develop an in-depth understanding of the English language and its role in the world as well as an in-depth understanding of communication in terms of how it functions at interpersonal, public, group and intercultural levels. The English language is the dominant language of international communication and with increasing globalization, it is important to have a refined understanding of the nature and structure of English and how we communicate with each other. An understanding of the various dimensions of language and communication will give you the ability to communicate more effectively in this complex, globalised world. teacher, who is able to communicate well with students, can inspire them to learn and participate in class.

Chapter 2. Discussion as a method developing communicative skills in English language teaching

2.1. Main features of discussion

Group Discussion, as the name itself indicates, is a group activity carried out by participating individuals. It is an exchange of ideas among the individuals of a group on a specific topic. It is used as reliable, testing device - mainly as a tool to

assess all the candidates in a group at one go in order to select the best in comparative perspective. Group Discussion is an informal discussion in which participants of the same educational standard discuss a topic of current interest. It is also known as leaderless discussion. It means its aim is to find out the natural leadership level of the candidates. Strictly speaking, no one from the group or outside will be officially designated as leader or president or chairman or anything of the sort. Even the examiner or supervisor who launches the discussion will retire to the background. No one will participate or intervene in the deliberations of the group. In a Group Discussion there is fair possibility that we improve our communication skills. Communication skills are considered as necessary to do well in the UPSC civil Services Exam[12]. In a group while sharing your opinions and exchanging views with others we will automatically improve your communication skills. Group Discussion enables a participating candidate to think in divergent directions to generate more points and a good presentation of the topic in the group. In a group when we present your points we would think and consider all possible points on the topic and thus we improve your thinking process also. In the Group Discussion we have to be careful about the points we discuss. We should have enough analytical ability to analyze the topic and the points and then present them in front of others for discussion. We need to be careful so that there is no logical inconsistency in your points. Thus while doing Group Discussion we get to improve your analytical skills. Group Discussions should be polite and friendly. There should not be any attitude of hard competition, as it will not bring the desired benefit for the participating members. Group Discussions should be held with the intention of learning well and improve more.

The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about

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[12] Richards, Jack C, *Approaches and Methods in Language Teaching* Cambridge, New York: Cambridge University, 2001.- 40-43 p

the problem after you've taken the findings into consideration. The discussion will always connect to the introduction by way of the research questions or hypotheses we posed and the literature we reviewed, but it does not simply repeat or rearrange the introduction; the discussion should always explain how your study has moved the reader's understanding of the research problem forward from where we left them at the end of the introduction. A group discussion refers to a set of persons brought together to express their opinion and to the subsequent exchange of views on the allocated subject.[13] Group discussions are held as part of:

- eliciting opinions/ideas on any subject or plan of action
- decision-making and problem solving,
- reaching a consensus, etc.

In addition to the followings could be several reasons for holding a group discussion. In the recruitment process: When a large number of candidates are present, group discussions are held for assessing skills and eliminating candidates.- In brainstorming: The purpose here is to elicit opinions or ideas. Therefore, group discussions are held so that a large number of people can express their opinion and hear the opinion of others. This leads to the generation of a large number of ideas in a short time.

-As part of problem solving and decision-making: Group discussions can be held to debate different options, discuss the pros and cons of each, and arrive at a suitable decision.

-For reaching a consensus: Group discussions can help participants listen to the opinion of all concerned, convince those with differing points of view, and arrive at mutually satisfying solutions. Group discussions for selection and recruitment are conducted either in a structured or an un-structured manner. In structured group discussions, participants are allocated a time and sequence in which to participate and give their opinion on the given subject. In un-structured group discussions, the participants are free to discuss the given subject without any constraint. In both

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[13] Whong, Melinda, *Language Teaching: Linguistic Theory in Practice*. Edinburgh: Edinburgh University Press,.2011.-68.69p.

forms of group discussion, an observer takes notes regarding the participants and their level of participation. Selection decisions are based on these observations. In group discussions meant for brainstorming, problem solving, and decision-making, the person who calls for the meeting conducts and moderates the session. The ideas generated are noted, summarized, and circulated for further action. The group discussion skills that are assessed are:

-communication skills;

-interpersonal skills;

-team working skills;

-conflict management skills;

-taking initiative skills;

-presentation skills;

-negotiation skills;

-observation skills;

Several points should be kept in mind to develop group discussion skills. However, it is important to understand what skills are assessed and how they are assessed. This understanding will form the basis for developing group discussion skills. Observe the different behavior styles of different people during everyday interactions in everyday situations. Consciously practice behaviors that depict the skills being assessed.[14] For instance:

- During conversation, observe yourself and how others in the group react to you.

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[14] Gerngross G, Beyond notions and functions: Language teaching or the art of letting g,-2006.- 34-35p

- Pause and restate your point differently if the reaction is not what we expected.

- Listen to others and ask clarifying questions.

- When we do not agree with others, express your views politely without interrupting.

- Express your views by giving examples to substantiate your point of view.

- Listen to their clarifications and ask questions to clarify your doubts if any.

- When we agree with someone else's point of view, express your agreement and the reasons for your agreement.

- Summarize your and the other person's views and elicit the understanding of all the participants on the views expressed.

Discussion boards have a number of characteristics in common with face-to-face discussions but also have substantial differences. The asynchronous nature of online discussion boards allows for students to comment without being interrupted, to have responses accumulate over time, and to read and respond to others' comments. It is characterized as being "interactive, like discussion, but thoughtful, like written discourse". The focus on middle and high school English classrooms in this paper is based in part on the influence technology has on literacy itself. Through technological innovations, students read and write in different ways than they would when dealing with exclusively print media, as forms of reading and writing that emerge from new technologies. By incorporating online boards, students can use components of technology in the literacy-related practice of discussing the texts and topics that are relevant to the study of English. Teachers are faced with difficult decisions about what aspects of technology to include and why to include them. The intentional nature of technology use is important, because it calls for teachers to reflect on the goals of technologies that are used and consider if the forms of technology being utilized are appropriate to achieving these goals. Discussion present alternative opportunities for class discussions to take place. They provide more opportunities for sharing one's opinions than does a

face-to-face conversation, reducing the control that teachers have over a discussion and utilizing the technological communication with which many adolescents are familiar and are often eager to adopt. Discussion boards represent a means of including the voices and perspectives of a variety of participants and allow for the democratic class discussions depicted as places where students can "process ideas about the reading," collaboratively make sense of texts and concepts, and "build group coherence" by communicating with each other.

Any form of discussion requires student involvement. The authors attempted to describe several advantages that face-to-face discussion and threaded discussion provided for students, and unique benefits of each. These two approaches for encouraging students to interact with one another about issues are very different. As such, different students respond and seem to benefit from each type. Discussion is much more than merely presenting a point of view to others. It involves being receptive to others' comments and having a willingness to refine ones' current level of understanding. Threaded discussions provide opportunities for posting opinions on an issue or to another discussant, but they may not be as effective as classroom discussion at teaching how to interact with someone who holds a different opinion. This may have implications for teaching students about democratic citizenship, where discussing public issues is a cornerstone. This study poses a number of questions for future educational research. Do students learn better in one of these two discussion venues? When they thought an upcoming topic could be better discussed online or face-to-face. Whether these requests are due to students perceptions of their ability to discuss a topic better in one of these formats, or whether the actual learning of a student will be enhanced could carry implications for deciding when to use face-to-face or threaded discussions. A second area to pursue relates to the opportunities to speak that these two formats offer. Does a threaded discussion allow those students who might not share in class a place to present their ideas and interact with their classmates? Why might students feel more at ease to share online? Several of the "quiet students" shared extensively in the threaded discussion forum. However, during the threaded

discussions, a few quiet students did not write their comments very clearly, or for very long, and several outspoken students did not write extensively. Examinations into why students do not feel compelled to interact during discussions, be they face-to-face or threaded, could help teachers gain insight about structuring discussions to encourage students participation A third area for research might examine the potential role of "anonymous discussions." Our students were not anonymously posting their ideas. They knew each other, and sat in class with one another twice a week. Whether anonymity would enhance or inhibit the interactions is unclear. Issues around prejudice, equity, individual accountability, power, and authority might be affected if student comments are anonymous or not. Face-to face discussions cannot be held anonymously. Whether or not this provides threaded discussions with a unique opportunity for students to transcend these issues is still undetermined. Face Classroom Discussion Classroom discussion serves several educational purposes because it is a unique form of classroom talk, and a very special group dynamic. Discussion requires students and teacher to talk back-and-forth at a high cognitive and affective level, both with one another and the subject matter being discussed. What they talk about is an issue, some topic that is in question for them. Their talk consists of advancing and examining different proposals over the issue. Discussion is thought to be a useful teaching technique for developing higher order thinking skills ¾ skills that enable students to interpret, analyze, and manipulate information. Students explain their ideas and thoughts, rather than merely recount, or recite, memorized facts and details .On the theoretical level, this study provides an initial look into interactions among students during threaded discussions. If discussion is to be used in the classroom, and if current technology encourages the use of threaded discussion, then we must know about the interaction patterns. Threaded discussion, especially in respect to democratic citizenship education, is an instructional strategy that needs to be examined. This study attempts to provide an initial examination of the differences between more traditional discussions, and electronic threaded discussion, and the potential benefits of each relative to the learning objective for using discussion.

Another way to encourage students to communicate, especially if they are too shy to speak up, is to have them journal. Research suggests that dialogue journals provide a purposeful activity in which students communicate their thoughts and feelings. It is important that teachers collect these journals and respond to them. The teacher doesn't necessarily need to evaluate them, but she/he could ask the students questions to further their thinking. Such as, "Why do you think that?", "What could be another reason?", and so on. Students can also exchange journals to share their ideas and get responses from others.

One more important issue that we must remember is taking the initiative in the discussion is a key way of showing we are confident and aware of the subject. However, it should be done in a manner that is not pushy and aggressive. We can show your level of confidence by moderating the discussion and encouraging the quiet group members to speak. The role of moderator will give we the opportunity to show your listening, negotiation, problem solving, conflict management, and leadership skills.

2.2 Important role of discussion in developing communicative skills in English classes

Discussions of any sort are supposed to help us develop a better perspective on issues by bringing out diverse view points. Whenever we exchange differing views on an issue, we get a clearer picture of the problem and are able to understand it. The understanding makes us better equipped to deal with the problem. This is precisely the main purpose of a discussion. The dictionary meaning of the word Group Discussion is to talk about a subject in detail. So, group discussion may refer to a communicative situation that allows its participants to express views and opinions and share with other participants. It is a systematic oral exchange of information, views and opinions about a topic, issue, problem or situation among members of a group who share certain common objectives. Group discussion is essentially an interactive oral process. The group members need to listen to each other and use voice and gesture effectively ,use clear language and

persuasive style. The exchange of ideas in a group discussion takes place in a systematic and structured way. Each of the participants gets an opportunity to express his/her views and comments on the views expressed by other members of the group. Group discussion involves a lot of group dynamics, that is, it involves both -person to person as well as group to group interactions. Every group member has to develop a goal oriented or group oriented interaction. A participant needs to be aware of needs of other group members and overall objectives of the discussion. Group discussion may be defined as – a form of systematic and purposeful oral process characterized by the formal and structured exchange of views on a particular topic, issue, problem or situation for developing information and understanding essential for decision making or problem solving.

There are several types of oral group communication. In public speaking the speaker is evaluated by the audience; however there is not much interaction between audience and speaker. Audience, for the most part would only listen to the speaker. In the interview, a panel of members would assess the candidate for the requirement of selection or promotion etc. In meetings, there are discussions on issues mentioned in the agenda. Meetings may have multiple agenda. A chairperson conducts the meeting and controls and concludes the deliberations.. Group Discussion differs from debate in nature, approach and procedure. Group discussion may help achieve group goals as well as individual needs. The examiner observes the personality traits of several candidates who participate in the group discussion.

Whether one is a student, a job seeker ,a professional engineer or a company executive one needs effective group discussion skills. Students need to participate in academic discussions, meetings, classroom sessions or selection group discussion for admission to professional courses. A job-seeker may be required to face selection group discussion s as part of the selection process. Professionals have to participate in different meetings at the workplace .In all these situations, an ability to make a significant contribution to group deliberation and helping the group in the process of decision making is required. The importance of group

discussion has increased in recent times due to its increasing role as an effective tool in a) problem solving; b) decision making; c) personality assessment. In any situation of problem, the perceptions of different people are discussed, possible solutions are suggested. The best option is chosen by the group. While taking a decision, the matter is discussed, analyzed, interpreted and evaluated. While using group discussion as a tool for personality assessment, a topic-a problem, an opinion or a case - is given to the group consisting of eight to ten members seated in a circle. The total time given for discussion is usually 30 minutes. Each candidate is expected to voice his opinion and offer counter arguments. The selection committee evaluates the candidates on the basis of their personality knowledge communication skills and leadership skills. Hence it is important to be able to take part in the group discussion effectively and confidently. Participants should know how to persuade their group members, how to reflect leadership qualities and how to make the group achieve its goal.

For any group discussion to be successful, achieving group goal is essential. Following characteristics are necessary:

Having a clear objective: The participants need to know the purpose of group discussion so that they can concentrate during the discussion and contribute to achieving the group goal. An effective group discussion typically begins with a purpose stated by the initiator.

Motivated Interaction: When there is a good level of motivation among the members, they learn to subordinate the personal interests to the group interest and the discussions are more fruitful.

Logical Presentation: Participants decide how they will organize the presentation of individual views, how an exchange of the views will take place, and how they will reach a group consensus. If the mode of interaction is not decided, few of the members in the group may dominate the discussion and thus will make the entire process meaningless.

Cordial Atmosphere: Development of a cooperative, friendly, and cordial atmosphere avoid the confrontation between the group members.

Effective Communication skills: The success of a group discussion depends on an effective use of communication techniques. Like any other oral communication, clear pronunciation, simple language, right pitch are the pre-requisites of a group discussion. Non-verbal communication has to be paid attention to since means like body language convey a lot in any communication.

Participation by all candidates: When all the members participate, the group discussion becomes effective. Members need to encourage each other in the group discussion.

Leadership Skills: Qualities like initiation, logical presentation, encouraging all the group members to participate, summarizing the discussion reflect the leadership qualities.

In any kind of group discussion , the aim is to judge the participants based on personality, knowledge ,communicative ability to present the knowledge and leadership skills. Today team players are considered more important than individual contributors. Hence the potential to be a leader is evaluated and also ability to work in a team is tested. The evaluators generally assess the oral competence of a candidate in terms of team listening, appropriate language, clarity of expression, positive speech attitudes and adjustments, clear articulation, and effective non-verbal communication.

In a group discussion, greater the knowledge of the subject more confident and enthusiastic would be the participation. Participants need to have a fair amount of knowledge on a wide range of subjects. The discussion of the subject must be relevant, rational, convincing and appealing to the listeners. One needs to keep abreast with national and international news, political, scientific, economic, cultural events, key newsmakers etc. This has to be supplemented by one's own personal reasoning and analysis. People with depth and range of knowledge are always preferred by dynamic companies and organizations. The topics for group discussion tests may include interesting and relevant ideas pertaining to social, economic, political or environmental problems; controversial issues ,innovations or case studies. To read daily newspapers, relevant magazines and periodicals, to

watch news bulletins and informative programs on television are is a simple ways to gather the general knowledge. One can use the Internet to improve one's knowledge about recent developments in different areas. Internet is a valuable source to acquire information along with multimedia form. Subject knowledge also includes the ability to analyze facts or information in a systematic way and to place them in the context of the framework of one's personal experiences. For the expertise in the group discussion , the only way is to practice wherever one can. The other members can evaluate the performance and give suggestions.

Content is a combination of knowledge and ability to create coherent, logical arguments on the basis of that knowledge. Also a balanced response is what is expected and not an emotional response. In a group discussion, greater the knowledge of the subject more confident and enthusiastic would be the participation. Participants need to have a fair amount of knowledge on a wide range of subjects. The discussion of the subject must be relevant, rational, convincing and appealing to the listeners. One needs to keep abreast with national and international news, political, scientific, economic, cultural events, key newsmakers etc. This has to be supplemented by one's own personal reasoning and analysis. People with depth and range of knowledge are always preferred by dynamic companies and organizations. The topics for GD tests may include interesting and relevant ideas pertaining to social, economic, political or environmental problems; controversial issues, innovations or case studies. To read daily newspapers, relevant magazines and periodicals, to watch news bulletins and informative programs on television are is a simple ways to gather the general knowledge. One can use the Internet to improve one's knowledge about recent developments in different areas. Internet is a valuable source to acquire information along with multimedia form. Subject knowledge also includes the ability to analyze facts or information in a systematic way and to place them in the context of the framework of one's personal experiences. For the expertise in the GD, the only way is to practice wherever one can. The other members can evaluate the performance and give suggestions.

This section is often considered the most important part of a research paper because it most effectively demonstrates your ability as a researcher to think critically about an issue, to develop creative solutions to problems based on the findings, and to formulate a deeper, more profound understanding of the research problem we are studying. The section is where we explore the underlying meaning of our research, it's possible implications in other areas of study, and the possible improvements that can be made in order to further develop the concerns of our research. This is the section where we need to present the importance of your study and how it may be able to contribute to and/or fill existing gaps in the field. If appropriate, the discussion is also where we state how the findings from your study revealed new gaps in the literature that had not been previously exposed or adequately described. This part of the paper is not strictly governed by objective reporting of information but, rather, it is where we can engage in creative thinking about issues through evidence-based interpretation of findings. This is where we in fuse your results with meaning.

These are the general rules we should adopt when composing your discussion of the results:

- Do not be verbose or repetitive.
- Be concise and make your points clearly.
- Avoid using jargon.
- Follow a logical stream of thought.
- Use the present verb tense, especially for established facts; however, refer to specific works and references in the past tense.
- If needed, use subheadings to help organize your presentation or to group your interpretations into themes.

Discussion is important to learning in all disciplines because it helps students process information rather than simply receive it.[15] Discussion sections differ from lectures in many ways. Two major differences are that the students can

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[15] Whong, Melinda, *Language Teaching: Linguistic Theory in Practice*. Edinburgh: Edinburgh University Press, 2011.-78-79p.

be more active and that there can be more personal contact. But discussion is an instructional activity that has uses in classes of all sizes and disciplines. Students can and should talk to each other and the instructor even in a large class, as well as in small to medium-sized classes. Good discussions give students an opportunity to formulate principles in their own words and to suggest applications of these principles; they help students become aware of and define problems implied in readings or lectures; they can also increase students' sensitivity to other points of view and alternative.

Leading a discussion requires skills different from lecturing[16]. The goal of a discussion is to get students to talk purposefully about the course material. Your role becomes that of facilitator. We moderate the discussion rather than convey information. If we want to hold a discussion, don't do all the talking yourself; don't lecture to the group or talk to one student at a time. Remember that the discussion isn't just a matter of your communication with your students; it's a chance for your students to share ideas and pool resources. Many instructors overlook this potential and end up trying to carry the whole conversation themselves. Remember that as long as you're speaking, the students cannot.

Some instructors have an unfortunate misunderstanding about the amount of preparation that discussions require.[17] Too many instructors assume that we can "just walk in" to the classroom and begin useful discussion. It is as if they think that, with a basic understanding of the subject, they can rely upon their students to fill 40 or 50 minutes with questions and answers. However, a good discussion takes a great deal of prior planning and review of the subject matter. Do we want this discussion to be a five-minute break in the middle of a lecture? Two minutes at the beginning of class to be sure they read the assignment? Or will we spend the entire class period having the students develop their own ideas? Any of these might be appropriate, depending on what your goal for the discussion is. Knowing the

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[16] Mark. L., Straightening out our thinking Modern English, 2005,- 37-40p

[17] Andrewes Simo, The CLT Police: Questioning the communicative approach. Modern English Teacher.- 2006.-49-50p.

content to be covered is not enough. Naming the chapter your students will read is not enough. If you've only thought as far as, "I want students to know," we haven't thought through enough about what needs to be taught. We should be able to articulate what the students will be able to do with the information or ideas. For example, in a philosophy class for which students have read a chapter on epistemologies or theories of knowledge, we might want students to be able to construct legitimate arguments for and against any epistemology about which they have read. Many discussion activities can be used in the classroom. We want to choose one that will help your students meet your goals for the discussion. The more specific we can be in assigning the task, the more likely your students will be to succeed at it. Some possible tasks are as follows: Think-Pair-Share, brainstorm, buzz groups, case analysis, role-playing, and press conferences. Some of these techniques are described in articles listed [here] by groups by size, method of selection, and duration.

-By size: Two to six is ideal. Smaller groups (two-three) are better for simple tasks and reaching consensus. Also, students are more likely to speak in smaller groups. Larger groups of four-five are better for more complex tasks and generating lots of ideas.

-By selection: Randomly assigning students to groups avoids the problem of friends wanting to get off track. For long-term groups, we may want to select for certain attributes or skills (e.g. a statistician, a geology major, and a writer) or by interest in the topic, if different groups have different tasks.

-By duration: Just for this activity or for all semester. Stop the discussion groups while they are still hard at work; next time, they will work doubly hard. Long-term groups allow students to practice collaborative skills and make stronger bonds, but sometimes they get tired of each other.

Many techniques can get students to share what their smaller groups have done with the entire class: verbally, on newsprint/flipchart, blackboard or

overhead, ditto/photocopy, etc.[18] And we don't have to hear from everyone; calling on a few groups at random to report works quite well. Always debrief students; it is the most important part of a discussion, the time to summarize and synthesize. Most of learning in discussions happens during debriefing, so don't squeeze it in a rule of thumb is to use one-third of the total discussion time for debriefing. We can use debriefing to correct incorrect notions. We can slip in any points that students neglected but that are important. We can pick which student reports from each group, though we should tell them in advance that we plan to do this. This makes everyone in the group responsible. We don't have to hear from every group, but can instead choose a few at random. When groups start repeating ideas, it's time to stop. Productive classroom discussions—those that enable students to invent, create, imagine, take risks, and dig for deeper meanings—can only take place in a climate in which students feel safe to offer their ideas. Teachers can create such a climate by being mindful of the essential conditions of interactive teaching.

Here is a sample list of skills assessed during a group discussion:

-leadership skills: ability to take leadership roles and ability to lead, inspire and carry the team along to help them achieve group's objectives. Example: To be able to initiate the group discussion, pr to be able to guide the group especially when the discussion begins losing relevance or try to encourage all members to participate in the discussion.

-communication skills: the participating candidates will be assessed in terms of clarity of thought, expression and aptness of language. One key aspect is listening. It indicates a willingness to accommodate others views. Example: to be able to use simple language and explain concepts clearly so that it is easy understood by all. We actually get negative marks for using esoteric jargons in an attempt to show off your knowledge.

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[18] Savignon, S., Berns, M. S. *Initiatives in communicative language teaching.*Reading,Addison-Wesley, 2009.-187-200p.

-interpersonal skills: it's reflected in the ability of the individual to interact with other members of the group in a brief situation. Emotional maturity and balance promotes good interpersonal relationships. The person has to be more people centric and less self-centered. Example: to remain cool even when someone provokes we with personal comment, ability to remain objective, ability to empathize, non-threatening and more of a team player.

-Persuasive skills: ability to analyze and persuade others to see problem from multiple perspectives without hurting the group members. Example: While appreciating someone else's point of view, we should be able to effectively communicate your view without overtly hurting the other person.

-Problem solving skills: ability to come out with divergent and offbeat solutions and use one's own creativity. Example: while thinking of solutions, don't be afraid to think of novel solutions. This is a high-risk high-return strategy.

-Conceptualizing skills: the ability to grasp the situation, take it from the day to day mundane problem level and apply it to a macro level. Example: at the end of the discussion, we could probably summarize the findings in a few sentences that present the overall perspective.

Group discussion is an important dimension of the selection process. Any institute requires students to work with others for effective functioning. Therefore, people skills are an important aspect of any MBA program.[19] In today's context, the educational institutes and organizations are interested in team players rather than individual contributors. During the Group Discussion, the panel essentially evaluates the candidate's potential to be a leader and also his/her ability to work in teams. Remember that institutes are typically on the lookout for candidates who will inspire to lead and succeed and for that we need to be a good team player.

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[19] . Gerngross, G., Puchta, H. *Initiatives in communicative language teaching* Reading, 2009.- 400-404p.

Chapter III. Usage of discussion in high school classes

3.1 Advantages and disadvantages of discussion as a method of communicative skills

It's no secret that many teachers are wondering how to ensure all students "read and comprehend complex literary and informational texts independently and proficiently" by the end of high school. Similarly they are unsure of how to help all read closely to determine what the text says explicitly and to make logical

inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. And they have similar concerns for how to promote acceptance of diverse viewpoints, broadly useful oral communication skills, or the ability to listen and interact with others productively.

Teachers are looking for ways and means to accomplish learning that teaching methods of the past (especially the recent past) haven't addressed[20]. As they do so, they must continue to work with overfull classrooms of students of very different states of preparedness. Regardless, the goal is that each student, no matter how challenged at the start, ends up with skills appropriate to undertake higher education and/or the work of tomorrow. This is of course a worthy goal but it's unsurprising that it feels overwhelming. To be successful means making significant changes in how we teach. How do we do it?

The abilities teachers need to nurture fall into three categories. One is thinking: behaviors such as comprehending, inferring meaning, citing evidence, integrating knowledge, and evaluating are aspects of cognition. Another category is language related: reading, writing, broadly useful oral communication skills relate to verbal literacy sought across disciplines. A third describes social behaviors: listening, interacting with others productively, and working collaboratively to good effect. These categories can be viewed as distinct from one another but they are interrelated and interdependent: growing ability to infer meaning from observations, for example, feeds the need for broad vocabulary and full sentences to express thoughts.

None of these skills can be taught on its own or out of a context: to learn to think deeply, you need material to think about and experience with many subjects. To learn to listen, you regularly need to hear and process worthwhile comments, ones of value to you. The world is full of subjects worthy of thoughtful examination, but what teachers need are new strategies to employ alongside direct instruction to nurture the desired behaviors.

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[20] Alexandr, R, *Towards Dialogic Teaching rethinking classroom talk.* York, Dialogs, 2004,- 100-104p

Our insight into an effective strategy derives from more than twenty years of studying the effects of a particular type of facilitated discussion. Our data has shown that the right three or four questions repeated in different lessons can become a habitual meaning-making strategy easily put into operation when students encounter unfamiliar subjects or tasks. If one of the questions is "What do you see (or read) that makes you say that?" students build the practice of routinely supplying evidence. If the subject under discussion is familiar enough to provide entry point for all students yet complex and puzzling enough to merit extended examination deep thinking proves possible and enjoyable. If the teacher facilitates the discussion in a way that supports each comment evenly, encourages probing beyond first impressions and "right answers," allows for different ideas to be expressed broadening the scope of the possible meanings, and extends the process to allow for reflection over time, productive interaction among students leads to the ability to consider multiple points of view as reasonable.

Discussions are thus essential for learning to think, connecting the related processes of thought and language. During discussions we often put words to ideas for the first time, frequently needing to stretch to find appropriate vocabulary. We sort out and give form to our thoughts. We learn to apply what we know. We scaffold on the ideas and language of our peers as well as debate possibilities. We work to communicate clearly, finding out how to make ideas transparent to others. We gain confidence and find our voice.

Discussion is also required for students to learn language. We understand this in early childhood: we get very excited about baby's first words and sentences, as we should, and we use many means to encourage them to talk. Schooling has focused so heavily on writing the last number of years, we've collectively forgotten that speaking comes first and opportunity to speak is key to learning language. If you can say it, you can probably write it. The reverse is also likely: if you can't articulate your thoughts, it's unreasonable to expect you write or read them.

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose

of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (e.g., a discipline, the media, a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversations and substantive conversations .

Benefits of a discussion forum are students react to content, share challenges, teach each other, learn by stating and understanding, clarify assumptions, experiment, own new skills and ideas.

Distance education greatly extends classroom learning

Individualization of learning: Personal responses to forum topics are not limited in time or the length. Students have the freedom to continue dialogues about the topics that interested them most.

Encouragement of critical thinking: Effective forum topics are open-ended and designed to encourage students to take a position on issues. To respond to a forum topic requires organized thought and synthesis of concepts introduced in class. If a student's views were challenged, he or she typically adds carefully considered reasons to back up previous comments.

Student autonomy: Students have the flexibility to reflect on their thoughts and read the responses of others. Many students have stated that they routinely discussed the forum topics with friends, family and colleagues outside of class before putting their comments online.

Increased interaction time: A 45-hour semester places severe limits on the quality of discussions and experiences possible in a course. Often a course is the only one of its type required in a program. The instructor is thus under extreme

pressure to provide extensive and meaningful learning. In a three-hour class meeting of an average class size, an equal division of time allots only 5 minutes of discussion per student. Regular forum discussion adds hours of interaction over a semester.

More **democratic exchange**: In any class of 25-30 students, there will be dominant personalities, and students who may feel intimidated or unmotivated to speak. Therefore discussions, even in small groups, do not allow equal time to all students. In the online forum, each student has a voice that will be heard by anyone who chooses to read his or her comments.

More time to formulate responses and opinions: Because the forum discussions occur completely online, students have the flexibility to add their input when they are prepared. Some choose to answer questions immediately, while others prefer to consider the responses of others first. Undergraduate students are often much more comfortable discussing topics online after reading the viewpoints of the more experienced students. Students are encouraged to revisit past topics during the course, as their opinions changed.

Students experience a professional communication process. Participants experience personal and academic gains as result of their communication with their peers. A goal is for the students to value such professional interchange, and seek it out among their colleagues, and for electronic communication to facilitate the process.

Students find a content/expertise resource. Some professions tend to be somewhat isolated. The forum introduces to others who could serve as resources during the course, and into employment. Forums offer the advantage of archiving discussions by student, topic or other parameter. A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable "interpretive authority" for evaluating the plausibility or validity of participants responses.

"frequency" of discussion technique

Category	Value
sometimes	~25%
often	~25%
always	~35%
never	~15%
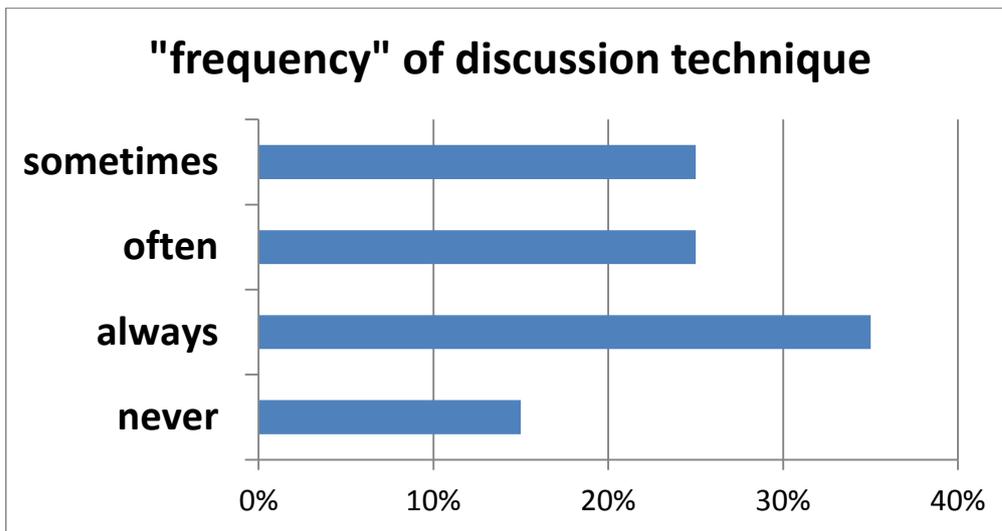
While organizing survey and questionnaire about the important role of discussion in communicative skills development pupils in high school classes and students of lyceums and universities were asked how often they want to organize discussions at lessons. More than three quarters of the learners mentioned that they would like to have speaking lessons through holding discussion (25% sometimes, 25% often, 35 % always, and about 15% answered never.) The results show that comparing with other techniques discussions are the most appropriate, useful techniques at any level, at any age and among mix ability learners.

The advantages of discussion are the following:

The Authority Role Of The Moderator. The face-to-face involvement of a qualified moderator can ensure that the conversation is always on track, and encourage participants' engagement without one individual dominating the meeting.

The Ability Of Group Participants To Interact With Each Other

When participate are stimulated to discuss, the group dynamics can generate new thinking about a topic which will result in a much more in-depth discussion.

The Dynamic Nature Of The Methodology

Due to the dynamic environment the moderator can modify the topics, which are prepared before the session to make the topic more suitable for the purpose.

The Ability To Involve The Client Personnel In The Research Process

In traditional focus groups it is possible for the client personnel to watch the whole

discussion behind a one-way mirror. The client personnel can provide their thinking to the moderator, which may help the moderator better handle the direction of discussion, and improve the quality of output.

The Capability To Utilize Non-Verbal Behavior As A Research Input

The expression, attitude of individual, the intensity of the conversation etc. can be perceived by the researcher, which can modify the moderator's decision and also can be counted in the research result.

The Level Of Participant Involvement In The Research

Because every participant is under observation by the moderator and everybody know the process has been videotaped, it is easy to make participants fully engage even during non-discussion time.

The Greater Security Associated With Traditional Focus Group Research

The possibility to screen each participant, lets the researcher know who have been involved. This ensures that for example your competition is not involved. Besides the above-mentioned ones advantages also are characterized by:

-giving the instructor the chance to expose students to unpublished or not readily available material;

-allowing the instructor to precisely determine the aims, content, organization, pace and direction of a presentation. In contrast, more student-centered methods, e.g., discussions or laboratories, require the instructor to deal with unanticipated student   ideas, questions and comments;

-being used to arouse interest in a subject;

-complementing and clarifying text material.;

-complementing also certain individual learning preferences. Some students depend upon the structure provided by highly teacher-centered methods;

-facilitating large-class communication.

But as the exception it also has some disadvantages. It is not always the optimal technique for all research situations, the criticisms below have been mentioned by people who promote some other qualitative research methods. They are:

Group discussions tend to become influenced by one or two dominant people in the session thus making the output very biased. The moderator plays an essential role in handling the situation, but if the moderator is not experienced enough, it is very easy for the whole discussion to be dominated by a few people.

Group discussions are not as effective as dealing with sensitive topics.
It is difficult to have the participants share their real feelings towards some sensitive topics publicly. This can in turn influence the output data.

Group discussion output is not projectable .If a great deal of consistency in the results from a series of focus groups have been identified and it is very likely that the results from these sessions probably can represent a larger number of people. We can't expect focus groups to be projectable in the same way as quantitative study findings can be. Furthermore, traditional focus groups can only be held in a few cities, unlike some internet and telephone focus groups which could be organized in various situations without limitation of time and location. This also makes data from focus groups less representative of the total universe.

 Group discussions are very artificial environment which can influence on the responses that are generated. This is frequently the argument that ethnographers will use when recommending their methodology versus focus groups. Because researchers using the ethnographic technique will situate themselves in the real environment, that is unreachable for focus groups. In focus groups people are collected in a meeting room thus they might behave differently from how they behave when they are not watched and it will effect the quality of research results.

The special features of focus groups. In qualitative research, focus groups have some differences from other survey methodologies.

Insight not Rules. Focus group can provide trustworthy naturalistic data that also lead to important insights about human behaviors by allowing all participants to say anything they would like in front of the whole group. Meanwhile, researchers listen not only for the content of discussions but observe something beyond talking, such as tone and emotions which help them to learn or confirm not just the facts but the meaning behind the facts.

Social not Individual. In a focus group session, conversation among participants results in discussion data. In this way, focus groups elicit information that paints a portrait of combined local perspectives because the research may seek ways to fit all together. It is possible to gauge a groups' overall reaction to educational materials, but not on an individual basis.

Homogenous not Diverse. Focus group researchers select and invite 20-25 people with similar characteristics to a single session. The goal is to fill the room with a minimum of 10-12 participants that are similar which is supposed to increase the quality of the data.

Flexible not standardized. During the course of a two-hour session, we can see a natural conversation will be produced because individuals are allowed to laugh, tell personal stories, revisit earlier questions, disagree with other research, the moderator only needs to lead the conversation on track by applying his prepared interview guide. Actually, a well-designed guide encourages group members to relax, open up, think deeply, and consider alternatives.

Warm not Hot. Focus groups do not produce reliable data on topics that produce extremely strong feelings. Because conversation in some cultures which are of a sensitive nature will not be discussed thoroughly.

Words not Numbers. Focus groups rely upon words spoken by participants. A report based on focus groups will feature patterns formed by words, called themes or perspectives. Researchers must use specific methods to analyze patterns in spoken language.

A focus group method isn't meant to create generalizations of this type and its procedures offer none of the protections that would permit them to do so. Numerical analysis is not a preferred technique. In fact, it is inappropriate to report a result of focus groups by percentage.

In addition to those ones disadvantages of holding group discussion can be characterized with the following as:

-placing students in a passive rather than an active role, which hinders learning;

-encouraging one-way communication; therefore, the lecturer must make a

conscious effort to become aware of student problems and student understanding of content without verbal feedback;

-requiring a considerable amount of unguided student time outside of the classroom to enable understanding and long-term retention of content. In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material;

-requiring the instructor to have or to learn effective writing and speaking skills.

3.2. Development of communicative skills by means of discussion in high school English classes

Class discussions can enhance students' understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent. Students' understanding and ability to connect detailed technical content with other knowledge and experience can be facilitated by open discussion related to applications, connecting principles, prior experiences, current events, emerging technologies, future challenges, etc. Students' understanding and ability to connect detailed technical content with other knowledge and experience can be facilitated by open discussion related to applications, connecting principles, prior experiences, current events, emerging technologies, future challenges, etc. Student's awareness and understanding of where the course material fits into the evolving state of knowledge in the field can be developed through class discussion. Historical context, current events, and outstanding questions are useful topics to address in guiding these discussions. By interacting with classmates and responding to the varying viewpoints and arguments that may arise during an open

discussion, student will learn the value of continually challenging their own preconceptions, notions, understanding, and conclusions. By hearing the thoughts of their peers, student can identify with each other in terms of past experience, perspectives, and opinions. By mutually supporting their developing abilities, they can grow more confident in their own skills within their peer group. Students will build their own support communities in this way.

Meaningful discussion requires an environment where students are enabled to safely engage, freely offering opinions, thoughts, and experiences without fear of ridicule. As the leader of the class, it is critical that the instructor earns the trust of the student to foster this safe environment. Regardless of format, a valuable discussion will be based upon two basic pillars. All participants, including the instructor, must be respectful of all other participants, the course, the institution, society, and all identifiable groups. Rude behavior, such as interruption, ridicule, anger, personal remarks, and dismissiveness are disrespectful and must not be tolerated. All participants are responsible to offer thoughtful remarks that are useful and contributory to the goals of the discussion. Reactionary comments, angry replies, and inappropriate attempts at humor are counterproductive and disrespectful. Classroom discussions are part of the course, and they should be planned and conducted with a purpose that is aligned with course objectives. Spontaneous discussions may also arise and may add great value to the course, but poorly planned discussions with no clear purpose detract from the perceived value of the class and should be avoided. Some topics naturally lend themselves to good discussion. Even so, skillful facilitation is required.

In the classroom, talking is rarely seen as a key skill. Teachers' time can be so much taken up with managing chatty misbehavior that talking is usually associated with a lack of work. When discussion does take place, it rarely stands alone, often being followed by "more important" written work. Assessed pieces of work are usually written, too, and even when there is an oral component, written components invariably have greater weight. As a result, discussion can be seen by students as a free-for-all - fun, but not "real work". Yet discussion has a lot to

offer.

Good discussion, on the other hand, is a collaborative effort to reach a conclusion. It is, therefore, productive. It involves students responding to the views of others and evaluating them, and is intellectually stimulating and rigorous. Effective discussion is not an airing of views, it is a speaking and listening exercise that can be a dialogue between two students, a teacher and a student, or a group of students.

Discussion can also be useful in practical subjects. We might think that discussion is conceptual, not practical, but here is an example of a community of enquiry built around a design lesson. Students are presented with a new project - designing a chair, for example - and this is used as the stimulus. They formulate questions in groups, such as "Does a chair have to have four legs?" or "What kinds of properties do the materials used need to have?" They discuss all these questions and their conclusions provide an excellent starting point for each student when they come to make the design choices for their project.

In small groups, students work on what the response given by a certain group might be. One group might work on an Arab perspective, one on an Israeli perspective and one on an American perspective. The discussion that follows is aimed at finding the most accurate perspective or where the truth lies between those differing views, as well as developing an understanding of a range of viewpoints.

As these examples show, dialogue is an incredibly effective teaching tool, no matter what age or subject you teach, and it should not simply be a task that appears on your lesson plans now and then. We do not do a community of enquiry, we become a community of enquiry. Dialogic teaching is not a technique, it is a way of operating in the classroom that can bring about cognitive challenge, rigor, autonomy, collaborative working and independent thinking.

Choice of Students about communicative techniques

- discussion
- role-play
- dialogues
- learning by heart poems

50%, 20%, 20%, 10%
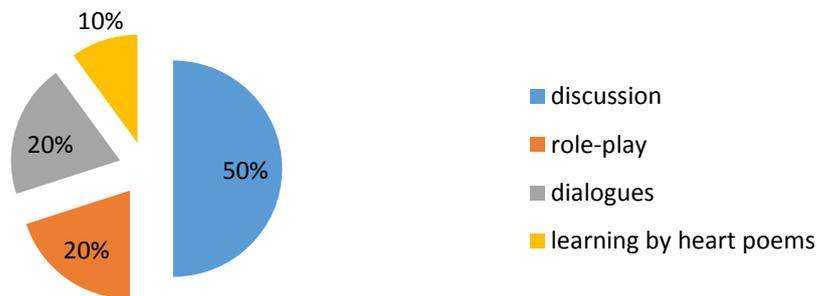
As a prove of above-mentioned opinion, we would like to mention the chart in which for more than three quarters of the students pointed out that the most common speaking activity is discussion to teachers and classmates speaking English in class. Discussion occupies the first place among other learning methods. Around 50 % a students indicated that they use discussion as learning method for speaking comprehension and development in communicative skills. The reason for this overwhelming use of discussion can be contributed to the freedom and entertainment one experience when holding discussions in the classrooms so that students attention are attracted to the some stages of discussion activities among which are helpful for developing speaking skills. According to the following results, it is shown that discussion is still in a great demand in communicative sphere.

Classroom management is important primarily in achieving optimal learning. Current teaching practices are more student-oriented where in due course the students will get the most out of the teaching and learning process. This is accomplished by creating a positive learning environment for the students. Students learn best when they are comfortable with their surroundings especially through the building of strong student-teacher relationship. The teachers who had a good relationship with their students had 31 percent fewer discipline problems, rule violations and related problems over a years' time compared to those who didn't. This provides evidence that strong student-teacher bonding helps the

teacher in dealing with problems and misbehavior among students.

By building a strong relationship with students, the positive learning environment has taken place and so the teachers can expect active participation in class. The last thing a teacher would want is when he or she is hoping for a response from the students, but didn't receive any. I found it very useful to remember the names of each of my students and I would try my best to identify each of them by the end of first month class meeting. I discovered that it is an excellent way in obtaining students involvement in class. In a way, I wanted to show that they are of significant individuals to me and also there is no favoritism in my class where the teacher will only remember two or three names of selected few. The students will usually be more proactive to give their thoughts and feedbacks during and after lessons. Subsequently, I will know how effective my teaching has been and how effective the learning has taken place.

Students and teacher can be thought of as a team where teamwork and cooperation plays a vital role in achieving team goals. This cooperation can be obtained with the teacher's good management skills in the classroom. The teacher will need the support from his or her students in order to deliver lesson on his or her best effort. Therefore, students' cooperation in avoiding any misconduct during lessons is much needed by the teacher. Of course the teacher should be firm in handling these kinds of behavior, but prevention is better than cure. I would try as much as possible to avoid using anger as a counter measure because it will end up straining the relationship built with the students. Ultimately to steer clear of the situation, I know that it is best to tell the students first hand of what I deem is acceptable and what is not.

In addition to helping the teacher doing his or her job effectively, students' cooperation developed through classroom management can also mould students into young citizens. The teacher can use classroom management strategies to define the students as good citizens in the near future. This can be done by bringing up the concept of power sharing. The students will be given responsibilities on their own behavior and making their own decisions, not just

following orders. This will also benefit the teachers in a sense that they will feel less pressured because of the constant need of monitoring the students. In fact, they can have the opportunity to really work together with their students.

Group discussion on study is essential for effective learning. In group discussion learning is shared and student participating in discussion are benefitted. When you study a topic, discuss it with your classmates in college. Tell your classmates or friend that you will discuss about a particular topic tomorrow so that they can prepare the topic for tomorrow's discussion. In discussion every student has his turn to talk. Try to be polite and friendly in discussion. Participating in group discussion has the many benefits. Let me explain some of the main benefits

It enhances your learning – You learn more. Your friend may have learnt a topic well comparatively. He may have picked up some important points from the topic which you may have not. When you discuss it with him, you learn these points as well. Similarly you may have learnt some points in a topic which he may have missed, so he learns it in discussion. In this way the learning is shared and you are benefitted.

Discussion generates good questions – helps in preparation for exam. When you discusses about a topic with your friend in group, you can freely ask any question which you have in your mind about any point in the topic and you get the answer. Similarly they ask questions. Different minds discussing about a topic, generates good questions and try to find their answers. These are the conceptual questions which are asked in the exams. In this way, Group discussion helps in preparation for exams by generating conceptual question and finding their answers.

It shows you your weakness – it improves you. Until you don't know about your weaknesses, you cannot improve. In group discussion you come to know that in which areas you are weak and you need to focus more on them to improve.

It rectifies your mistakes. You may learn something wrong. You may make a wrong concept about a topic which you think is correct. When you share it in discussion, you come to know that it is wrong. In this way, your wrong concept are

rectified. If you don't discusses it group, you may write this wrong concept even in exam and get less marks for it.

It helps you on "how to study and how to make preparation for exam".

While discussing on a topic, inspired from a student you ask him how he studies or how he make preparation for exam?. In this way, you improve your study method or preparation method.

It helps for oral exams – It improves your communication skills.

By participating in group discussions you can improve your communication skills. In this way it prepares you for oral exams and interviews as well.

Discussions can play a valuable role in lecture courses, seminars, quiz sections, labs, studios, and a variety of other settings. A well-planned discussion can encourage and stimulate student learning and add variety to your class. While "good" discussions can be a powerful tool for encouraging student learning, successful discussions rarely happen spontaneously. Preparing ahead of time will help you define a clear focus by establishing goals and student expectations for the discussion. Discussions can be an excellent strategy for enhancing student motivation, fostering intellectual agility, and encouraging democratic habits. They create opportunities for students to practice and sharpen a number of skills, including the ability to articulate and defend positions, consider different points of view, and enlist and evaluate evidence. Discussions have proved to be a highly insightful research technique for engaging a group of people with a question, product or idea. Bringing together a group to discuss a particular topic provides a more natural setting than one-to-one interviews, as it allows participants to share their stories and through discussion can enable new strands of thought to emerge. Therefore this qualitative research method can generate rich data in a less resource intensive manner than interviewing. Using a focus group to engage with questions of public engagement can form part of the design process of a wider survey, or it can uncover the opinions of key stakeholders. The purpose of this guide is to help you to think about the structure of your focus group and how it can bring benefits to student volunteering provisions. The purpose of a group discussion is not to

win an argument or to amuse your classmates. The purpose of a discussion is to help each group member explore and discover personal meanings of a text through interaction with other people. Much of our everyday talk is made up of descriptions in which we seek in one way or another to convey ideas to other people. These ideas are usually concerned with what we know. A learning group discussion is far more tentative, even halting, in its progress, for it deals not with certainty but with search. Listening to a group discussion, one is likely to hear such expressions as "it seems to me", "I think, "I believe". Group discussion should not seek to convince; rather, it should deal with matters unresolved and seek to help each member find meanings that did not exist before. Fruitful discussions do not just happen. They are the product of concerned cooperative effort on the part of all participants. Moreover, discussions that result in learning have very specific characteristics. In order to make our discussions as profitable as possible in this course, we will begin with a rather carefully structured set of ground rules. Following these rules may be a bit difficult at first, but give yourself a chance to get your bearings with them. Later in the course, if we choose, we can modify them.

   While writing chapter III as a practical part of my investigation we conducted observation, questionnaires, survey and interview with experienced language teachers and pupils. As an observation research we observed 20 English lessons of 8th and 9th grade pupils at schools and made notes about important role of discussion, its implementation at lessons, students' reaction, interest, participation while holding discussions. Through observation I analyzed lesson implementation, classroom management, content knowledge and communication and other skills which are implemented in discussions. Collecting results and notes after observation we held questionnaires and survey which belong to finding importance and benefits   of conducting discussions. In questionnaires among pupils 90 of them participated and   among teachers 15 (lyceum and university teachers as well) of them answered to the questions expressing their ideas, opinions about the issue. In order to make my research work wider and rich with

range of different ideas we organized interview with 8 University teachers and 30 students of foreign faculty and I got so many new, original, interesting answers which helped me to complete my investigation with various notions.

Conclusion

In accordance to above-mentioned ones our investigation also focuses on mostly finding out appropriate way of implementing innovation methods, techniques and tasks in communicative language teaching through discussion as it's nowadays considered to be a method of formation of communicative skills in high schools classes. Gathering all opinions and results from all our investigation we came to these outcomes that holding discussions as communicative skill will assist to develop:

- Inner confidence: Enabling and affirming, recognizing gifts, integrity;

-Discerning of peoples character;

-Gift of encouragement;

- Getting people on board when you are not personally pasturing them:

Preaching; ---Competence;

-Ability to communicate;

-Warmth;

-Modeling;

-Calmness;

-Holding people together;

-Experience of suffering / resurrection;

-Transferable gift / experience on a winding road;

-Ability to keep learning and growing yourself;

-Adaptability;

-Appreciation of how (and where) others learn;

-Ability to identify people and build teams;

- Role of teacher / preacher as communicator;

-Ability to delegate.

During our research our outcomes are characterized with the followings; classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, critical thinking, and classroom community. Discussion is particularly relevant in social studies education because of the mandate to prepare students for participatory democracy. Several studies have examined the distinctive nature of discussion itself. Those studies indicate that there are various types of discussion that vary in purpose, content, and format. In this work it's seen that there are two general "types" of discussion in schools: classroom discussion where face-to-face verbal interactions occur among students and teacher and threaded electronic discussion where the interactions occur electronically and asynchronously by way of a computer. Interest in this study stems from the possibility that threaded discussions may be a promising format for discussing public issues in the classroom. It is suggested that threaded discussions are advantageous because they are linked to a course homepage, the instructor can control the structure of the discussions, and the "postings" provide a searchable database of student comments and interactions. It was proved that for discussions to educate students, they should be serious interactions where students "support their ideas with evidence, where their opinions are subject to challenge by their peers as well as the teacher, and where the teacher's ideas are equally open to criticism. Discussion serves to unite the cognitive and the "social aspects" of the classroom. referred to this when suggesting that immediate feedback is available,

during discussions, to whatever is said. If it is unclear or controversial, those listening will inform the speaker. Understanding is critical during discussion. Discussants, thus, become very conscious of those with whom they are discussing, and present ideas with the social awareness that others are listening.

According to William Arthur Ward's **saying "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."** Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student's life both inside and outside the school. Many factors come together to make inspired learning – factors both inside and outside the school gate. Once students are in our schools, however, their performance is most closely influenced by teacher quality. The time for a renewed focus on great teaching for inspired learning is now. The challenges of today's increasingly complex and global society require our students to have different competencies and our teachers to have different capabilities. Today's students need to be able to access information globally available, work collaboratively and apply innovative solutions to problems. Teachers need to know how to develop these capacities in their students in ways that inspire students to be lifelong learners. Great teachers know the content of the subjects they teach and have a deep understanding of how learning happens. Great teachers are role models of learning. Great teachers are also those with the personal attributes, dispositions and values that engage students and inspire them to learn and achieve.

To sum up, we want to mention Bill Beattie's words: "The aim of education should be to teach us rather how to think, than what to think-rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thought of other men". Indeed, education, notions must lead learners to bright way, side. For this every teacher, student, learners must chose advantageous and profitable ways, methods especially in learning foreign languages .

To conclude, discussion technique is vital not only in language learning but also in daily communication. Discussion comprehension seems to be the weakest skill and students encounter various kinds of speaking problems. This study was

done in the hope of finding out the factors causing their speaking comprehension problems and contributing some recommended strategies for teachers and students employ in improving the effectiveness of teaching and learning speaking comprehension by means of discussion. We hope that our investigation researches assist in communicative language teaching.

BMI ning qisqacha bayoni

Mazkur malakaviy bitiruv ishi "Diskussiyaning kommunikativ malaka sifatida o'rta maktablarning yuqori sinflarda tashkil qilinishi" ni o'rganishga bag'ishlangan. Ingliz tili darslarini diskussiya orqali tashkil etish va undan samarali foydalanish yo'llarini o'rganish maqsadida yozilgan.

Malakaviy bitiruv ishida quyidagi masalalar ko'rildi:

1.1. Kommunikativ til o'qitishning nazariy asoslari;

1.2. Ingliz tili darslarida kommunikativ qobiliyatlarni rivojlantirishing ahamiyati;

2.1. Diskussiyaning asosiy xususiyatlari;

2.2. Ingliz tili darslarida kommunikativ qobiliyatlarni rivojlantirishda diskussiyaning muhim ahamiyati;

3.1. Diskussiya orqali dars o'tishning ijobiy va salbiy tomonlari;

3.2. Kommunikativ qobiliyatlarni diskussiya texnikasi yordamida rivojlantirish.

- ✓ Ingliz tilini o'qitishda kommunikativ qobiliyatlarning ahamiyatini tushuntirish.
- ✓ samarali diskussiya o'tkazishning yangi hamda zamonaviy usullarini topish.
- ✓ so'zlashish qobiliyatini turli tartibda o'rgatish hamda uning o'ziga xos usullarini tekshirish.
- ✓ samarali diskussiya o'tkazish uchun maqbul mashqlarni belgilash.
- ✓ kommunikativ til o'qitishda diskussiyaning nazariy hamda amaliy jihatlarini tahlil qilish.

Malakaviy bitiruv ishning maqsadi xorijiy til o'rganuvchilariga ingliz tilida so'zlashuv qobiliyatini diskussiya orqali o'rgatish usullarini yangicha, innovatsion texnologiyalar orqali joriy etishning muhim asoslari, uning o'ziga xos jihatlarini asoslab berishdan iborat. Tadqiqotning aktualligi ingliz tilini o'qitishda foydali va samarali usul va yo'llardan foydalanish masalalarini o'rganish va ularni joriy etishga asoslanganidadir. Bu borada chet el tilshunoslari, til o'qituvchilarining fikr-mulohazalariga va amaliyotlariga murojaat qilindi.Kurs ishining nazariy ahamiyati shundan iboratki, bu tadqiqot ishi, unda ko'tarilgan masalar, bildirilgan fikrlardan turli ma'ruzalar va konferensiyalarda foydalanish mumkin. Ishning amaliy ahamiyati esa ingliz tili darslarida foydalanilishi mumkin bo'lgan usullar va amaliy mashg'ulotlarning berilganligidadir.

Malakaviy bitiruv ishining yangiligi shudan iboratki, tadqiqot davomida turli kommunikativ metodlarni kuzatuv va nazariyotga asoslangan holda ingliz tili darslarida qo'lladik, bundan tashqari tadqiqotimiz davomida maktab, litsey, kollejlarining til o'rganivchi o'quvchi va o'qituvchilari orasida mavzuimiz borasida turli so'rovnoma, intervyular o'tkazdik va kutilgan natijalarni oldik.

Malakaviy bitiruv ishimizning strukturasi esa kirish qismi, uch bo'lim, xulosa, foydalanilgan adabiyotlar va ilovalardan tashkil topgan. Birinchi bo'lim ingliz tilini o'qitishda kommunikativ qobiliyatlarni rivojlantirishga qaratilgan

bo'lsa, ikkinchi bo'lim esa diskussiyaning metod sifatida kommunikativ qobiliyatlarni rivojlantirishdagi ahamiyati haqida, uchinchi bo'lim esa diskussiya texnikasining ijobiy va salbiy tomonlarini, umuman olganda til o'qitishda uning nechog'liq ahamiyat kasb etishini asoslashga bag'ishlangan.

Malakaviy bitiruv ishimiz mobaynida berilgan mavzuga imkon qadar teran, faktlar, turli olimlarning fikr-mulohazalari asosida yondoshishga harakat qildik. Tanlagan mavzuimiz o'zining til o'qitishda dolzarb ahamiyatga ega ekanligi bilan va shu metod orqali til o'qitishda ko'plab samarali natijalarga erishilganligi bilan diqqatga sazovordir.

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