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**QUALIFICATION PAPER**

on the theme: **COMMUNICATIVE METHOD IN TEACHING  
LANGUAGE SKILLS IN ENGLISH**

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## INTRODUCTION

The search for various effective methods in teaching English is one of the actual problems for many linguists and methodologists in our country and abroad. English is regarded as one of the important academic subjects in the school and high educational systems.

The demand for effective language teaching is increasing immensely. The National Programme for Specialist Training and Education puts before the English teachers a lot of actual problems: what methods and techniques are considered to be innovative and give good results in teaching English; what methods help to achieve better results and teach all language skills; if we can use all techniques of the communicative active methods for our students; what advantages these methods have and others.

The Decree of the President of the Republic of Uzbekistan “Measures on further development of the system in teaching foreign languages” adopted on December 10 in 2012 puts some important questions: to start teaching foreign languages at the secondary schools from the 1-st form; to reform the curriculums and programmes in foreign languages; to provide students and teachers with all the necessary textbooks and manuals; to train highly-qualified teachers in foreign languages and other issues [1:1].

Teaching English as a foreign language demands different approaches. Each approach has something to offer. We use a selection of techniques, not a single method. “There is no single acceptable way to go about teaching language today”. This quotation from Diane Larsen Freeman’s writing on language teaching methodology sums up a major trend away from unity to diversity. Before speaking about the methods of teaching English let’s see the difference between the terms “method”, “approach”, “technique”. When we use the word “approach” we mean that an idea or theory is being applied. “Approach” is often used informally to mean something closer to “method”. A method is a set of procedures or a collection of techniques used in a systematic way which will result in efficient learning.

Method may be defined as a way of governing or guiding the learning. In a teaching-learning process method may be considered as a structural-functional component of Teacher-Learner Activity. A technique is the narrowest term, meaning one single procedure. A method may consist of techniques, probably arranged in specific order.

Traditional methods in language teaching include: The Grammar-Translation Method (GTM), Direct Method (DM) and Audio-Lingual (ALM). The role of the teacher is traditionally authoritarian one and the role of the student is the obey. The Grammar-Translation Method was very popular for many years and it is still used in many countries by many English teachers. The Direct Method appeared as a reaction to the Grammar-Translation Method. The rapid development of international trade and colonial expansion required plenty of officials who had a practical mastery of the language, people who could speak and communicate with foreigners. The founders of this method are A. Palmer, M. West then it was developed further by M. Berlitz, M. Walter and other linguists. They attempted to build a language learning methodology around their observation of child language learning. They considered that a foreign language could be thought without the use of the learner's native language or translation.

In the Direct method the teacher used mime, demonstration, real and visual aids to help students understand vocabulary and grammar. The advantages of the Direct Method were in special emphasis placed on speaking, oral speech, communication directly in the target language.

The Audio-Lingual method is a further development of the Direct Method. The method was influenced by behavioral psychologists who believed that foreign language learning is basically a process of mechanical habit formation. The method consists of presenting an oral model to the student on tape or in the teacher's voice and carrying out a series of pattern drill based on the model. Grammar is presented in the form of model patterns or dialogues. Students should proceed by very easy steps, starting with the repetition to complex drills.

In the late 1960-s there was a shift from the Audio-Lingual Method and its prototypes to Communicative language teaching. This shift evolved partly as a result of studies carried out by the Council of Europe, which began to identify the language needed in a variety of social situations by the people immigrating to Common Market countries. The studies sought to evaluate how language itself is used-how native speakers of a language express themselves in various situations. The studies had a major impact on the teaching of English as a foreign language. Teachers and curriculum designers began to look at content, at the kind of language needed when greeting or shopping, for communication.

The emphasis on form, on explicitly learning grammar rules or practicing grammatical patterns, was downplayed, in favor of an approach designed to meet learner's needs when using the language in daily interaction. In the Communicative method the emphasis is placed on using the target language to accomplish a function such as complaining, advising or asking for a information Attention is also paid to the social context in which this function takes place. One of the founders of the Communicative Method in teaching English Christopher Brumfit emphasized, that "The basic question is if the teachers will be able to teach students communicating in the foreign language out of the classroom". [8:42]. The distinguishing features of this method are: presentation of the material is given from practice to theory; much attention is paid to teaching speaking; all four language skills are taught from the beginning: speaking, listening, reading and writing.

The Communicative Method will challenge the teacher's creativity, their competency in the four language skills. Group work is basic to this demonstration there are some difficulties in organizing the groups: the noisy moving of desks, the noise in the classroom some of the better students may resent having to "share" their skills and grades, some of the less motivated students may take the opportunity to do even less work. As prof. B.F. Skinner pointed out in his works "... in teaching a language a reward is more effective than punishment". [7:23].

In the Communicative Method the English teacher does all his best to create all necessary conditions for communication, to involve the students in speak-

ing. For achieving this goal he (she) speaks, mimes, draws or uses real objects. They have opportunities to understand and reflect to what they know and think. One of the main requirements is to create a comfortable atmosphere for the students, which will help to see their success, their intellectual abilities and possibilities and it makes the process of teaching more productive.

**The main aim** of the given Qualification Thesis is to show the role and effectiveness of Communicative Methods, various techniques of these methods in learning and teaching English as a foreign language, especially in teaching speaking.

**The novelty of the work** lies in the analysis of the latest literature devoted to the Communicative Methods and some widely- spread techniques of these Methods which proved to be more effective and up- to- date in teaching English.

**Theoretical significance** of the Qualification Thesis lies in the fact that it gives much full information about the latest popular methods in teaching English- the Communicative Methods. The work makes a certain implementation to the Methods of teaching English as a foreign language.

**Practical significance** of the work is in the following: its results and practical suggestions, ideas can be used by all English teachers and learning English. Much illustrative material compiled in the work, sample exercises, games lessons, at lectures and seminars in Methods of teaching English, new pedagogical technologies. The main tasks of the Bachelor Qualification Paper are:

- to give the review of the trends, approaches and methods used in teaching English;
- to show the role of the Communicative Method in teaching English;
- to characterize the distinguishing features of the Communicative methods and the stages of their use;
- to analyse and describe some widely- spread techniques of Communicative Methods, which are more effective in learning and teaching English with the help of much illustrative material, compiled from different sources: textbooks, manuals and other literature;

- to analyse the use of Communicative Methods in teaching such language skills as speaking, listening and reading.

The list of studied literature comprises both: overseas and home publications: works of G.V. Rogova, K. Angelovsky, B.Z. Farberman, R.G.Musina, D. Halpern, B. Bowman, Ch. Brumfit, J. Dobson and other famous linguists and methodologists.

The Qualification Thesis consists of the Introduction, three chapters, conclusion and the list of literature and Internet resources used in the work. In Introduction we give the brief review on trends and approaches in teaching English as a foreign language and describe the traditional and non-traditional methods, the main aim and tasks of the work, its theoretical and practical significance .

**Chapter I** is devoted to the characterization of the trends and approaches, in learning and teaching English, the advantages of the Communicative teaching is a special form of arrangement of the educational and cognitive activity. It has concrete and predicting aims. One of them is the creation of the comfortable conditions of teaching, when students see and feel their success.

**Chapter II** of the work contains much practical illustrative material describing the use of the most popular techniques of the Communicative method: conversation elements, role plays, small-group discussions, dialogues, situations, improvisations, debates, field trips and games. Some of them were used by the author during her state pedagogical teacher's training practice at the secondary school with the students of the 6 form and they were proved to be very effective.

**Chapter III** is devoted to the description of the Communicative method in teaching such language skills as listening and reading. Communicative methods promote to the development of the intellectual abilities and possibilities of the students, to arise the motivation in learning a foreign language.

In Conclusion we sum up the results of the work, it's theoretical and practical significance. In bibliography we list the literature published in our country and abroad and the Internet resources.

## CHAPTER I

### COMMUNICATIVE LANGUAGE TEACHING

The diversity found in language teaching today makes it necessary to take a look at some methods and approaches which have been used at various times. Although each method corresponds to some period of language teaching development, it should not be assumed that each method in turn was totally abandoned in favour of its successor. As a matter of fact, all methods have survived intact and are still being used by some teachers somewhere in the world. Moreover, the methods have been modified by teachers and textbook writers. Probably most English teachers today, if asked what method they use, would reply that they do not follow any single method, but rather that they use a selection of techniques. Its biggest advantage is that a teacher is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches.

“There is no single acceptable way to go about teaching language today”. [7:24]. This quote from Diane Larsen Freeman’s writing on language teaching methodology sums up a major trend away from unity to diversity. Each approach has something to offer. Our task is to identify and exploit those effective elements. All existing methods can be divided into:

1. Traditional language teaching, which comprises Grammar-Translation Method, Direct Method and Audio-Lingual Method.
2. Communicative language teaching [ 39,40].
3. Innovative language teaching, which comprises Silent Way and Suggestopedia.[37]

#### **1.1. Traditional language teaching.**

##### **A). Grammar Translation Method (GTM).**

The Grammar Translation Method (GTM) looks upon language as an intellectual activity. This method was commonly used in Europe to teach Latin in schools. For a long time, it was uncritically assumed that this was the only way languages should be taught. The method consisted of giving the students rules and patterns and lists of vocabulary together with their translation equivalents in the

mother tongue. First, the students had to memorize all the “facts” about the language and they were often tested on their knowledge by being asked to recite the rules or give the translation of words or “parse” the words. [8:82].

Next, the student’s were made to put their knowledge to use by translating sentences or texts from mother tongue to foreign language or vice-versa. In retrospect, there were many serious disadvantages to the GTM, such as:

1. The grammatical analysis was very neat and satisfactory for the grammarians but it often made the language very confusing to the students.
2. The method put a tremendous strain on student’s memories.
3. Word-to-word translations were often unsatisfactory.
4. The students had to learn a lot of grammatical terms. In fact they had to learn a new language for talking about language.

In a typical grammar-translation class the main focus is on reading and writing with little attention being given to speaking or listening. The central text for each lesson is literary and the passages are selected from authors such as Charles Dickens, Mark Twain and John Galsworthy. These passages are read and then comprehension questions are asked and answered, first orally then in writing. Grammar is taught deductively, through presentation and study of the rules, followed by practice through translations and exercises. Vocabulary selection is based on the reading text used. The role of the teachers is a traditionally authoritarian one, and the role of the student is to obey.

### **B) Direct Method.**

The Direct Method developed in the 19<sup>th</sup> century. The rapid development of international trade and colonial expansion required plenty of officials who had a practical mastery of a language became the main purpose of teaching. Educationalists attempted to build a language could be taught without translation or use of the learner’s native tongue.

The Direct Method therefore insists on thinking and communicating directly-in-the-blanks, dictation, controlled composition or listening comprehension exercises.

Grammar is taught inductively: language patterns are presented and practiced, but the rules.

The Direct Method teachers use mime, demonstration, realia and visual aids to help students understand grammar and vocabulary. At the beginning of the 20<sup>th</sup> century there appeared several varieties of the direct method which differed only in some details. The greatest contributors to the direct method were M. Berlitz, M. Walter, H. Palmer and M. West [28:16].

### **C) Audio-Lingual method (ALM).**

During the Second World War army programmers were set up to teach American military personnel foreign languages. Strong emphasis was placed on oral training. This method was also influenced by behavior psychologists who believed that foreign language learning is basically a process of mechanical habit formation. In ALM skills are taught in the natural order of acquisition: listening, speaking, reading and writing.

The method consists of presenting an oral model to the student on tape or in the teacher's voice, and carrying out a series of pattern drills based on the model. The "grammar" is presented in the form of model patterns or dialogues. Students should proceed by very easy steps, starting with repetition to complex drills. The possibility of a student making an error should be avoided altogether, because positive reinforcement is considered more effective than negative reinforcement (punishment). This principle was called "error prevention".

By repeating the stages of stimulus-response- reinforcement, students would develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking how to do so. But there is the danger that student might produce analogous patterns without realizing what they are saying.

## **1.2. Communicative Language Teaching.**

The origins of Communicative Language Teaching (CLT) are to be found in the English language teaching tradition dating from the late 1960-s and it was designed to meet learner's needs when using the language in daily interaction. Until

then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. By the end of the sixties it was clear that the situational approach had run its course. What was required was a closer study of the language itself. This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had leveled at structural linguistic theory in his now-classic book “Syntactic Structures”. N.Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language- the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was – 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. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson, drew on the works of British functional linguists: John Firth, M.A.K.Halliday, American works in sociolinguistics: Dell Hymes, John Gumbay, William Labov as well as works in philosophy by John Austin and John Searle [26:153].

Another impetus for different approaches to foreign language teaching came from changing realities in Europe. With the increasing interdependence of European countries came the need for greater efforts to teach adults the major languages of the European Common Market. The Council of Europe, a regional organization for cultural and educational cooperation, examined the problem. Education was one of the Council of Europe’s major areas of activity. It sponsored international conferences on language teaching, published books about language teaching, and was active in promoting the formation of the International Association of Applied Linguistics. The need to develop alternative methods of language teaching was considered a high priority.

In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into “portions or units, each of which corresponds to a component of a learner’s needs and is systematically related to all the other portions” [3:6]. The

group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist D.A. Wilkins (1972), which proposed a functional and communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkin's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Instead of describing 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. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints). Wilkins later revised and expanded his works into a book titled "Notional Syllabuses", which had a significant impact on the development of Communicative Language Teaching (CLT) [30:154].

The work of the Council of Europe, the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching, curriculum development centers and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or Communicative Language Teaching.

Although the movement began as a largely British innovation, focusing on alternative conceptions of a syllabus, since the mid-1970-s the scope of CLT has expanded. Both American and British proponents now see it as an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Communicative Language Teaching means little more than an integration of grammatical and functional teaching. Littlewood states, "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language" [ 20:5].

Communicative Approach aims to make communication the goal of language teaching. In speaking skills the aim is to be understood, not to speak like a native, priority is given to learners interests and needs. Grammar rules explained when necessary. Errors are considered as a part of learning process. Learners usually work in pairs or group for role play, information sharing or problem solving. Language learning process is based on authentic materials, such as newspapers or recordings from the radio, and learners can practice language in real situations.

There has been a shift in emphasis in recent years from teaching language forms to teaching language forms to teaching language functions. New priorities in English teaching methodology lay helping student's affair communicative competence. [9:4]. Christopher Brumfit, one of the first to propose a change towards a communicative approach to ELT methodology, says this: "The question for the teacher is: how close can my teaching take pupils to their anticipated needs in the outside world?" [8:16].

1. If Communicative Teaching is teaching language for a purpose, then the sense of purpose needs to play a prominent part in the process of presentation and practice. Instead of teaching forms with their meanings and then going on to practice their uses, we might begin with the USE and proceed to teach examples of the forms the students require. This type of procedure might be termed communicative presentation and practice. To take a simple example, suppose the teacher is required to teach patterns like: *It is made of wood. They are made of plastic.*

Of course, he could easily do this by following the conversational sequence of presentation and drilling. But just suppose he did it like this:

First, the teacher points at every wooden object in the classroom: the blackboard, desk, chairs, pencils, etc. he invites students to say something about these objects. They volunteer statements such as:

*It's a blackboard. They're chairs. That's a pencil.*

Then the teacher points out to the class that all these objects are the same in some way and asks what this is. Soon they will hit on the fact that they are all wooden and demand the lexical item "wood". The teacher produces a piece of wood and

teaches then this word. He then invites them again to describe the feature the various objects share in common. He may get a number of erroneous statements like: *They are wood, or They are from wood, etc.*

He allows students to continue their unsuccessful attempts until a slight sense of tension or frustration is built up. He then gives the students the patterns: *They are made of wood. It's made of wood.*

What is the advantage of these techniques over the conventional one where the teacher begins by employing the new language? The main advantage is that by employing these strategies, the teacher has built up a sense of need in the student feels a sense of relief; the meaning and the use of the item is firmly conveyed and the form is strongly imprinted [12:32]. The teacher can then go on to practice the pattern in the normal way. The same type of procedure can be applied most effectively to the teaching of language functions. The procedure to be followed here would be like this: 1. The teacher sets up a communicative activity which demands ability to express the functions to be taught. At this stage, the teacher does not supply the language forms which the students have to cope with whatever language resources they have available. In performing this task they will inevitably produce errors, mistakes and much inappropriate language.

2. The teacher introduces the required language forms and does sufficient drilling to achieve a reasonable degree of fluency. Since a model interaction might be the best way to introduce these forms a suitable way to do this would be to play a taped dialogue illustrating use of the forms and functions to be presented.

3. The teacher gives students a fresh communicating task so as to provide them with an opportunity and motive to use the language forms they have learnt. If serious errors occur, the teacher goes back to the drilling stage again. This procedure can be summarized as follows:

#### Communicative Task I

Students use whatever language they have at their disposal, errors are not corrected

#### Presentation and Drilling

Teacher presents the required forms and drills to fluency, errors are corrected.

#### Communicative Task II

Students are given an opportunity to use the new forms.

## CHAPTER II.

### COMMUNICATIVE METHOD IN TEACHING SPEAKING

Classroom practice activities are impossible to pin down to only one approach. However, in the following chapter we'll try to present the language learning process from the point of view of Communicative teaching. Many of our ideas and viewpoints are controversial and they are still to be discussed and developed. But as Ann Newton, editor of the "English teaching Forum" journal, says, "Scientific breakthroughs have come from a willingness to "think the unthinkable" with the recognition that the most convincingly established theory may be discredited. This is how science advances, however painful the process may seem to the exponents of a popular theory". [11:1]. Language teachers have the responsibility to mediate changes in pedagogic practice so as to increase the effectiveness of language teaching.

Teachers use a selection of techniques, not a single method. There is no single acceptable way to go about teaching today. [19:21]. The emphasis is placed on using the target language to accomplish a function such as complaining, advising or asking for information. Attention is also paid to the social context in which this function takes place. One of the founders of the Communicative Method in teaching English Christopher Brumfit emphasized that "The basic question is if the teacher will be able to teach students communicating in the foreign language out of the classroom". [8:13].

Communicative Methods of teaching English are the effective methods which became popular nowadays. The teacher and students are equal partners in the studying process and all the students are involved in this process. One of the requirements of these methods is to create a comfortable atmosphere for the students, which will help to see their abilities, mental and intellectual, and their success and it makes the process of teaching more productive.

#### **2.1. Stages and drills in teaching speaking**

Very often the four language skills are regarded as separate items. Communicative Approach views language as a complex network of habits, which can be

built up step by step; as an aggregate of skills which do not separate out into four neat segments. In this chapter we discuss the role of speaking in language learning and the stages of teaching speaking in Communicative Approach. Sample practice exercises for implementing spoken communicative activities are also outlined.

Language came into life as a means of communication. It exists only through speech, and when we speak about teaching a foreign language, we should regard it as a means of communication. Communicative Approach emphasizes meaningful communication rather than focuses on practice of Grammar. Teaching speaking is the most difficult part in language learning process and it can take many different forms, but basically, the teacher should consider the following stages: 1) Presentation; 2) Controlled Practice; 3) Free practice.

#### **A) *Presentation***

The first stage- presentation- allows exposure to the language and presents language items (structural, lexical and phonological). When presenting a new language item we have to achieve the following goals:

1. To enable the students to recognize the new structure well enough to be able to produce it themselves (establish the form).this can be achieved by means of listening activities: the teacher must supply in his own voice or on tape clear models of the structure.
2. To make absolutely clear the usage of the patterns ( establish the meaning). An economical way of doing this is the present the models in a reality understandable situation which makes the meaning of the patterns clear. This situation might be live in the classroom (Anna is sitting *behind* Rosa) or might be some true statement which is known by the students (China is bigger than Spain); or it might be a fictional situation such as events in a picture or a text (the boy is playing football).

#### **B) *Controlled Practice***

Controlled practice proceeds straight after the presentation. This is the stage at which learners are given intensive practice in the new structure, but their production of the language is very carefully guided and controlled by the teacher, so that correct form and meaning are consolidated, and the possibility of error is reduced to a minimum. This stage traditionally takes the form of drilling.

The drill is an important technique used by almost every foreign language teacher. The drill derives directly from behaviorist theories of learning. The behaviorist movement in psychology became extremely influential in the 1950's. Mostly its learning theory was based on experimental research on animals (such as rats and pigeons) and is still strongly associated with the theories of Professor B.F. Skinner of Harvard University. [15:24].

The principles behind behaviorist learning theory are relatively simple and correspond to a commonsense view of how we learn to do things. The process of habit formation is developed as follows:

A habit is formed when a correct response to a stimulus is consistently rewarded. The habit therefore is the result of stimulus, correct response and reward occurring together again and again. The more frequently this happens, the stronger the habit becomes. Once the habit is established, the subject (animal or human) will continue to respond correctly to the stimulus, even if the reward is not present. Both reward and punishment can have an effect on habit formation. Both were covered by the term reinforcement: reward- positive- reinforcement, punishment- negative one.

According to Skinner, reward is much more effective than punishment in a teaching situation. He concludes that the students' task should be so arranged that they had a very good chance of getting answer right- of responding correctly (5). In other words, a teaching programmer should be split up into a series of very simple steps. Once the students had succeed in getting one step right, he could go on to the next. For example:

Stage I. Teacher: The door's green. Repeat. (Stimulus)  
Students: The door's green. (Correct response)

Teacher: Good. (Reinforcement: reward)

Stage 2. Teacher: (Pointing to the door) Door. (Stimulus)

Students: The door's green. (Correct response)

Teacher: Good. Table. (Reward- stimulus)

Students: the table's brown. (Correct response)

Teacher: Right. (Reward)

One of the most frequent objections made to drilling is that the students find them boring. So the more variety that can be introduced, the better. There are various kinds of drills: [13:54]

### **1. Simple substitution drill:**

Teacher: They drank champagne. Beer.

Student: They drank beer.

T: coffee.

S: They drank coffee

T: tea

S: They drank tea.

### **2. Mini- dialogue drill:**

T: Are there any bananas?

S: No, they aren't many.

T: Is there any milk?

S: No, there isn't much.

T: Are there any sandwiches?

S: No, there aren't many.

T: Is there any wine?

S: No, there isn't much

### **3. Question drill:**

T: He read "The Times".

S: What did he read?

T: He said "Good morning"

S: What did he say?

T: He saw "Romeo and Juliet"

S: What did he see?

4. Clause combination drill:

T: It may rain. He will stay at home.

S: If it rains, he'll stay at home.

T: It may be sunny. We'll go to the beach

S: If it's sunny, we'll go to the beach.

T: It may snow. They'll go skiing.

S: If it snows, they'll go skiing.

**5. Expansion drill:**

T: They got to the cinema.

S: They go to the cinema.

T: on Sundays

S: They go to the cinema on Sundays.

T: always

S: They always go to the cinema on Sundays

T: nearly.

S: They nearly always go to the cinema on Sundays.

6. Progressive substitution drill:

(In the dark) T: Hugh, where are the stairs?

S: I don't know. I'm looking for them.

T: Bill, where's the ladder?

S: I don't know. Helen's looking for it.

T: Helen, where's the switch?

S: I don't know, John's looking for it.

T: John, where's Bill?

S: I don't know. I'm looking for him.

The main argument in favour of using such pattern practice drills is that it helps the student to acquire fluency in the language by training him to produce language patterns automatically and without conscious effort. It trains him to speak

without pausing to select the right grammatical combinations. There can be no doubt that drilling is a much more interesting way of doing this than working laboriously through written exercises which are of dubious value for helping students actually speak the language. Drilling can be positively beneficial in helping a student to develop his oral ability. One drawback of this approach however is that the drills are mechanical and can be performed by the student without understanding of what is said: the patterns can become virtually meaningless.

***c) Free Practice.***

Teachers of English as a foreign language still face a situation describe by Julia Dobson, “Language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication, but the learners are on the side of drills”. It is as if the students are given the tools but not the chance to use them. Perhaps the biggest problem for the teacher is to bridge the gap between the artificial use of language (drilling) and genuine use outside the classroom. [ 9 : 47].

Free practice is designed to provide the students with an opportunity to put their newly acquired language to use. In completely free practice the teacher initiates the activity, but does not intervene or correct errors: students have to cope by themselves. The teacher talks very little: the students do all the talking. Ideally, the teacher sets up the beginning of the activity but does not control the subject matter; students are free to say whatever they want. The transition from controlled to free practice can be illustrated like this:

**Controlled practice**

**Free practice**

TTT	S. chosen subject matter
T. management	self collection
Error correction	S. self management
T. supplied subject matter	STT

Where TTT—teacher talking time; STT—student talking time

Practice activities are made freer by allowing the student choice of answer. Drill work offers the student only one choice: the “correct response”. Free practice activity offers the student more than one choice or a variety of responses based on student’s opinion, experience or knowledge. Hence the student focuses more on meaning than on form. This step in free practice is called “personalization”. In a sense, the earlier the teacher personalizes an activity, the better. The students stop performing like trained animals in a circus and start saying what they mean. To make the matter clear, let’s have an example.

(Picture drill) *T: John likes collecting stamps. What about Mary?*

*S: She likes listening to records.*

*T: And Sam?*

*S: He likes playing football.*

Personalization stage: *T: (pointing at smb.) Timur likes collecting stamps.*

*Timur: No.*

*T: Oh? Well. He likes playing football.*

*Timur: yes.*

*T: Zulfia, do you like listening to records? (Yes, I do)*

*What about Ahmed?*

*Ahmed: I like cycling. Etc.*

Thus, the students are eventually inquiring about one another’s interests, hobbies, likes and dislikes. When doing personalized practice activities, it is a good idea for the teacher to carry out spot-checks to make sure the students are telling the truth, not simply responding correctly to please the teacher. For example, in the activity above, the question “what’s your favorite record, then?” This makes it clear to the student that the teacher is asking genuine question, not simply carrying out a drill activity. Since “communication” is an essential notion to the whole subject matter of Communicative Approaches, we must clarify how to make drills communicative. Let’s consider the following drill: (Teacher points to the picture)

*T: What color is Tom’s shirt?*

*St .A: Blue. (Teacher prompts: Jane...)*

*What color is Jane's dress?*

*St. B: Red.*

In this drill no communication is taking place, because both St. A and St. B can see the picture. If it could be arranged that St. B can see the picture, while St. A cannot, the activity immediately becomes communicative because St. B is genuinely communicating some information to St. A.

For example: The teacher divides his class into pairs and makes the members of each pair sit side by side, but facing in opposite directions. One of them, St. A, has a picture, while St. B has a blank sheet of paper. St. A should describe his picture to St. B using English only, so that St. B could draw the similar picture. St. B can ask for information. In the end of this activity pictures are compared.

The device used in the activity described above is termed the "information gap": one student knows something that another does not. The essential ingredients of a communicative activity are the element of unpredictability: students do not know how their partners or other students are going to react. This makes the activity closer to real stage.

**A) *Opinion poll* [19]**

For this you need to prepare cards for each students, like the ones below. Each student should have his own card. All students walk around the room talking to each other. When they have finished their poll taking, they should write up the information they have gathered.

Breakfast		Food
You have to find out what the other people in your class usually have for breakfast. You should prepare an interview card which could look like this:		
Name	Food	Drink
Lisa	Ham and eggs	Coffee
Drinks		Food
You have to find to find out which drinks the people in your class like and dislike.		

You should prepare an interview card which could look like this:

Name	Likes	Dislikes
Dina	Tea, milk	Coffee

Similar interactive speaking activity for beginning level classes is “The Route to School”.

### ***B)The Route to School***

The students should complete the information cards asking each other relevant questions.

Name	Starting time	Route	Arrival time	Total time
Anna	7:00	Central market...	7:20	20 minutes

### ***C) Values Clarification*** [15]

This exercise gives your students the opportunity to express their views on different social issues. The students should respond to the statements and give reasons for their responses.

Do you agree or disagree with each of the statements below?

Put a check under the number that indicates how you feel.

+2= strongly agree      +1   +2   0   -1   -2

+1= agree

0= no opinion

-1= disagree

-2= strongly disagree

1. A woman's place is in the home.
2. Children should be spanked if they misbehave.
3. Equality between a husband and wife causes divorce.
4. If my parents disapproved of my choice, I would not marry that person even if we were in love.
5. Married women should not work.... etc.

**D) Trains [22 ]**

The students work in pairs. Student A asks his partner the time of trains' departure, then writes down the information. Student B gives the relevant information. Both students have different lists.

**List A**

Ask your partner the times of trains to these places

<i>Manchester...</i>	<i>Exeter...</i>
<i>Durham...</i>	<i>Cardiff...</i>
<i>Leeds...</i>	<i>Edinburgh...</i>
<i>Liverpool...</i>	<i>Oxford...</i>
<i>Newcastle...</i>	<i>Brighton...</i>

**List B**

Give your partner the information he asks for. They leave at...

<i>Edinburgh-5.35; 7.20; 8.36</i>	<i>Liverpool-14.20; 16.35; 17.07</i>
<i>Leeds-15.25; 16.05; 18.15</i>	<i>Newcastle-9.45; 10.27; 11.08</i>
<i>Oxford-9.47; 10.10; 11.30</i>	<i>Brighton-13.15; 15.20; 19.00</i>
<i>Durham-9.30; 12.15; 14.00</i>	<i>Manchester-10.30; 11.45; 13.15</i>
<i>Cardiff-8.15; 14.50; 21.00</i>	<i>Exeter-10.40; 13.40; 17.30</i>

These exercises reflect an important principle in Communicative language teaching: the principle of getting the student to utilize in some way information way information in the course of an exercise. Such exercises create an information gap so that there can be a more realistic question-and-answer drill. [16 ].

Although linguistics have not found the final answer, directed conversation practice is probably the most reliable route to true communication. Directed conversation practice aims to help the student move from pseudo-communication to communication where he expresses his personal ideas and needs in the context of reality. Directing conversation practice is probably the most demanding of all language teaching activities and one of the most rewarding. The interactive speaking activities involve participation, interaction, fluency and confidence.

1. **Participation.** Conversation practice requires participation of all the students. Very often our students are adjusted to a passive role and unprepared for the active role demanded in conversation practice. The teacher should make his classes fun and introduce speaking activities with issues and topics which are both personal and entertaining.
2. **Interaction.** Interaction can be stimulated if the teacher gives his students the opportunity to talk to each other about what is important to them, the opportunity to speak out and to be heard.
3. **Fluency.** In Communicative Approach, fluency takes some priority over accuracy. Basically, being fluent means being able to keep the language coming. This emphasis on fluency implies error correction policy. Immediate correction of errors may inhibit the student: it is important to encourage the risk takers. The teacher should not interrupt the flow of conversation exchange.
4. **Confidence.** A common comment from people learning a foreign language is "I hate a fool of myself". Students feel foolish because they are not in control and are reduced to a level of needy dependence. The teacher can build up his student's confidence by providing comprehensible input and by not pressuring students to talk before they are ready. The students who are afraid of "loosing face" by making mistakes should be helped to overcome their fears to speak. If the teacher explains that we learn by our mistakes, the shy students may become more willing to join in the conversation.

There is a variety of field tested techniques for stimulating conversation: games, plays and debates.

## **2.2. Conversation elements.**

Conversation can be defined as the informal interchange of thoughts and information by spoken words. The creator of the conversation is one person who imagines how two (or more) people might converse, whereas real conversation always develops from the interaction of at least two people. Novelists, playwrights and dialogue writers may skillfully create conversation in written form, but this

material often lacks some of the characteristics of real conversation. The writer, who invents a conversation usually has a preconceived notion of how it will develop and even how it will end. People engaged in actual conversation, on the other hand, have no idea of which way their conversation will wander, much less of how it will end.

Live conversation is a spontaneous creation and has a dynamism which no writer can duplicate exactly. What the writer presents us with is static, idealized dialogues-sometimes the best expression of human thought when written by a literary genius – but not necessarily real conversation [38:17].

Let's reflect briefly on real conversation between educated native speakers of American English to see those elements of conversation dynamics peculiar to the English language. The following conversation between two educated Americans was recorded on tape and is reproduced here with no changes what so ever. Imperfections aside, there are points to be drawn from this conversation fragment that are pertinent to the subject of helping students converse successfully in English. Let's see the following conversation and analyze the elements between two Americans. This is the conversation of two intelligent educated people.

**Conversation:**

A: Ev.... Everybody has at least one little superstition, don't you think?

B: I think most people have at least one and a lot of people have many.

A: Do you have any?

B: Ph, once in a while I have them.

A: Where....and you teach uh.... folklore and .... superstition? And uh ....

Do you teach the debunking of it or the reasons for?

B: Well, I simply record them, and we talk about them and so on. I have a very large collection of them.

A: What is the most common superstition?

B: Oh, I suppose uh, .... knocking on wood is, among other things, I noticed that uh.... You did it a while ago.

A: Yeah. Where does that come from?

- B: Well, uh.... I don't know exactly where it comes from. But uh.... there's a notion that uh...held in early times that perhaps the wood is tenanted by spirits of one kind or another and that knocking on wood, a sense .... in a sense acknowledges their being and uh.... You propitiate them by recognizing them.
- A: In.... in other words, they .... they'll go away if you say, "you're really there," and we uh....
- B: You have to acknowledge them....
- A: Have to acknowledge spirits?
- B: then you may get their favor.
- A: I just keep hoping nobody will give any more superstitions. Now I didn't know there were spirits in....in the wood still there!
- B: Have you looked pretty hard?

One striking element in the conversation above is the large number of questions, including the attached question "Don't you think". In one instance, speaker A asked two questions in rapid succession: "And you teach folklore and superstition? And do you teach the debunking of it or the reason for...?". In another instance, Speaker A repeated a statement and turned it into a question by raising the voice: " Have to acknowledge spirits?". Clearly, questions-and-answer-play a major role in general conversation dynamics [17:2].

Another aspect of conversation dynamics is the building of one comment on another. Although in this conversation fragment the speaker do not construct a long series of comments, we see two cases in which the speaker makes a statement, then volunteers another one related in some way to the first. For example, Speaker B says, "Well, I simply record them, and we talk about them and so on". Then he adds the comment: "I have a very large collection of them". [15:3].

This is an important phenomenon in the art of conversation. A speaker can make a single comment in response to a comment just completely by his interlocutor, or he can form a series of comments – a short monologue, as it were. In either case, his interlocutor will then respond, during a pause given him by the speaker,

with a comment, comments, or a question of his own.

Sometimes one speaker interrupts another speaker because he anticipates what is about to be said or because he is just too eager to get his own ideas into the conversation. In this conversation, for instance, Speaker A interrupted Speaker B once and vice versa. And occasionally, a speaker will begin one statement and suddenly switch to another. For example, Speaker A begins a statement with “where” and then says, “and you teach folklore and superstition.”

If we examine specific features of the English used in the conversation fragment, we find the following points significant: 1) The speakers use contractions wherever possible (“don’t”, “there’s”, “they’ll”, “you’re” , “didn’t”); 2) So-called “learned” words appear occasionally (“tenanted”, “propitiate”) as does a colloquialism (“debunk” – to expose the false and exaggerated claims of something); 3) Exclamations (“oh”, “well”) occur and the pause form “uh”, which English speakers try to rid themselves of without quite succeeding; 4) A transition expression appears (“in other words”). A listener often signals his intent to introduce a new thought in an old subject or change the subject completely by beginning his statement with a transition expression like: by the way, incidentally, that reminds me, as a matter of fact, in other words, in any case, or well, anyway.

The investigation of the conversation elements showed that the speed at which the speakers were talking may be very quick. For example, the results of one research were the following: the speed of the conversation fragment was one minute and ten seconds. All the words (231) were uttered in 70 seconds or at a rate of 198 words per a minute (3,3 words per a second). If the students learning English as a foreign language want to converse competently in English, obviously they should try to speak at least 100 words per minute and be prepared to understand 160 words to 200 words per minute. This brings us to an important point in our directed conversation sessions. As the conversation leader, you should not slow your speech down or encourage the students to speak very slowly. If you do, they will be unprepared for the normal pace of native speakers beyond the classroom.

In looking at the sample of real conversation between native speakers of

English we see another important aspect of English conversation. The two speakers address each other in “standard informal English” – the form of English that educated speakers use constantly in their daily lives. Linguists delineate three major forms of English: Standard Formal, Standard Informal, and Non-Standard. These are defined as follows: Standard Formal English: the English most often used in diplomatic correspondence, certain literary works, newspapers, business letters, and speeches, and on formal occasions. It is characterized by a large vocabulary containing many “learned” words. Standard Informal English: the English most often used in normal conversations and personal letters. It is often heard on the radio, on television, and in movies. Although spoken in an easy, relaxed manner, it contains relatively few slang words and colloquialisms. Non-Standard English: varieties of English that are limited to certain groups of people. These people may be uneducated speakers, speakers of social dialects, members of an age group such as teen-agers, or members of a vocational group (jazz musicians, etc.). Grammar forms such as *he don't* and *ain't* are in this category, as are slang words and colloquialisms. Because educated native speakers of English function largely in Standard Informal English (with Standard Formal English) used on certain occasions only, students learning English must study and practice this form [18]. Some students feel that unless they know English slang, they will not be able to communicate effectively, so they insist on discussion and practice of slang, during conversation sessions. You should remind them, however, that slang belongs to the category of Non-Standard English, and this is limited to relatively few segments of it. For example, there is no slang and only one colloquialism.

Students should learn common English idioms such as *look forward to*, *by the way*, *a bed of roses*, *go on with*, *learn by heart*, *make an effort*, etc. In fact, idioms are often excellent conversation class material. For example, as you explain an English idiom, you can ask your students how a similar concept is expressed in their language or you can take a set of English idioms such as *spend time is money*, and discuss these in relation to attitudes about time in English and non-English – speaking countries.

Teaching slang and colloquialisms is generally not recommended. Besides being Non-Standard items, they tend to have short life spans. Teaching students as a foreign language is often the combined form of Standard Formal and Standard Informal English which enables learners to move smoothly and comfortably in educated circles, it may be called “Prestige Standard English”. [16:32].

As an example let’s see the situation from the experience of the famous English linguist and methodologist Julia Dobson. When she was teaching English to Turkish military officers in Turkey, her students were invited aboard an American ship in the Izmir harbour. They were eager not only to see the ship but to speak English with the sailors. The next day when she entered the classroom she saw printed across the blackboard, - “Dear teacher, we could not understand your compatriots. Why?”

She explained to the students that they were learning Standard English and not the Non – Standard form used by some of the sailors and they were somewhat mollified. One student admitted, however, that he had corrected a sailor who had said, “The ship don’t go very fast”. The student added sadly, “He didn’t speak to me after that”.

### **2.3. Role plays and small-group discussions.**

Dialogues and improvisations are the forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Several people can interact in a role-playing situation. Plays are especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice and staging of a play. Plays require too much time to work with conveniently in just one class hour. The following procedures are useful for role-playing:

1. The students’ English textbooks sometimes contain fairly long “dialogues” that involve more than two speakers. The teacher can use these as a basis for a skit. Have the students read their assigned role aloud two or three times. Then, have them close their books and follow the general pattern of the material by role-playing in their own words.

2. Think of a situation involving several people – a father, mother, school principal, teacher, and teen-ager, for example. Write on the blackboard a few lines of conversation that these characters might say. Then ask the students to suggest additional lines.

3. Ask each student to think up his own situation involving several people. He should write the situation on a slip of paper as in the example below:

Speakers: Grandfather, grandmother, mother, father, older son, younger son, daughter.

Situation: *The daughter is getting married. Her parents want her to wear the grandmother's fifty-year-old wedding dress, but she wants to wear a new, modern dress. Her brothers are bored by the wedding plans, her father is afraid the wedding will be too expensive, and her mother is too excited to speak calmly about anything.*

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. Sometimes students think role-playing is too childish or embarrassing. Sometimes it is difficult to convince students that role-playing in the language classes is beneficial and entertaining. Role-playing helps overcome the inhibitions of self-consciousness which are underlying obstacles in conversation practice. Through impersonation, the student temporarily divests himself of the responsibility for personal mistakes. As the student improves his ability to converse in English, he (or she) gradually acquires almost a new personality. Thus, role-playing and language learning may be very intimately connected, and role-playing exercises should be given the importance they deserve. The following suggestions may be of help in choosing and working with a given play:

1. Select a short modern play – one that is a simple comedy or family drama.
2. See that each student receives a copy of the play. He can read it and look up any unfamiliar words at home.
3. Discuss the play in class. First make sure that everyone understands the structure and vocabulary. Then, analyze with the students the setting of the play, the characters, the plot, and the author's message.

4. Seat the students in a circle. Assign roles and have them go through the play using what Richard Via calls the “talk-and-listen system” [25:34]. In this system only the person who is going to speak looks at his script. Via describes the procedure as follows, “The speaker looks at the script and reads the line to himself. Then he looks at the appropriate character – the person to whom he is supposed to be speaking – and says as much of that line as he can remember. While he speaks, he must be making eye contact with the other person, and that person must be looking at him, not reading the script. This will develop his comprehension. All the other people in the play should be listening too, rather than reading. When the speaker finishes, then everyone can look to see who speaks next” [25:45].

This method is extremely important, because, as Via points out, “You can’t be a good actor without listening to what the other person is saying and to the way he is talking to you. The same thing is true in conversation”.

5. Don’t ask the students to memorize the play. Use the “talk – and – listen” method instead for learning lines. Although this method may take longer than traditional memorization, in the end the student benefits because he is not just reciting words. He is saying something meaningful to himself and the audience.

6. Encourage the students to speak their lines with feeling. To do this, they must get involved in the situation.

7. Stage the play the students can devote time to the project. If no suitable auditorium is available, the students may produce the play “in the round” out-of-doors. The teacher and students should be prepared to contribute many hours and much effort to the undertaking, but reward will be abundant in both English practice and group spirit. We may recommend the following situations for role-play:

I. In pairs or groups, imagine the telephone conversation between A and B. Think of the extract words they would use. Then, in pairs, take a role each.

A. You have seen the advertisement on the left and are phoning for an application form.

B. You work in the Personnel Department and answer the phone. You not only have to find out the callers’ name and address but also exactly which job the appli-

cation is for and where and when it was advertised [29:19].

II. In groups or pairs, discuss what A and B would probably say in the following situation. Think of the extract words they would probably use and take a role each.

A. You were given a sweater for your birthday. It is too big. You have never worn the sweater. You would like to exchange it. The person who gave it to you has told you the name of the store where it was bought. You have just gone up to the sales assistant in the store. You haven't got the receipt.

B. You are the assistant. You try to be polite and helpful . But when you examine the sweater, you find a stain and a small hole. Also, the store does not normally exchange the goods without a receipt .

### **Small group discussions.**

If there are more than three students it's convenient to schedule small-group discussions from time to time. This is an excellent way to give students opportunities to speak English, especially if the class is a large one. Discussion techniques for use in small groups or "buzz groups" are outlined as follows:

1. Divide the class into small groups of 3 to 6 people each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group , write down these points as they emerge from discussion by group members.

2. Allow the groups to discuss their respective topics for at least 10 minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups' collective thoughts to the entire class.

3. Call on the spokesman of one of the groups. After he gives a short presentation , class members should question him or anyone else in his group on viewpoints expressed.

4. Follow the same procedure with the remaining groups until all groups have given their presentation [23]. The following topics for discussion are recommended:

1. How we can improve our natural environment.
2. Women's role in modern society.

3. What makes a successful marriage.
4. Misunderstandings between the older and younger generations.
5. The role of books (newspapers, magazines, radio, television, movies) in our lives.
6. Goals of developing countries.
7. Qualities of a good language teacher.
8. How to motivate language students.
9. The population explosion.
10. Why sports are popular.

The teacher may give each group a different topic and may sometimes substitute a very short reading selection on a topic of general interest. After group members have read the selection, they can list the main ideas and discuss why they agree or disagree with the view point expressed in the selection. A spokesman can then address the entire class by summarizing the selection and describing the group's reaction to it.

#### **2.4. Dialogues, improvisations and debates.**

A short conversation between two people presented as a language model – the dialogue – often receives top billing in the manipulative phase of language learning. Students spend much time repeating dialogues for pronunciation and memorization practice or for grammar drills on selected lines. But when we come to the dialogue in the communicative phase of language teaching, or specifically, to its role in directed conversation sessions, its glamour seems to wane, and it is quickly retired. The experience of working with dialogues for many years shows that there are several ways to turn dialogues into stepping stones to free communication. The procedures that follow have been tested by experience and can help the student help the students develop fluency in English.

1. After the dialogue to make it conform to the reality surrounding you and your students. Suppose your students already know the following dialogue:

George: Do you have any hobbies?

Ann: Yes, photography and gardening.

George: I don't have any hobbies at all.

Ann: I thought you used to collect stamps.

George: I did. But now that I have two jobs, I don't have time for anything else.

Ann: Speaking of time, I must get to the bank before two o'clock. See you later.

George and Ann, the participants of the above-given dialogue have no reality as individuals to the students and the teacher. The teacher can introduce a measure of reality using the names of the students for the characters in the dialogue. This "alone" will not make the dialogue "real" of course. To bring more reality to the above conversation it is necessary to introduce variations on specific dialogue lines or aspects for question – and – answer practice. Doing this it's necessary to insist that students give an answer consistent with reality. Sample questions might be: What are your hobbies? Do any of your friends collect stamps?

Is his name (indicating a student in the class) George? What is his name?

Do you have to be somewhere by two o'clock?

Did you go to the bank yesterday afternoon? Would you like to have two jobs?

First, the teacher should make up the first group of questions himself. Later he (she) may call on individual students to compose similar questions requiring answers that pertain to their own experience. They can ask questions of one another, or to vary the exercise, a student could ask his question and the teacher would respond with a factual answer. "Reality exercises" such as these, are good start towards free expression.

2. Another procedure is writing the dialogue on the blackboard and have the students suggest one more exchange that would be a logical addition to the conversation. For example, Ann says, "See you later". George could add: "Wait a minute. I'll give you ride". Ann could reply, "That would be a wonderful". As soon as the class has agreed on the exchange, the teacher can add it to the other lines on the blackboard. This kind of exercise challenges the students to express themselves in an imaginative way while remaining within the spirit and general form of the dialogue.

3. The students should paraphrase the lines in the dialogue. This will stimulate them to choose their own words and structures within the framework of the dialogue situation. One way to conduct this exercise is to ask the students to look at the dialogue in their books or on the blackboard. Then ask one student to say something similar to the first line of the dialogue. Have another student respond with something similar to the second line but pertinent to what the first student said. Then go back to the first student and have him say something similar to the third line of the dialogue, and so on until the dialogue is finished. The students' version of the dialogue might go something like this:

A: What are your hobbies?

B: Collecting postcards and sewing.

A: I don't have any hobbies these days.

B: Why not? I thought you used to paint in your spare time.

A: I did, but I don't have time now. I have one job all day and another one in the evenings.

B: Speaking of time, I'm late for my class. See you tomorrow!

4. When the students have become adept at paraphrasing, they make paraphrasing of the dialogue, each taking one of the parts and using the appropriate motions, such as looking at a watch, raising the eyebrows, and so forth. In this way the student's paraphrase of the dialogue becomes a real conversation.

5. For an even closer approximate to free expression, you can outline a situation similar to the one in the dialogue and have two students perform the conversation completely on their own. This kind of exercise is most challenging and therefore is a good test of your students' competence. The exercise might go something like this:

Teacher: Here is the situation. It's quarter to five in the afternoon and Marco and Giulia (two students in the class) are talking about hobbies.

Giulia suddenly remembers that she has to be somewhere by 5 o'clock.

Marco: Did you say that your hobby is gardening?

Giulia: Yes, how about you? Do you have any hobbies?

Marco: I don't have time for hobbies. I have to work at the shop all day and sometimes in the evenings too.

Giulia: That's too bad. Everyone should have some time for relaxation.

Marco: You're right, but we have to take care of a lot of customers these days.

Giulia : Oh, excuse me. I must meet my sister at five, and it's ten to five now. Good bye!

To make this exercise as successful as possible, the teacher should prepare carefully. Work out the situation in your mind and write it down in language the students will readily understand. In order to make the students aware of any errors they may make during their performance, the teacher may record the conversation on a tape recorder. Then, when the conversation is over, he can play it back and correct the errors, working not only with the two students who performed, but with the class as a whole.

6. Prepare the situation, dictate it to the class and announce that each student is to write his own dialogue around this situation as an outside assignment. Correct the papers later on and correct any errors. This kind of exercise gives students practice in creative written expression and allows you to correct papers quickly.

7. Use the dialogue as a departure point for general conversation. For example, the reference to hobbies in the dialogue between George and Ann could open a discussion among your students as to their particular hobbies, why they enjoy them, how much time they spend on them, their friends' hobbies, unusual hobbies, and so on. Only advanced students are able to toss this kind of conversation ball back and forth, but it is precisely the goal we aim at through progressively less controlled language practice. [22:46].

8. Give the students a chance to compose their own dialogues as a group project. We recommend the following common dialogue types.

Type one focuses on a common, everyday situation, such as buying clothes, discussing sports, or going to a movie. It simply shows what people would say when involved in such a situation. For example:

A: Let's play tennis.

B: It's too hot. Besides, my racquet is broken.

A: I can lend you one of mine.

B: Well, all right.

A: If we leave now, we can get a court.

B: O.K. But I don't feel like playing more than one set.

**Type two** revolves around a specific grammar point. For example:

A: How long have you lived in Washington D.C.?

B: Three years. How long have you lived here?

A: Let's see—we moved from New York to Washington in 1952. We've been here since 1952!

B: That's more than twenty years. You've been here for a long time.

**Type three** clarifies the meaning of a specific word or expression. For example:

A: What do you call the powder used in water to make clothes stiff?

B: "Starch".

A: Is there a verb "to starch"?

B: Yes, you can say, "Please don't starch these shirts", for instance.

A: That's what I needed to know. I can't stand starch in my shirts.

**Type four** expresses very strong emotion. For example:

A: Mary, I want to apologize for –

B: Don't bother! I don't want to talk to you!

A: Just a minute. Please listen! I'm sorry I couldn't call you last night.

B: Do you realize I waited three hours for you to call?

A: It won't happen again! I promise you!

B: Well... it better not!

**Type five** collects related vocabulary items. For example:

A: So this is where so much fruit is grown!

B: Yes, the soil and climate are ideal for most fruits.

A: During the fall you have apples, quince, pomegranates.

B: And in the winter there are oranges, lemons, limes, tangerines and grapefruit.

A: I suppose you have cherries, strawberries, plums, peaches, apricots, grapes, and melons in the summer.

B: Yes, but we have no bananas. They grow along the coast where it's really hot.

**Type six** highlights specific cultural features or customs. For example:

A: How was the New Year's Eve party?

B: It was lots of fun. We danced all evening and sang *Auld Lany Syne* just before midnight.

A: Did you blow a paper horn and throw confetti when the clock struck twelve?

B: Yes, everybody did. Then we went on dancing until 3 A.M.

After each pair of students has decided on how they will construct their dialogue, they should write it down on a piece of paper. Then they should bring it to you for correction.

9. Occasionally, students learning English may want to stage a "show" for friends based on dialogues. This is a good project for a conversation group and can be done at all proficiency levels. At more advanced levels, the students can design their own dialogue themes and rehearse the conversations. [27:14].

A variation of this method could be the use of partial masks, a technique which has been successfully employed to help people overcome stuttering.

### **Improvisations.**

The technique known as "improvisation" was borrowed from the field drama. The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. Drama students learn how to polish their acting abilities in improvisations. English students working with improvisations use the language in an inventive and entertaining form.

Improvisations demand a high degree of language proficiency and imagination, they should only be used with relatively advanced-level English students. Here is

an example of a setting for improvisation:

*You are walking down the hall in an office building. A girl ahead of you drops a paper but does not realize it is missing. You pick the paper up and give it to her. As she thanks you, you suddenly realize that she was a classmate of yours several years ago.*

The situation is clearly stated, easy to act out, and has a dramatic story twist. When students are fairly fluent in English, they should be able to create a plausible conversation around this situation, complete with appropriate facial expressions and gestures. This kind of conversation exercise is fun for the participants and entertains the rest of the class who serve as the audience. When working with improvisations, you will want to have a large supply of hypothetical situations on hand—situations which are simply stated and challenging to the students' creativity. The following list of situations is suggested by Julia M. Dobson, they are suitable for use in classrooms or conversation clubs. All English teachers can select the ones they think students would most enjoy acting out.

#### **Situations for improvisations.**

1. You are at home alone. Suddenly the telephone rings. You pick up the receiver and hear a strange voice on the other end of the line.
2. Your friend asks you to return a book that you borrowed from several months ago. At first you cannot remember what you did with it. Then you explain why you kept the book for such a long time.
3. At the theatre you discover that another person is sitting in your seat. You talk to him, explaining that he is in the wrong seat.
4. You visit a friend's home. After sneezing several times, you realize that you are allergic to your friend's cat.
5. You are walking downtown with a friend. Suddenly you remember that you left some meat cooking on the stove at home.
6. You are awakened in the middle of the night by a long noise outside the window. You look out of the window and see a strange man standing there singing. You ask him to stop but he refuses.

7. One day you get up early and go downstairs. There to your surprise, is a stranger sleeping on the sofa. You wake your mother up and ask her who the stranger is.

8. You are so busy that you cannot get all of your work done. Your boss calls you into his office and asks you why you have not finished a certain project.

9. It is a midnight. You are walking home. Suddenly you see a shadow in front of you. You hear a voice telling you to stop.

10. You are a teacher. When you walk into the classroom you see that one student is crying at his desk. You ask him why he is so upset.

11. You get off a train in a strange country. You find a person who speaks a little English and ask him how to get to a certain address.

After speaking with him for some time. You understand how to get where you want to go.

12. Your house has been robbed. You call the police. When the policeman comes, he asks you a number of questions.

Working with improvisations, the following sequence is suggested:

1) Explain the general idea of improvisations to the class; 2) Ask each student to write in English three situations which can be used for improvisations. The student should write each situation on a separate slip of paper. Be sure that the student creates a situation involving two speakers only. The student should simply describe the situation - not write the conversation that would ensue; 3) Collect the slips of paper. After class read over the situations and correct the English where necessary. Choose the situations which are the most suitable. Although the students may want to have time to prepare for the improvisation, the teacher should explain the benefits of working out the conversation in a spontaneous manner in front of the class, with no rehearsal or fixed dialogue line. Once the two students begin the improvisation, they will probably be surprised how well the conversation turns out. Even though a few pronunciation and grammar errors may occur, the conversation will most likely be coherent and entertaining, with appropriate sentiments and gestures. The performers will naturally reach a logical stopping point or possibly exhaust all conversation potential. At this point the teacher can ask class members if

they think the conversation was natural, what they would have done in a similar situation, or other questions to induce the students to evaluate the total performance. The teacher should not interrupt or correct a student when he is actually involved in the improvisation.

Through frequent use of improvisations, students will soon be able to create more meaningful, natural conversation in English. This device is also excellent in helping students get over their shyness in speaking a foreign language, besides providing rewarding communication activity for speakers and onlookers alike.

you.

### **Debates.**

If the students have reached the advanced level in English, they may enjoy participating in debates, for it is an excellent way to give students opportunities to speak English.

EFL students will speak more fluently during a debate if they can represent their true feelings on an issue. In choosing a debate topic for English conversation groups the teacher should find a subject that has elements of controversy.

For example: a) Old traditions prevent progress

b) Money is the most important thing in life.

c) Men should help their wives with housework.

d) It is better to marry for love than for money. etc.

Here are some suggestions about how to make debates more satisfying:

-describe the debate topic; ask which students would like to be “Pro” or “Con”, and divide the class into two groups;

-allow the students sufficient time to prepare their arguments; they can speak from notes but they shouldn't read their presentation

-appoint one member on each team as the “captain”: the captain will give his presentation first and summarize the team's views at the end.

For example, the teacher can prepare such sample cards:

<b>Children over ten should earn their pocket money themselves</b>	
<i>Pro</i>	<i>Co</i>
Yes, they will learn appreciate money and labour.	No, “all in good time”: children should study and get education.
<b>A wife and husband should have equal rights in a family</b>	
<i>Pro</i>	<i>Co</i>
Yes, equal rights and responsibilities make a family firm	No, a family needs a leader, equality cause divorces.

### **2.5. Field trips and games.**

Field trips afford excellent practice in English. The teacher can take students to a museum , theatre, night club, concert, restaurant, carnival, zoo and the like, with the group speaking only English during the trip. Picnics, hikes, tours to local tourists attractions – even trips involving more than one day are other possibilities. After the trip is over or at a later date, the English teacher should use the experiences on the trip as a subject of conversation through questions and answers, summaries, etc.

As Mary Finocchiaro points out in her book “ Teaching English as a second language”, a trip can be a source of conversation practice even before it begins [21: 105]. The teacher can discuss with his students where they would like to go, social behavior on the trip, safety measures, and so forth. He can also plan with his group the expenditures for fare, meals, and admission fees; the time for departure and arrival, meeting places, the route to be taken. The teacher might arrange in advance for one team to visit a factory, another team to visit a museum, another to visit a beauty shop, and another a grocery shop. One member of the team should ask the appropriate person questions about the place where he is working, while the other member takes notes on the questions and answers. At some later date the team re-

ports on their trip to the conversation group as a whole. Other group members can ask the team questions after the report is finished.

The students of the English Department of Nukus State Pedagogical Institute have some experience in arranging field - trips. They had a chance to practice their English going on the excursions to the historical places in the town Khodjeily. The Institute students visited many places of interest of our republic: the historical places – mausoleums, mosques, Mizdakh and Nazlimkhan-Sulu in Khodjeily town, in Khiva, the Museum of Arts, the Berdakh Museum and other places of interest.

### **Games.**

Language games can add fun and variety to conversation sessions if the participants are fond of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. The change of pace from the serious to the lighthearted is particularly welcome, although language games can fit into any directed conversation programme quite well.

Some teachers feel that are more appropriate in the manipulative phase than in the communicative phase of language learning.[41,42]. Most teachers, however, find language games valuable in both phases. In the manipulative phase, a game is wonderful way to break the routine of classroom drill by providing relaxation while remaining within the framework of language learning. In the communicative phase, a game can be stimulating and entertaining. For instance, if the group has just finished the game in which players indicate whether a statement is true or false by running to chairs labeled. “True” and “False”, the teacher may then ask questions about what happened during the game: Who was the first player? Who knocked the chair by accident? What was the first true statement in the game? How many points did Team II score? etc. For maximum benefit from a language game in either phase, the teacher should select only the best from the hundreds of language games available. A good game:

- 1) requires little or no advance preparation;
- 2) is easy to play and yet provides the students with an intellectual challenge;

3) is short enough to occupy a convenient space in the conversation programme;  
 4) entertains the students but does not cause the group to get out of control; and  
 5) requires no time-consuming correction of written responses afterward. Many experienced teachers and methodologists give the following suggestions designed to insure the greatest success with any of the selected games:

1. Make thorough preparations for the game. Read the rules to yourself several times so that you have a good understanding of how it is played. Gather materials for the games that require special equipment.
2. Before introducing a game to a class, ask the students if they think they would enjoy this kind of activity.
3. Choose a game that allows as many students as possible to participate. If the class is large, a number of students will sit as the audience during some games. In small classes, you should make sure that every student has an active role in every game.
4. Give the directions to the game very clearly, making sure that everyone understands exactly how to play.
5. Direct the game yourself. Always stand in front of the class, so that all students can see you while you act as the leader or referee.
6. Keep the game well under control. Establish a pleasant but firm tone, and the students will be able to enjoy the game and learn in the process.
7. In team games, try to have in each team an equal number of more proficient students and less-proficient students. This will balance the teams and prevent embarrassment on the part of weaker students. It is also makes the contest more exciting.
10. Always stop playing a game before the students are ready to quit. In other words, never play a game so long that it begins to bore the participants. Similarly, don't play one game too often, since this will cause it to lose its novelty. Here are some popular games, which may be used at the English lessons.

### **1. True and False**

For this lively game you should set two chairs close to each other in front of the class and label on chair "True" and the other chair "False" . Then divide the

students into two teams of equal size and have members stand one behind the other on opposite sides of the room. Explain that you are going to make a statement which may or may not be true, such as “John is absent today”, “It was cloudy this morning” (when it’s sunny) or “ Mary is wearing a red dress” (when she is wearing a blue one). As soon as you have completed the statement, a member of Team I and member of Team II standing at the head of their team lines should quickly decide if the statement is true or false and run to the appropriate chair. The first person who sits down squarely on the right chair scores a point for his team. The game continues in this fashion until everyone has had a chance to play or until the team limit, agreed upon in advance, has been reached.

## **2. Guess the object.**

This is an excellent guessing game in which one person chooses a visible object in the room and the other students try to guess what it is by asking questions. Suppose, for instance, that the teacher begins the game by mentally selecting a blue blazer that one of the students is wearing. Each student can ask one question about it. The game might go like this:

*Student A* Is it as large as the map on the wall?

*Teacher:* No, it isn't.

*St. B:* Is it made of metal or wood?

*T:* Neither. It is made of cloth.

*St.C:* Does it belong to a student?

*T:* Yes.

*St.D:* what color is it?

*T:* It is blue

*St.E:* Is it Maria's blue blazer?

*T:* yes, it is. You've won the game.

At this point student E comes to the front of the room and tally selects a new visible object for the next game.

## **3. Cross Questions and Crooked Answers.**

The teacher divides his class into two teams of equal number. Then he writes the following on the blackboard:

*Team I*

*What would you do if....?*

*Team II*

*I would....*

Then he gives everyone a slip of paper and explains that each person on Team I must write an imaginative question beginning with “what would you do if ...?” (For example; you saw a tiger in the street?); and each person on Team II must write an imaginative sentence beginning “I would....” (For example: I would dance for hours.)

When everyone has finished writing the sentences, questions and answer are collected in the boxes. The teacher draws and reads first a question and then an answer. The fun comes from the fact that the questions and answers are so utterly and ridiculously unrelated. For example: “What would you do if you won a car in a lottery”—“I would tell a joke.”

#### **4. Fast Thinking.**

The teacher should draw each letter of the alphabet on a piece of heavy paper (20x30). The cards must be large enough to be clearly visible to students in the back of the room. Then the teacher divides his class into group of equal number. Captains of each group score points that their teams win. The teacher holds up one card at a time with the letter facing the groups, and calls out the name of a part of speech: noun, adjective, verb, etc. [38].

The first person who shouts a word beginning with the letter on the card in the stated category wins the point for his team. For instance, if the teacher holds up a card with the letter “B” and calls out “Adjective”, perhaps someone will quickly shout “Beautiful” and will win a point. Sometimes several players may call out a word almost simultaneously. The teacher will have to establish who was the first. When the game reaches the end of the time limit, the team holding the most points is declared winner.

#### **5. Category Bingo**

For this game the teacher should prepare lists of words in various categories: Animals, Vegetables, Countries, Sports, Flowers, Furniture and so on. Each category must consist of more than 16 entries [7].

The teacher asks his students to draw 16 squares on a piece of paper. Then he chooses one of the categories—Fruits, for example, and tells each student to fill in the squares with the names of different fruit, working as rapidly as he can. A student’s paper might look like this:

<b>Orange</b>	<b>Lemon</b>	<b>Banana</b>	<b>Pineapple</b>
<b>Apple</b>	<b>Pear</b>	<b>Lime</b>	<b>Tangerine</b>
<b>Peach</b>	<b>Plum</b>	<b>Grape</b>	<b>Grapefruit</b>
<b>Cherry</b>	<b>Apricot</b>	<b>Prune</b>	<b>Quince</b>

If the teacher calls out a word from his list that appears on the student’s paper, he should draw a line through the word. As soon as a student has four words crossed out in a line going up and down, across or diagonally, he shouts “Bingo”. If everything is correct, he is declared the winner of that game.

If the students have a limited vocabulary, the teacher can write all of the items of categories on the blackboard, then he can explain the meaning of each word.

### **6. Story-telling.**

This is a game that calls on the imaginative talents of each class member in composing a portion of an entertaining story. You will begin the story with the phase “Once upon a time there was...” and complete the sentence any way you wish. Then you can have a class member supply the second sentence to the story –

a line that is logical addition to the first one. Call on someone else to give the third line, etc. until everyone has had a chance to contribute to the story.

### **7. I love my love.**

Divide class members into two teams of equal size and explain that you will choose a letter from the alphabet – for instance, the letter “S” . Each team member must think of an adjective beginning with this letter to fit in the following line:

I love my love with the letter (“S”) because he (she) is so (adjective). You call on the first person from Team A to give his rendition, then the first person from Team B to give his, and so on down the line. If a team member repeats an adjective that someone else has used or if he cannot think of an adjective at all, he is eliminated from the game. A sample game might do like this:

Teacher “S”. Team I

Student: “I love my love with an “S” because she is so sweet.”

Team II. Student A: “I love my love with an “S” because she is so shy”.

Team I. Student B: “ I love my love with an “S” because shy is so slander”.

Team II. Student B: “I love my love with an “S” because he is so strong”.

Team I. Student C: “I love my love with an “S” Because she is so sweet”.

Since the adjective “sweet” was already used by the first member of Team I, the third Team I member is eliminated. You then continue the game by selecting another letter for the teams to content with. Students are especially fond of this game since the adjectives chosen often cause much merriment.

### **8. Definitions.**

This is a good game for students who have a wide English vocabulary.

You, as the leader, select a word that has several rhyming counterparts – the word “man” , for example. You announce “I’m thinking a word that rhymes with ran”. It is up to the students to guess the word you have in mind. When he thinks of a possible word , he asks you a question. For example, he might say (thinking of the word “pan”) “It is something you cook in?” You would answer , “No , it is not a pan,” having deduced the word from the definition. Here is the way an actual game might go:

Leader: I'm thinking of a word that rhymes with shoe.

St. A: Is it opposite of "old"?

Leader: No, it's not "new".

St. B: Is it the color of the sky?

Leader: No, it's not blue.

### **9. What would you do if...?**

This is such an amusing game that your class will probably want to play it often. Begin the game by dividing the class into two teams of equal number. Designate one as Team I and the other as Team II. Then, write the following on the blackboard:

#### **Team I**

What would you do if... ?

#### **Team II**

I would ...

Now give everyone on Team I a slip of paper and explain that each person on the team must write an imaginative question beginning with "What would you do if you saw a tiger in the street?". Someone else might write: "What would you do if you won a car in a lottery?", etc. As Team I carries out these directions, give everyone on Team II a piece of paper. Explain that each member of this team must write an imaginative sentence beginning "I would...". When everyone has finished writing his assigned sentences, collect all Team I's questions in one box and all Team II's answers in another. You can now draw and read first a question and then an answer.

Games play a great role in teaching English. Their role of games at the beginning level for pre-school and first-form pupils at the secondary schools has been underlined in the Decree of the President of the Republic of Uzbekistan on December 10, 2012. The choice of games depends on the English teacher, who must take into account the level of the students.

**CHAPTER III.**  
**COMMUNICATIVE METHOD IN TEACHING LISTENING**  
**AND READING**

**3.1. Teaching listening**

In this part we discuss the role of listening in language learning. It focuses on the need for exposure to the spoken language and for “meaningful» real life interaction between listener and speaker. The possible resources for teaching listening comprehension are: the teacher, speakers of English and tapes.

“The reason why we have two ears and only one mouth is so that we may listen more and talk less”. This quotation from Diogenes reflects the main idea of teaching listening. All conversation is composed of two activities; speaking and listening. Listening is far from a “passive” activity: it is actually hard work—especially in a foreign language. The teacher should emphasize the importance of listening and encourage his student’s develop their listening skills.

Without actually having been taught to listen a student may be able to express his ideas orally, but he will never be able to communicate with speakers of English if he is unable to understand what is said to him. Often students arriving in England find the listening skill the most difficult, yet in a lot of cases it is not actually taught; because it is a passive skill, many teachers seem to assume that it is quite easy. However, as listening is the most varied medium, over which the student has no control, it would seem logical that it should be actually taught along with speaking. Two main principles underline Communicative Approach to teaching listening: exposure to the language and meaningful real life messages.

**1. Exposure to the language.**

The concept of listening in the early stages of language learning is central for Communicative Approach: learners are allowed large blocks of time to listen before they are asked to speak. Learners’ brains are allowed to assimilate, store and process aural information without being aware of its content.

Listening to the foreign language for long period of time lets the learners brains to classify and recognize units of sounds as individual words with the learners

hardly realizing it. One of the useful techniques that can help the students discriminate between sounds is Phonetic Bingo: the students have cards with a list of words; the teacher reads out the words and the students cover the appropriate ones.

For example: “Mini-bingo” for the vowels

<i>Cap</i>	<i>cup</i>	<i>cart</i>
<i>Hat</i>	<i>hut</i>	<i>heart</i>
<i>Bag</i>	<i>bug</i>	<i>bark</i>
<i>Match</i>	-	<i>march</i>
<i>Lamp</i>	<i>lump</i>	-

Such activities on the initial stage of teaching listening help students concentrate on specific problem areas and may be adapted to any sounds.

Exercise designed to practice listening nearly always involve the other skills as well: students respond in writing, the teacher asks questions and students respond orally. However, teaching beginning level students we should avoid language skills that have not been mastered yet, such as reading writing and even speaking. The teacher can use limited-response exercise: “yes-no” or “true-false”.

For example, showing a picture to the students the teacher asks them questions which require yes-no, true-false answers. One more interesting activity is “who is who” for advance students where they have to identify a person on the picture according to the teacher’s description.

Spoken language is not understood in isolation. The listener is actively involved in the communication process. In the real world, people usually have a purpose in listening to something, for example: the bus conductor wants a fare, so, it is particularly important to give students a reason for listening. This could be done by setting a pre-question which is called “Listening Preparation” and is aimed to stimulate the students’ interest, to make the purpose of the listening clear.

Listening Preparation progresses through the following steps; (as an example we take here a story “What is a lie?” from “Success at First Certificate” OUP, 1993.) [30]

1. Giving an overview.

*“This story is about Jerald Jellison’s study of lying. He conducted this scientific research at the University of California. He tried to answer the questions: what exactly is a lie?*

*Who lies more: a man or a woman?*

2. Adding some guiding questions.

*“What is a “white” lie? Why do people lie? What is a “serious” lie? How do people behave when lying?”*

3. Preview of the vocabulary items and key phrases which will come up in the story. *“Lie- untrue;*

*Borrow money from a person, promising to give them back; be short of money- have no money; debt- amount of money taken by a person, which he has not returned yet”.*

4. Making the post- listening task clear.

*“After telling the story, I am going to ask you about what is a “White” and “serious” lie, about who tells more serious lies, and about people’s behaviour changes when they lie ”.*

Unfortunately, many listening exercises in the classroom do not possess the reality of meaningful messages. The give and take of real life communication is removed from exercises in which students are asked to “listen and repeat”. In order to promote listening for meaningful messages, the teacher will need to include a number of real life features when developing the listening activities.

For example, the teacher could develop an exercise called “Detecting mistakes”, in which he tells a short story with informational mistakes [2: 65]. The students are required to listen to the story and to raise their hands if they hear a mistake. All listening comprehension exercises can be divided into: extensive listening exercises (whole- message listening) and intensive listening exercises (listening for specific details).

## **1. Extensive Listening**

Often the students are not used to listening for complete messages in English; they listen for words in isolation and stop listening if they do not understand each and every word. With extensive listening, the students are not reinforcing the structure or practicing grammar; the goal is to concentrate on the main points and listen globally to the whole message.

Listening preparation, pictures and other background clues will provide a framework and help the students to listen for the main ideas, not to be distracted by details, and make intelligent guesses about the topic. Guessing games are a good way to foster risk taking and intelligent guessing. The exercise “Describing an Object” for beginners has simple steps. The teacher describes an object which is in the room and asks his students to raise their hands if they know what the teacher is telling about.

For example: “It is brown, square like a box. It is made of leather, is used for carrying books and papers. It belongs to the teacher. What is that?” (Paper bag). This exercise can be adapted for intermediate or advanced students and used for reviewing vocabulary.

## **2. Intensive Listening**

Intensive listening exercise focus on detailed comprehension of meaning. It complements the whole message listening. The emphasis in the following exercise is on carefully detailed listening. [ 22:32 ]. The teacher provides each student with a worksheet and asks his students to follow carefully and fill in the blank spaces in the chart as they listen. The teacher says: “I am going to talk about sources of vitamins and the diseases which can result from not having enough vitamins. First of all, for Vitamin A you need eggs, dairy foods, except butter, liver and vegetable oil. If you do not get enough Vitamin A in your diet, you could suffer from night blindness. The next is Vitamin B. And you will find it in yeast, which we use to make bread and beer, in meat and in cereals, but polished rice has lost its V.B. And if you do not get enough V.B. to eat you could find yourselves suffering from beri-beri. Scurvy is caused by a lack of Vitamin C. Vegetables; fruit (especially cit-

ruses- limes, oranges, grapefruit and lemons) are the richest in V.C.” Student’s worksheet could look like this:

Vitamin	Source of Vitamin	Disease
A	Eggs, dairy food (except butter), liver, vegetable, oil.	Night blindness
B	Yeast (beer and bread), meat, cereals (except polished rice).	Beri beri
C	Vegetables, citrus fruits	Scurvy

### **Resources for listening comprehension**

Students have access to three main resources for practicing listening comprehension: the teacher, the other speakers of English and tapes.

1. The teacher is the most important resource and he should monitor his vocabulary choice, sentence structure, speed and volume of voice. Brenda Bowman and Barbara Robson, in their book “TEFL/ TESL”, give some practical guidelines for the classroom teacher:

- A) Your vocabulary choice should be appropriate, do not choose words which are too abstract or slangy;
- B) Allow your redundancies, but as a general rule of thumb keep to straightforward structures;
- C) Use gestures and dramatization to catch your students’ attention.

Every teacher has to be prepared to talk a lot to his class and provide plenty to listen to. Problems and difficulties which learners face in their learning process can create stress. A good teacher can relieve his students of the stress and boredom, that often blocks learning, by talking about himself and his family so that to create warm and friendly atmosphere. The teacher should provide the topics that are both entertaining and beneficial, and thus sense of anticipation in order to prepare for using the language in the real world.

2. Another source of listening comprehension is other speakers of English. They can help in several ways. First, they will give the students the chance to hear other accents. Second, they will give the students by talking about interesting topics. Third, listening to someone else will give them the opportunity to expand their listening skills. It will develop their confidence and help reduce their dependence on the teacher.

3. The third source for listening comprehension is tapes. In real life situations listeners can usually see the person or people speaking, and the visual clues, such as facial expressions and gestures, help the listeners understand what is being said, and such visual clues therefore are very important for meaningful communication. Moreover, the teacher has a constant and unvarying model and can focus attention on any point of discussion.

Another activity is “Jigsaw listening”. For this the teacher will need more than one tape, usually three. The class is split up into three groups and each group listens to their tape and extracts relevant information. The groups then exchange the information they have found out. The groups can be given different parts of the same story, but do they not discover the whole story until they have exchanged information. Jigsaw listening is an excellent way of integrating the skills.

Particular attention should be paid to authentic listening material. Our aim in doing listening comprehension is to train students to understand normal spoken English, so it would seem more sensible to use authentic material rather than trying to write out our own dialogues which are never quite the same as natural speech. The teacher can play extracts from different types of radio programmes to the students, who have to identify what types of radio programme (news, sports, commentary) they are listening to. The students can be asked to identify the main items, or can try to guess where the conversations are taking place. Authentic materials are also important as a motivating device. Students get real satisfaction from having made some sense out of real life language.

If teachers can show students how easy it is to understand something from authentic material rather than how difficult it is to understand everything, then stu-

dents are more likely to want to understand more. Summarizing this part of the work we can say that in developing the students listening skills the teacher should:

- provide a good listening environment;
- allow for exposure to the language, provide plenty to listen to, be prepared to talk much to his class, choose subjects that interest students;
- provide the real life meaningful messages which involve the students in meaningful communication in English;
- use special exercises which provide interesting content and offer visual support.

### **3.2. Teaching Reading**

This part of the work deals with a reasonable range of techniques for exploiting the text, teaching vocabulary and the types of reading activities. Reading is the one of the most important basic language skills as we get used to depend on the written word in our everyday life as a means of obtaining information. In recent years, language teaching methodologists have gained a greater appreciation of the nature of the reading skill. They have come to understand that reading is not a single monolithic skill. It is a behavior which is made up of a large number of component skills. These range from such foundational skill as the ability to recognize the letters of the alphabet to quite sophisticated skills such as skimming a piece of writing to gain a general idea of its content. Methodologists have also come to believe that the type of reading done in the language classroom should reflect the many uses to which reading is put in real life: you use reading not only for study purposes but also newspapers, instruction manuals and the labels on the products you buy in the supermarket.

The students will feel more motivated to read and to practice their developing reading skills on their own if the teacher can demonstrate to them that reading is not just a classroom exercise. The most convincing way to do this is to use example from a wide range of print media: announcements, labels, instructions, timetables, maps and so on. An added advantage of such everyday materials is that they may be used for oral communication exercises as well as for the teaching of read-

ing It is very common to use narrative and expressive literature for teaching of extended reading. However, these types of text may be beyond the reach of the students. Frustrated by having to thumb the dictionary for every unfamiliar word, some students may simply give it up. The teacher's goal here is to provide more enjoyable reading experiences for his students. One way to motivate the students to develop their reading skills is to use texts which the students construct themselves, as is done in the Language Experience Approach (LEA) to the teaching of reading. Because the students generate the reading selection they control the difficulty of the content. An additional bonus is that reading lesson develops naturally from oral language activities. Carol Dixon and Denise Nessel in "Language Experience Approach to Reading (and Writing)" explain the LEA and present detailed plans for its use with students of various levels of reading proficiency. [ 23:68 ]

1. You and your students discuss an experience which all of them share: a class field trip or some school events. The oral discussion generates ideas and ensures that students have the vocabulary and grammar which they need for the creation of the reading material.
2. After the discussion, ask your students to help you to write the story down. As they collaborate in dictating the sentences of their story, you write what they say on the blackboard.
3. After the last sentence has been dictated, read the entire selection aloud to the students and have the students take turn reading aloud.
4. Ask follow-up questions which assess whether the students understand the content. Do not go after small details. Look for comprehension of the main ideas and ability to follow the sequence of events.
5. Make a copy of the story for later use.

As the reading ability of the students improves, they are ready for less sheltered reading experiences. Although different reading tasks require different ap-

proaches for all types of reading selections (text created by the LEA, short narratives, academic essays) the teacher can use question techniques as pre- reading and post- reading activities. The teacher should be able to arouse students' interest, direct their attention to the main ideas, and check their comprehension of a text by asking them suitably graded questions: global and specific.

Global questions check whether the students have understood an idea which is central to the whole text. Usually students have to read most of a text to be able to answer a global question. Specific questions focus on some points of detail. Students can usually find the answer to specific questions from just one sentence purpose. Asking comprehension questions may even be disguised as a game by writing each question on a piece of card and distributing these cards among the students. When a student has finished answering the question on his piece of card, he then exchanges his card with another student. The first person to have answered all the questions is the winner.

A more thorough way of checking comprehension is to use true or false statements. The teacher gives the class a statement and the class then has to say whether the statement is true or false. It is easy to involve the entire class by asking them to put up their right hands for true and their left hands for false. In this way the teacher is able to check comprehension at a glance.

So far, we have dealt only with intensive reading, which consisted of the students' working through a relatively short passage under the teacher's supervision, and examining it in detail. In intensive reading the student is reading in quantity, without bothering to check every known word or structure. The teacher's main purpose should be to train the students to read fluently in English for their own enjoyment and without the aid of a teacher. Extensive reading should play an important part in the language learning process: it is an activity that can be carried out by the student on his own, outside the classroom.

As extensive reading is reading for pleasure on topics that interest the student, it increases his motivation and gives him more positive attitude towards the target language. It may also be the only opportunity the student has to increase his

reading speed. The fact that the students understand the lexical item is no guarantee that they are going to be able to use it. The teacher's responsibility is to provide his students with adequate practice in using the new words. This can be done through word games or puzzles. Here are some examples. [24:21]

a) Each student choose a letter of the alphabet and fills in the following text with words beginning with that letter: I know a (adjective) man whose name is (man's name). He lives in (country). He is a (job). He likes (verb) ing. He eats (food) and he drinks (drink). He has a (animal).

A completed example could look like this:

I know *a smart* man whose name is Stephen. He lives in *Spain*. He is a *sailor*. He likes *singing*. Te eats *sandwiches* and drinks *Scotch*.. He has *a snake*.

b) "Word bingo". Each student has a card with ten words on it that the teacher wants to practice. The teacher reads out definitions of the words and if the student has the word on his card, he covers it up. The first student to have covered up all his words is the winner.

c) Another way of activating the students' vocabulary is to give them a word e.g. "home" and then give them one minute to write down all the words they can think of which are connected. Any unusual association need to be explained by the students. The students can then write a text including all the words they have listed. By pre - teaching the vocabulary, the teacher makes sure the students have no problems with the new words and he can concentrate on whatever his main aim in doing the text may be. The students' attention will not be distracted by different vocabulary. Furthermore, the teacher may be depriving his students of the opportunity of acquiring the useful skill of inferring the meaning of words from the context. The students will get a great deal of satisfaction from working out the meaning for them. Reading plays a great role in the learning and the use of language. Reading of everyday print messages serves to motivate students to develop their reading skills. In extended reading students must learn to cope with problems of unfamiliar vocabulary.

## CONCLUSION

In their English Language Teaching experience, the teachers all too often find that our textbooks provide very few ideas for interesting, meaningful language practice. There are usually “grammatical” exercises that are for the most part based on uninteresting manipulation of forms. So, in this work we tried to select a number of good ideas and activities that contemporary Communicative Language Teaching suggests, and that we have found to be the most effective.

Despite our focusing on Communicative Teaching, we think that every teacher should bear in mind that there is no certain “recipe” except any idea on trust. He must take his own contribution by critically examining each new technique that is suggested by having the courage to voice his criticism. Moreover, he must experiment with each new technique and develop some of his own. The teacher who settles for a certain repertoire of techniques and does not continually strive to expand it, will find his teaching and lose enthusiasm for learning.

“Teaching and learning languages,” as Palmer says, “have a beginning but no end.” So it should be regarded as a never-ending experiment for both teacher and students, with both parties intensely interested in the outcome.

There is one basic principle that underlines any successful method: a teacher in a class is a human among humans. No sophisticated techniques, nor libraries of books on methodology, will help the teacher who fails to understand that students do have problems learning languages and that it is his responsibility to try to solve these problems. Only by mentally putting himself in their place will he achieve insight into his own effectiveness as a teacher, and will find that he has generated the right kind of atmosphere for happy and productive language learning.

In the present Qualification Thesis we gave a brief review of different methods and approaches which have been used at various times. All existing methods may be divided into : 1) Traditional Language teaching consisting of the Grammar-Translation, Direct and Audio-Lingual Methods; 2) Communicative Language Teaching ; 3) Innovative Language Teaching (Silent way, Suggestope-

dia) The Grammar-Translation Method was commonly used in Europe and for a long time it was assumed that it was the only way languages should be taught. The main focus is made on reading and writing with little attention being given to speaking and listening. The Direct Method developed in the XIX century. Much attention was paid to such language skill as speaking. The Direct Method insisted on thinking and communicating directly in the target language and didn't allow translation. The Audio-Lingual Method was a further development of the Direct Method. The method consists of presenting an oral model to the students on tape or in the teacher's voice and carrying out a series of pattern drills based on the model. In the late 1960-s there was a shift from the Audio-Lingual method to Communicative language teaching. In the Communicative method the emphasis is placed on using the target language to accomplish a function such as complaining, advising or asking for information. Attention is also paid to the social context in which this function takes place. The distinguishing features of this method are:

- presentation of the material is given from practice to theory;
- much attention is paid to teaching speaking;
- all four language skills are taught from the beginning: speaking, listening, reading and writing.

Communicative Language teaching appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. It refers to a diverse set of principles that reflect a communicative view of language and language learning that can be used to support a wide variety of classroom procedures. These principles include:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

Since its inception Communicative Language Teaching has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching/learning process. In its first phase, a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposals for the organization of syllabuses in terms of notions and functions rather than grammatical structures (Wilkins). In the second phase, Communicative Language Teaching focused on procedures for identifying learners' needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. In its third phase, Communicative Language Teaching focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task-work, information-gap and other activities.

Johnson and Johnson identify five core characteristics that underlie current applications of communicative methodology: 1) appropriateness (language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication); 2) message focus (learners need to be able to create and understand messages, that is, real meanings); 3) psycholinguistic processing (CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition); 4) risk taking (learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies); 5) free practice (Communicative Language Teaching encourages the use of "holistic practice" involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time).

There are the following stages in teaching speaking using the Communicative Method: 1) presentation of the material; 2) controlled practice ; 3) free practice.

The Communicative Method will challenge the teacher's creativity to set up situations in which students can demonstrate their competency in the four language skills. Group work is basic to this demonstration.

In developing the students' listening skills the teacher should: provide a good listening environment, allow for exposure to the language, provide plenty of material to listen to, be prepared to talk much to his class, choose subjects that interest students, provide real life meaningful messages which involve the students in meaningful communication in English and use special exercises which provide interesting content and offer visual support.

Reading plays a great role in the learning and the use of language. In extended reading students must learn to cope with problems of unfamiliar vocabulary. In teaching vocabulary the main point to consider is that new words should be taught in a context. Although different reading tasks require different approaches for all types of reading selections (text created by the LEA, short narratives, academic essays) the teacher can use question techniques as pre-reading and post-reading activities. The teacher should be able to arouse students' interest, direct their attention to the main ideas, and check their comprehension of a text by asking them suitably graded questions: global and specific.

Global questions check whether the students have understood an idea which is central to the whole text. Usually students have to read most of a text to be able to answer a global question. Specific questions focus on some points of detail. Students can usually find the answer to specific questions from just one sentence purpose.

Communicative Method aims to make communication the goal of language teaching. In speaking skills the aim is to be understood, not to speak like a native, priority is given to learners' interests and needs. Language learning process is based on the authentic materials and the learners can practise language in real situations. Communicative method is one of the most effective methods which can be used widely in learning and teaching English.

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### **Abbreviations**

- ETL- English as Foreign Language  
 ESL- English as a Second Language  
 TEFL- Teaching English as a Foreign Language

TESL-Teaching English as a Second Language

ELT- English Language Teaching

ALM- Audio- Lingual Method

GTM- Grammar Translation Method

CLT Communicative Language Teaching

TTT- Teaching Talking Time

STT- Students Talking Time LEA-Language Experience Approach.

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**Тема выпускной квалификационной работы:** Коммуникативный метод в обучении видам речевой деятельности в английском языке.

### **АВТОРСКАЯ АННОТАЦИЯ**

**1. Актуальность темы исследования** обусловлена тем, что коммуникативный метод обучения английскому языку является одним из эффективных и широко применяется в средних школах, колледжах, академлицах и вузах.

**2. Цель и задачи работы.** Основной целью работы является изучение коммуникативного метода и его роли в обучении различным видам речевой деятельности: говорению, прослушиванию и чтению. В задачи работы входит также презентация практического материала в обучении говорению, прослушиванию и чтению.

**3. Объект и предмет исследования.** Объектом исследования являются различные задания, упражнения и тексты на приёмы коммуникативного метода. Предметом исследования являются труды известных лингвистов по вопросам коммуникативного метода Е.И. Пассова, Г.А. Китайгородской, Дж. Добсон, М. Херолд, Ч.Брумфит, В. Ричард и других.

**4. Методология и методы исследования.** Методология исследования основана на положениях известных лингвистов о единстве формы и содержания в языке. В работе использованы методы описания и анализа в исследовании коммуникативного метода и тестирования, а также метод сопоставления.

**5. Научная новизна результатов исследования.** Новизна работы заключается в том, что в ней анализируются эффективные приёмы коммуникативных методов в обучении различным видам речевой деятельности (говорению, прослушиванию и чтению), с помощью его сопоставления с традиционными

методами. В работе даются инструкции и рекомендации как применять коммуникативный метод на занятиях по английскому языку.

**6. Практическая ценность и внедрение результатов.** Практическая ценность работы заключается в том, что её материалы и результаты могут быть использованы на занятиях по практическому курсу и методике преподавания английского языка.

**7. Структура работы.** Выпускная работа состоит из Введения, трёх глав, заключения и библиографии. Во Введении излагаются основная цель и задачи работы, её теоретическое и практическое значения.

**8. Основные результаты выполненной работы.** Результатами работы является то, что она содержит богатый теоретический и практический материал, собранный из разных источников. Важным является вывод о том, что коммуникативный метод является одним из эффективных методов в обучении английскому языку и он положил начало интерактивным методам.

**9. Краткое обобщённое изложение выводов и предложений.** Коммуникативный метод является одним из эффективных методов широко применяемых на практических занятиях по английскому языку в средних школах, колледжах, академлицеях и вузах. Основной целью коммуникативного метода является обучение иностранному языку как средству коммуникации.

При применении этого метода в учебном процессе, обучение идёт от практики к теории, и это способствует достижению лучших результатов в обучении иностранным языкам.

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## ОТЗЫВ

**на выпускную квалификационную работу студентки IV «Г» курса факультета иностранных языков кафедры английского языка и литературы филологического факультета НГПИ им. Ажинияза Т.Ж.Хамидуллаевой на тему: « Коммуникативный метод в обучении видам речевой деятельности в английском языке».**

Выпускная квалификационная работа Т.Ж.Хамидуллаевой посвящается актуальному вопросу методики преподавания английского языка - изучению коммуникативного метода, положившего начало современным интерактивным методам. Основной целью работы является анализ различных приёмов коммуникативного метода в обучении таким видам речевой деятельности как говорение, чтение и прослушивание. Во Введении излагаются цели и задачи работы, её теоретическое и практическое значения.

**В главе I** работы описываются традиционные методы обучения, к которым относятся грамматико- переводный, прямой и аудио – лингвальный, а также коммуникативный и инновационные методы в обучении английскому языку. В этой главе рассматриваются характерные особенности каждого из вышеуказанных методов, и показаны место и роль коммуникативного метода в преподавании английского языка.

**Глава II** работы посвящена анализу различных приёмов коммуникативного метода в обучении такому виду речевой деятельности как говорение. Наиболее эффективными в обучении говорению являются такие приёмы как ролевая игра, работа в малых группах, диалоги, импровизации, дебаты, экскурсии и игры.

**Глава III** работы посвящается описанию применения коммуникативного метода в обучении таким видам речевой деятельности как прослушивание и чтение.

В работе использованы труды известных учёных: Е.И.Пассова, Г.А.Китайгородской, Джулии Добсон, М. Хэролд , Ч.Брумфит, В. Ричард, Г.В. Роговой, Б.Л.Фарберман и других лингвистов.

В Заключении делаются выводы по всей работе и в библиографии приводится список использованной литературы, аббревиатур и ресурсы Интернет.

Следует отметить, что выпускная работа Т.Ж.Хамидуллаевой имеет практическую ценность, материалы работы можно использовать на занятиях по методике преподавания английского языка.

Выпускная квалификационная работа Т.Ж.Хамидуллаевой отвечает требованиям и рекомендуется к защите.

Научный руководитель  
ст. преподаватель:

Рзаева Р.К.

## РЕЦЕНЗИЯ

**на выпускную квалификационную работу студентки IV «Г» курса кафедры английского языка и литературы факультета иностранных языков НГПИ им. Ажинияза Т.Ж. Хамидуллаевой на тему: « Коммуникативный метод в обучении видам речевой деятельности в английском языке».**

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Новизна работы заключается в том, что в ней анализируются эффективные приёмы коммуникативных методов в обучении различным видам речевой деятельности, и в особенности говорению. В работе даются инструкции и рекомендации как применять коммуникативный метод.

**Глава II** работы посвящена анализу различных приёмов коммуникативного метода в обучении важному, но в то же время самому трудному для усвоения виду речевой деятельности-говорению. В работе рассматриваются подробно такие приёмы коммуникативных методов как : дискуссия, дебат, ролевая игра, игры: «быстрое мышление», «угадай предмет». Автор работы от-

мечает, что в обучении говорению наиболее эффективными являются устные упражнения.

**Глава III** работы посвящается описанию применения коммуникативного метода в обучении таким видам речевой деятельности как прослушивание и чтение.

В работе использованы труды известных учёных: Е.И.Пассова, Г.А.Китайгородской, Джулии Добсон, М. Хэролд , Ч.Брумфит, В. Ричард, Г.В. Роговой, Б.Л.Фарберман и других лингвистов.

Методология исследования основана на положениях известных лингвистов о единстве формы и содержание в языке. В работе использованы методы описания и анализа в исследовании коммуникативного метода , а также метод сопоставления.

В Заключении делаются выводы по всей работе и в библиографии приводится список использованной литературы и ресурсы Интернет.

Следует отметить, что выпускная работа Т.Ж.Хамидуллаевой имеет практическую ценность, её материалы могут быть использованы на практических занятиях по английскому языку, а также на лекционных и практических занятиях по методике преподавания английского языка. В процессе сбора материала к выпускной работе, Т.Ж.Хамидуллаева показала умение ориентироваться во множестве направлений и литературе, она имела возможности апробировать положения работы во время прохождения педпрактики в средней школе № 3 г. Нукуса, применяя на занятиях по английскому языку рассматриваемые приёмы коммуникативных методов.

Выпускная работа Т.Ж.Хамидуллаевой отвечает требованиям и рекомендуется к защите. Работа заслуживает высокой оценки.

Зав. кафедрой теории и практики

перевода КГУ им.Бердаха:

к.ф.н. Кобейсинова Д.

## ABSTRACT

Teaching English as a foreign language demands different approaches. Each approach has something to offer. We use a selection of techniques, not a single method. Method may be defined as a way of governing or guiding the learning. In a teaching-learning process method may be considered as a structural-functional component of Teacher-Learner Activity.

Traditional methods in language teaching include: The Grammar-Translation Method (GTM), Direct Method (DM) and Audio-Lingual (ALM). The role of the teacher is traditionally authoritarian one and the role of the student is the obey. The Grammar-Translation Method was very popular for many years and it is still used in many countries by many English teachers. The Direct Method appeared as a reaction to the Grammar-Translation Method. In the Direct method the teacher used mime, demonstration, real and visual aids to help students understand vocabulary and grammar. The Audio-Lingual method is a further development of the Direct Method.

In the late 1960-s there was a shift from the Audio-Lingual Method and its prototypes to Communicative language teaching. This shift evolved partly as a result of studies carried out by the Council of Europe, which began to identify the language needed in a variety of social situations by the people immigrating to Common Market countries. The distinguishing features of this method are: presentation of the material is given from practice to theory; much attention is paid to teaching speaking; all four language skills are taught from the beginning: speaking, listening, reading and writing.

The Communicative Method will challenge the teacher's creativity, their competency in the four language skills. In the Communicative Method the English teacher does all his best to create all necessary conditions for communication, to involve the students in speaking. For achieving this goal he (she) speaks, mimes, draws or uses real objects. They have opportunities to understand and reflect to what they know and think.