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«THE USAGE OF MODERN APPROACHES OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS IN UZBEKISTAN» MAVZUSIDAGI

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1

THE USAGE OF MODERN APPROACHES OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS IN UZBEKISTAN

CONTENTS

Introduction

The actuality of the qualification work When the Republic of Uzbekistan became Independent, there have been many changes in various spheres of country life, as well as, in educational system. Great attention is being paid to younger generation. There were many reforms in education and other fields of social life. On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improvement of foreign language learning system".[1]

Nowadays the demand of learning English is increasing year by year. A great number of people know English very well all over the world. In some countries English is the second language, and in others it is as a foreign language. And also in Uzbekistan the government pays a great attention to teach English deeply in secondary and high educational system. As well as adult people who work in different jobs want to learn and speak English fluently. We need English for different activity in life: to read foreign Literature, to use Internet, to communicate with foreigners and so on.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories. Our president is always mentioning that without foreign languages no

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[1]"On measures to further improvement of foreign language learning system", Xalqso'zi, December 10, 2012.

organization, no person can develop fast. Our president insisted all teachers and professor teachers know foreign languages and computer technologies.

Today the English language is taught as a compulsory subject in all institutions of Uzbekistan. Teaching and learning English has some specific peculiarities and is required a special teaching program and methodology. Studying of scientific-methodological sources, analyzing of current curriculums and texts-books show that the English language plays a great role for students in being a high qualified specialist. But at present the level of teaching and learning the English language doesn't correspond to modern requirements. It is important to notice that the cause of such negative result-English teachers don't have enough professional skills and modern requirements aren't taken into account in current curriculums, text-books and methodological appliances, modern pedagogical technologies aren't used in teaching foreign languages as well.[2]

Education in mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

Language has a lot of branches to teach and they are connected with each other. One of them is usage of modern approaches in English language teaching methodology. These modern approaches study how to learn for speaking English fluently and accurately.

Most language learners know grammar rules, they have enough vocabulary base and they can express their thoughts in written form correctly. But they have some difficulties to use words in society and to speak fluently and accurately as native speakers. That is why language teachers' responsibility is to teach their

[2]KarimovI. "Mamlakatmizni modernizatsiya qilish yo'lini izchil davom ettirish– taraqqiyotimizning muhim omilidir", "Ishonch" gazetasi, 2010 yil 8 dekabar

students to speak foreign language perfectly and without a lot of pauses. According to these reasons we need modern approaches methodology in language teaching. Unfortunately, modern approaches in English Language Teaching(ELT) do not increase widely in our country, we need improve these methods.

The significance of the work Modern approaches in ELT methodology in language learning began to develop up to the late 1960s. Modern approaches teaching has been brought under focus by many linguists and researches. These approaches have made language learning more communicative and many researchers have conducted study on this particular topic. Different linguists and educators define modern approaches in different ways. For example: Brandl. K, Brumfit, Bloom,Wood, William Littlewood, Larsen Freeman,Jack. S. Richards, Sauvignon, Richards and Rodgers, Hymes, David Nunan, M.Canale,Prabhu, Sanjay Kumar, Kripa K. Gautam, Abdullah Coskun,Skehan, Ashok Kumar Surapur, and so on. As well as Uzbek linguists JamolJalolov, U.Hoshimov, I.Yoqubov also investigate methods similar with modern approaches in English language teaching. These linguists gave their opinion about modern approaches and their origin, how to develop this method, explained several ways to improve ELT or Communicative Language Teaching (CLT).

The main goals and functions of the work

The goal of the work includes several purposes.

●To give general idea about English language teaching methodology in language teaching.

●to illustrate the roles of teachers and learners in modern approaches.

●to explain how important fluency and accuracy in Modern approaches and CLT.

●to investigate principles to develop oral fluency in class.

●to specify advantages and slight disadvantages of modern approaches in ELT.

•to compare different linguists opinions about modern approaches in ELT and communicative methodology.

•to focus on types of modern approaches and communicative activities.

The object of the work**.**

The object of the work is connected with methodology. It specifies communicative methodology in language teaching and how much fluency and accuracy are important in modern approaches.

The practical and theoretical importance of the work

The practical value of the work is to investigate modern approaches. This work serves language teachers to enlarge their perspective about modern approaches inEnglish language teaching methodology in language teaching. Teachers can use the following work to hold the lesson and to write scientific articles. They can get more information about modern approaches in ELT and implement the types of modern approaches and communicative activities suggested by different linguists in their lessons.

The structure of the work

This research work consists of introduction, three chapters, conclusion, the list of used literature. The total volume is 69 pages .The introduction part includes the the actuality, object, and the investigation, the practical importance of the work and aim of the work. The general idea about modern approaches in ELT is given in Chapter I.

In the second Chapter the methods, types, results and achievements modern approaches in ELT.

In the third Chapter Classroom activities used in modern approaches in English language teaching.

The roles of fluency and accuracy and different principles to improve fluency and accuracy in class are shown in details. Each chapter contains two or three parts.

CHAPTER 1.THE MAIN CHARACTERICTICS OF MODERN APPROACHES OF ENGLISH LANGUAGE TEACHING.

1.1. Appearance and developing of Modern approaches in English language teaching.

Gone are the days, wherein, the language teachers used to handle a chalk and talk programme, writing all that was necessary to be infused into the minds of the language learners, on black board and then washing of their hands, leaving all to the end of the learners to get by-heart and get adopted to the grammatical systems, norms, rules etc.

The theory was dumped into the brains of learners and the learners used to get by-heart the content parts and then reproduce the same in times of necessity. However, the system of learning has undergone a tremendous change during the 21st century, wherein, the teacher-centered approach has turned into learner-centered approach. Language items were stopped figuring on black boards and instead, they started to appear in the form of sound systems and the practice sessions arrived in place of by-hearting method. New approaches were found interesting and thus the shift in paradigm has benefited the language learner a lot and left more challenges to the language teacher, who has to meet the challenges to adopt different teaching methodologies and language teaching approaches to the heterogeneous groups of learners.

To make the language learner quite suitable to meet the global needs in developing language competencies, the language teacher of modern times has to pick up an appropriate model and adopt the apt teaching approach and methodology to impart language learning habits among the learners. Among the many approaches and methodologies, the following are a few to cite as the modern approaches and methodologies in language teaching: various approaches in teaching methodology, co-operative learning method, active learning, problem-based learning, constructivism, task-based language teaching.

What is its approach? According to the theory by Alex Taylor, ***An approach*** is a way of looking at teaching and learning. Underlying any language teaching

approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

A more general approach to teaching a foreign language, the aim in teaching and learning a second language must be to develop communicative competence. In CLT, grammar is not studied per se as in the grammar translation method and practice just for the sake of practicing as in the audio-linguistic method is not a part of the technique either. Rather, the method includes working on grammatical, sociolinguistic, discourse and strategic competence in the development of the four skills – reading, writing, listening and speaking.

The process of learning a foreign language is a more natural one, similar in many ways to that which occurs when learning the mother tongue. There are two types of CLT – weak and strong. In weak CLT, the aim is to provide the student with the chance to use language to communicate so role play is a popular teaching method. Strong CLT, on the other hand, advocates that by using the language, the language is learnt so there is not much use of supportive texts and role play scenarios. Either way, the role of the teacher is to facilitate rather than dominate and the students are active participants rather than passive learners as in, say, the grammar translation and audio-lingual methods.[3]

Recent discussions of language teaching methodology have emphasized the importance of providing opportunities for learners to communicate. Within the last quarter of a century, communicative language teaching(CLT) has been put forth around the world as the "new", or "innovative" way to teach English as a second or foreign language. The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence. One of the main goals of CLT is to enable students to communicate in

[3]By Alex Taylor.http://blog.tjtaylor.net/teaching-methods/

the target language, or to be able to request andgive information, and use the language appropriately in the real life situations.

There are many other methods used in foreign language teaching, but it is rare to find one technique being used without influence from the others. Practicing teachers use a variety of methodologies to build up their own personal methodology which is basically whatever seems to work best in the classroom. What is clear is that grammar rules do need to be learnt to some extent at least. While it may not be acceptable in theory, most teachers use translation when they can or really need to, listening and speaking skills play a vital role in the learning of a new language – it is just that none of these things can be done in isolation.

In the school setting all educators are concerned with two important variables; learning and teaching. It is the primary concern of all educators that students at the end of the course or a particular session will learn something out of it.

Coinciding with this idea is making learning take place successfully for each learner. To make learning successful, there should be a match in the teaching style with the learning style of each student through varied techniques. Teaching and learning coincide with one another in a way that learning becomes successful if facilitated with better teaching.

In English language teaching pedagogy the three key terms viz- Method, Approach and technique are used frequently and interchangeably. This tripartite arrangement is hierarchical in order.

The term 'Method' is very ambiguous, and refers to the overall plan for the orderly presentations of language material, no part of which contradicts and all of which is based on selected approach and procedure.[4]

A method includes three components viz- Approach, Design and Procedures, the subcomponents of which are shown in the following figure 1.1:

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[4] J. Inbaraj "English Language Teaching First Year: A Source Book for the Diploma in Teacher Education", India, Tamilnadu Textbook Corporation, p.139, 2008.

METHOD

APPROACH

a) A theory of the nature of language
- an account of the nature of the Language proficiency.
- an account of the basic units of language structure.
b) A theory of the nature of language learning.
- an account of the psycholinguistic and cognitive processes involved in language learning.
- an account of the conditions that allow for successful use of these processes.

DESIGN

a) The general and specific objectives of the method
b) A syllabus model
-criteria for the selection and organization of linguistic and/or subject matter
-content.
c) Types of learning and teaching activities
-kinds of tasks and practice activities to be employed in the classroom and in materials
d) Learner roles
-types of learning tasks set for learners.
-degree of control learners have over the content of learning.
-patterns of learner groupings that are recommended or implied.
-degree to which learners influence the learning of others.
-the view of the learner as a processor, performer, initiator, problem-solver etc.
e) Teacher roles
-Types of functions teachers fulfill.
-degree of teacher influence over learning.
-degree to which the teacher determines the content of learning.
-types of interaction between teachers and learners.
f) The role of instructional materials.

PROCEDURE

a) Classroom technique, practices, and behaviours observed when the method is used.
- resources in terms of time, space and equipment used by the teacher.
- International patterns observed in lessons.
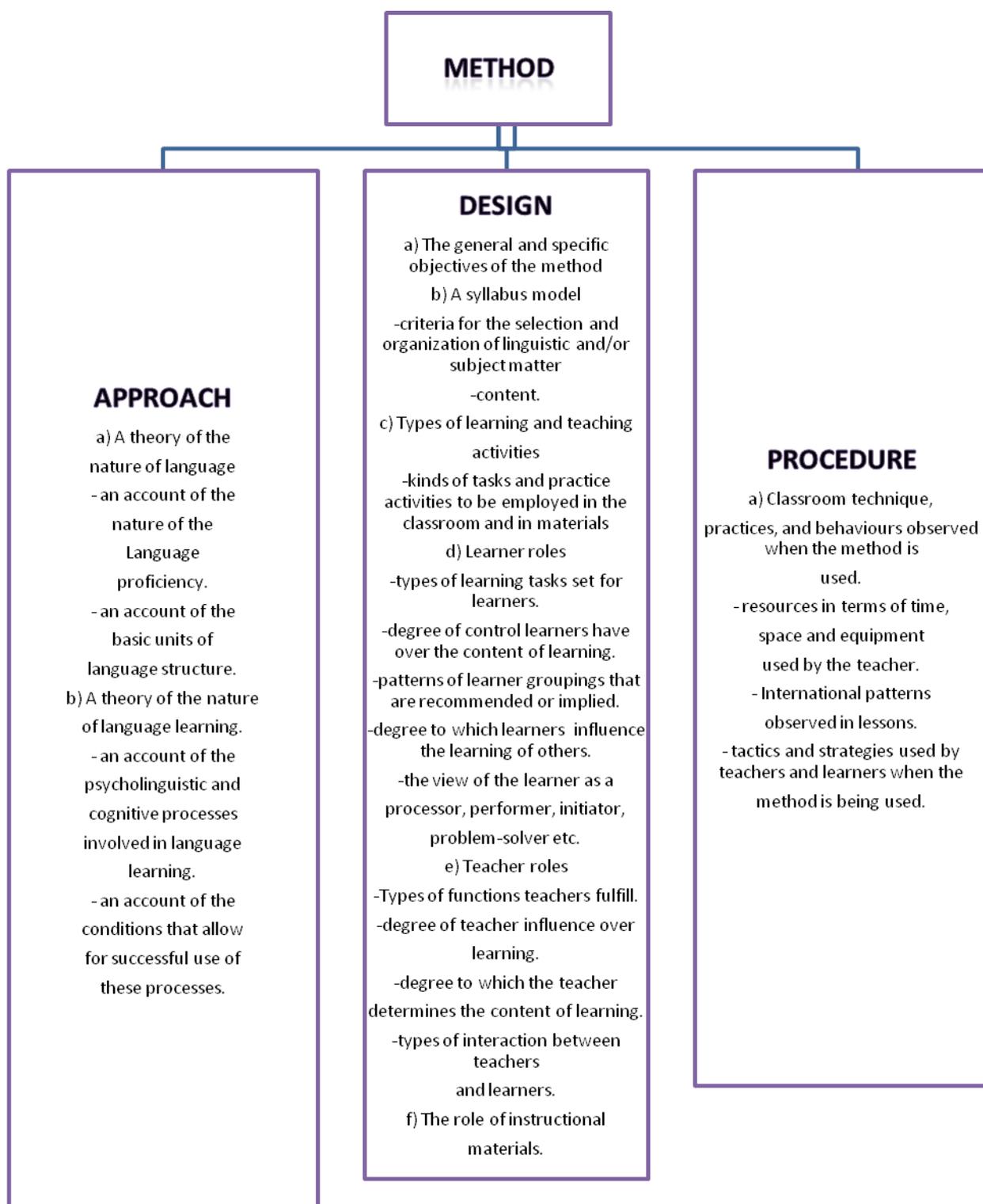- tactics and strategies used by teachers and learners when the method is being used.

Figure 1.1 Figure Stating summary of elements and sub-elements that constitute a method.

An 'approach' is concerned with the theory of the nature of language and language learning.

'Design' concerns itself with:

- The general and specific objectives of the course.

- A syllabus model.

- Types of learning and learning tasks.

- Roles of learners and teachers, and

- Roleoflearningmaterials.

'Procedure' is concerned with:

- The actual happenings in the classroom.

- Classroom techniques, practices and behaviours.

The term 'Method' is sometimes compared with the term 'Approach'. According to Yardi "Method is rigid while Approach is flexible". Pointing out the different views often held in less informed circle of teachers about the importance of method. He further asserts:

"What matters is the man (the teacher) not the method."[5]

Yardi further explains the connotational difference between the terms 'method' 'methodology', and 'methodics'. These are often used in English language teaching pedagogy. Each one of them carries a different shade of meaning. 'Method', in his opinion 'is used in the context of language- teaching methods like 'Direct Method', 'The grammar- translation Method' or 'The Bilingual Method'.[6]

Yardi further went on to add that the term 'method' is not strictly speaking a 'technical term'. It is a popular one, and means 'a way of doing something'. It is often used loosely as a substitute for 'methodology'.

'Methodology', according to Yardi, 'is a technical term which refers to a body of principles and techniques of teaching'.

The third term 'methodics' is being used frequently in recent years by the British linguists. The term 'Methodics' means 'a framework of organization for

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[5]V.V.Yardi "Teaching English In India Today", (2nd. ed.), Aurangabad, p.176, 1987.

[6]V.V.Yardi "Teaching English In India Today", Aurangabad, p.160, reprint 2009.

language teaching which relates linguistic theory to pedagogical principles and techniques'.[7]

Edward M. Anthony, the American Applied linguists, distinguished between technique, method, and an approach in the following words:

"The arrangement is hierarchical. The organizational key is that techniques carry out amethod which is consistent with an approach...

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught... method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural, within one approach, there can be many methods... A technique is implementational-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

Technique must be consistent with a method, and therefore, in harmony with an approach as well."[8]

The above quote makes it clear that approach is the level at which assumptions and beliefs about language and language learning are specified; whereas, method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

"Methods are evolved for quick and effective results" says A.D. Kulkarni in his article presented at a seminar on the Teaching of English held in February,1972 at the then Marathwada University, Aurangabad. "The natural method of learning

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[7]V.V.Yardi "Teaching English In India Today", Aurangabad, p.160, reprint 2009.

[8] E.M. Anthony, "Approach, Method, Technique", 1963; J.C.Richards and T.S.Rodgers "Approaches and Methods in Language Teaching", 2nd edition, 2001, UK, p.19,

by trial and error has no place today as human beings cannot afford to waste time in experimenting",[9] he opines.

The skill of a second language teacher lies in selecting an approach, method, and a technique in view of the learner's educational, social and economical background; the syllabus and the textbooks prescribed, and the goals/objectives to be achieved. Heshould be flexible enough to swift to multiple approaches so as to enable him/ her to make learning effective.

K. Bose cautions the teaching community regarding their pedagogical duties in the following words:

"...It is expected of a teacher that he/she should think and reason out some fundamental assumptions that lie underneath the syllabus construction, that might bind together the syllabus, objectives, and instructional materials (method), and that might justify the use of any/every classroom techniques that he/she adopts while teaching. It should under no circumstances appear like a layman's trick to teach the second language."[10]

The above statement makes it evident that the teachers of English should be cautious about some of the fundamental assumptions that lie underneath the syllabus construction.

With this backdrop, it would be proper at this juncture to review the methods and approaches that have been used by the teachers of English in India in general and Maharashtra in particular.

A teacher at times uses a single approach, a single method, or even resorts to multiple approaches and methods in view of several factors including the background, age of learners, and the teaching items. The skill of a teacher lies in shifting to and evolving new approaches and methods of teaching English comfortably in the Indian context. Therefore, an attempt has been made to review

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[9]A.D.Kulkarni "A Brief Survey of the Principal Methods of Teaching English" as cited in proceeding of the seminar on the Teaching of English, the Dept. of English, Aurangabad, p.29, 1972.

[10]Bose Kshanika, "A Modern Approach", Delih, Doaba House Publisher, p.397, 1999.

some of the methods and approaches which are being used commonly by the teachers of English in India.

1.2.   The Role of instructional materials Communicative Language Teachingin modern approaches in English Language Teaching.

A wide variety of materials have been used to support communicative approaches to language teaching. Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. There are three kinds of materials currently used in CLT and label these text-based, task-based, and realia.

TEXT-BASED MATERIALS

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's Communicate, for example, has none of the usual dialogues, drills, or sentence patterns and uses visual signs, taped signs, pictures, and some parts of sentences to start conversation.[11]Watcyn-Jones's Pair Work consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities.[12] Texts written to support the Malaysian English Language Syllabus likewise represent a departure from traditional textbook modes. A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to

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[11]Morrow and Johnson "Communicative language teaching" Oxford University Press (1979) p.53

[12]Watcyn-Jones "Pair Work" New Jersey Press (1981) p.77

your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises.

TASK-BASED MATERIALS

CLT is a broad approach to the language curriculum. Within this sit a number of related approaches; these include task-based language teaching , and alongside this is content-based instruction, text-based syllabus, and problem-based learning . Each of these approaches that have been practiced in different times and contexts, are fully dependent on a set of theories, nature of language learning, and derived set of principles.

TBLT is an approach based on the use of tasks which are considered as the unit of language instruction in language teaching. Some proponents present it as the logical development of CLT, because some of its basic principles are derived from part of the CLT movement in 1980s. Among those, some of the principles and practices are:

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

• The introduction of authentic texts into the learning situation.

• To give the opportunities for learners is to focus not only on language but also on the learning process itself.

• A development of the learners' own personal experiences as important contributing elements to classroom learning.

• The linking of classroom language learning with language use outside the classroom.

TBLT proposes the use of tasks as the central component in the language classroom, because the learner's second language acquisition process is developed in context through tasks. Tasks are believed to encourage processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. Though there are variations in the definition of tasks, there is a

common understanding of tasks that leads to the use of language in the real world. So task-based instruction shows a strong similarity to CLT.

TBLT emphasizes fluency in communication, rather than accuracy and complexity. This position is challenged by Nunan[13] who states that meaning and form are interrelated and grammar is valuable for using language communicatively. Tasks are designed to increase learner motivation to improve learning and teaching by authentic language use, collaborative work, incorporating learners' experiences, and helping to develop a variety of communication styles. To find the relationship between CLT and TBLT, Nunan argues that while CLT is an umbrella term which includes linguistics, anthropology, psychology and sociology of language acquisition theory, TBLT is the realization of CLT at the level of methodology and syllabus design. TBLT can meet a wide range of EFL needs in an Asian context. In addition to this, task development which gives less emphasis to an "exam-oriented" syllabus which he identifies as a common feature in Asian countries. Tasks which are designed on the basis of student centredness and fun. Some East Asian countries have introduced task-based language teaching in primary and secondary schools, moving on from an earlier form of CLT. Teachers' responses to the challenges of adopting new ideas in methodological developments suited to their own contexts.

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one kind of items: exercise handbooks, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Othersassume different role

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[13]Nunan, D. "The learner-centred curriculum: A study in second language teaching". 1988.p. 87-93

relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional format.

REALIA

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

Contexts change rapidly these days. In addition, there is more complexity and variety around contexts. We have moved beyond methods to a post method condition. Therefore, it is necessary to find a better method of teaching in which local needs and experiences are reflected, where roles of the teachers should be revalued as decision-makers and theory-builders. Savignon[14] highlights the empowerment of language teachers who take both roles of practitioners and theory-builders to address the pragmatic issues of language teaching and learning. Moreover, Savignon suggests that a more interactive, learner centered CLT conception of language teaching and learning is dependent on, not only the teachers, but also "the ability of applied linguists, practitioners and policy makers to work together". He argues that though „no one size fits all", it is necessary to aim to build theoretical principles that can function in a wide range of contexts in the real world. In a method era, a theorizer devises a theory and develops a method based on it, whereas in a post method era, teachers who are sufficiently skilled, knowledgeable and autonomous can design their own methods based on practice which is coherent and meaningful to what they theorize. Teacher educators should pay attention to what student teachers reveal in their reflections on their teaching, rather than just giving them the model lesson. Teachers should be encouraged to

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[14]Savignon, S. J. "Beyond communicative language teaching: what"s ahead?" 2007 p. 207

formulate their methods of teaching in which their values, beliefs, and experiences will be reflected. The authors state that it is the teachers" responsibility to add, deduct or adjust the approach and methods in relation to their classroom situation. Although Nunan believes that there is an end to the method era, Savignon claims that it is still essential for novice teachers to depend on a method or approach to teaching practice.

Communicative language teaching is held based on the principles that can be applied indifferent ways, depending on the teaching context, the age of the learners, their level, and their learning goals, etc. The classroom activities are designed based on the CLT principles. Text-based instruction and task-based instruction are the extensions of CLT movement but which take different routes to achieve the goals of CLT to achieve learners" communicative competence. In choosing the content, the tasks to be implemented in the classroom, teachers should consider the appropriateness with the students.

1.3.   The main aspects of Communicative Language Teaching English in secondary schools in Uzbekistan.

English Language Teaching Context in Uzbekistan, Recent ELT background.

In order to describe the present state of things in ELT today in Uzbekistan I would like to look back to the mid 90s since these were the years of study at university. All the classes were teacher centered with little or no use of group or pair work. The textbooks, which served as the only source, were mostly grammar translation with elements of the audio-lingual approach. The exercises typically elicit repletion with the students repeating after the teacher/tape in chorus or translation of texts from English into Russian or from English into Uzbekvise versa. Students frequently read texts in order to answer questions about the text. The only purpose of such texts was for students to examine the language of the text- the language of the textbook was not used to communicate anything else; the "comprehension" questions which followed such texts involved the students telling the teacher what the teacher already knew.This was the ELT situation in the mid 90s.

Present situation in ELT in Uzbekistan

So, in order to give a full picture of the present situation in ELT in Uzbekistan I should note that a big proportion of English teachers are aware of current methodology (mainly the communicative approach) and a few of them are using CLT in their classrooms. The fact that there are new communicative textbooks for secondary schools approved by the Ministry of Education of Uzbekistan also proves that the change has been started.

However, the majority of English teachers are still very traditional in their teaching. At Universities, for instance, the syllabus is based mainly on the old fashioned textbooks which demand that students do a lot of drilling exercises, transcribe the sentences and translate texts, not to mention long explanations of grammar rules, etc. An example of the typical textbook exercises is given below.

a) Get ready to read the text aloud. b) Write a translation of the text. (Note that the text is approximately 350 words). c) Search the text for English equivalents of the phrases listed below and write them in your exercise book.[15] (Arakin 2000)

The syllabus is often prescribed and no changes are allowed. Teaching is very much authoritarian.

At schools the situation is slightly different due to the new modern textbooks that have been introduced by the government in the secondary school curriculum. According to the Ministry of Public Education of Uzbekistan at present within the process of transformation of all the social activity and perspectives of the country development, textbooks are being renewed, new subjects are added and teaching staff is being retrained. Thus, at present secondary school teachers of English are required to use the new communicative textbooks from grade 5 to 9.

Nevertheless, there is still a big opposition to the communicative approach among the English teachers including those at schools. Most of the teachers are still using the grammar translation teacher centered approach in their classrooms. Moreover, when they use a communicative textbook, which became possible owing to the new secondary textbooks recommended by the Ministry of Education, they tend to have students read the texts aloud taking turns, translate them into their mother tongue, make up sentences with the new words, etc and consequently ruin the idea of the communicative textbook.

On the other hand, there are teachers who are open to change and are willingly using CLT. These are the teachers who have received some training on 14 modern methodology. The teacher trainings are mostly conducted by the British Councils, ACCELS, OSI Soros Foundation, USIS (PAS) and UzTEA (Uzbek

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[15]V.Arakin, "PrakticheskiyKursAngliyskogoYazika".Moscow: Vlados, 2000.

Teachers of English Association). The teacher trainings focus predominantly on learner centered methodology and Communicative Language Teaching.

One of the major events of 2012-2013 school year was the adoption of the Resolution by Head of state "On measures to further improve foreign languages learningsystem", from December 10, 2012.

In a short time was elaborated the state educational standards of continued education system of Uzbekistan of foreign languages based on the Requirements of "Pan-European Reference for Languages: learning, teaching, assessment" (CEFR), as well as the requirements to the level of preparedness of graduates were determined.

It should be noted that elaboration of foreign language training programs under these standards for grades 1-9 had been accomplished by May 1 2013.

A new curriculum for stepwise language training, starting from grade-1 have been elaborated, according to which in grades 1-4 a foreign language was introduced 2 hours a week, and in the 2013-2014 school year from 1 grade its consistent implementation was determined. If in the current curriculum in grades 5-9 there are 3 hours of foreign language a week, and a total of 510 hours in 5 years, then in new curriculum in grades 1-9 there will be a total of 782 hours.

Developed sets of textbooks of foreign languages for the 1st grade were tested till 25 May 2013 in 130 schools and 14 of teachers training and qualification institutions. The textbooks, in particular, the textbook for grade 1 «Kid's English» and a teacher's manual were issued for experimental testing, multimedia applications (CDs) were also prepared. The textbooks «Duetschmachtspab» (German gives joy) and «Hirondelle» (swallow) are now being tested.

In the 2013-2014 school year, there are now 2045 1-grade classes. Due to the teaching of foreign language from a grade 1, 7549 additional foreign languages

classrooms and additional 3970 rates of workload will be required, which are to be distributed among 16,239 teachers (rates from 0.11 to 1.0). Part of the requirements will be covered by the 1429 graduates of higher educational institutions and the rest - by increasing the load of teachers up to 1.5 rates.

In cooperation with the Ministry of Higher and Secondary Special Education, the British Council and the Uzbek State University of World Languages a stepwise system of English teachers training has been developed. 160 teachers of secondary schools from all the regions of the country were selected, who in February and March every year, raises their skills and be awarded special certificates.

To date, in public secondary schools, there are some 9870 computer classes, 4692 projectors, 26 electronic boards, e-books of 302 titles. 1,068 secondary schools are equipped with language classrooms. However, the schools require additional 17,218 computers for grades 1-4, and 8695for grades 5-9.

We must add that, the project "Norms for equipping offices of foreign languages schools with modern ICT facilities" provides for the provision of computer equipment, projectors, marker whiteboards, TV tuners for computers and etc.

Also the program is prepared on accelerated equipping (full equipping) in 2013-2016 of foreign language classrooms with modern ICT facilities.

According to the program for grades 1-4 in 2013, 2,457 sets will be delivered in 2014 - 4193, in 2015-2016 - 5284 each year. Grades 5-9 in 1485 of such sets in 2013, 1500 – in 2014, 2008 – in 2015 and 29950 – in 2016.

Paragraph 7 of the Resolution provides a 30% rise to salary rates of teachers of foreign languages in schools of rural areas, in other schools - by 15%.

Starting form September 2, 539553 first-graders in 2045 classes begin learning foreign languages.[16]

For the record:

In 2012, in 363 schools construction and repair works have been carried out, and some 14 new schools were built, 187 schools were fully renovated, 162 schools – overhaul was carried out.

In the current year, according to the investment program construction and repair works in the 381 schools are planned.

If in 2012-2013 11240943 copies of textbooks and teachers manual of 182 titles were published, in 2013-2014 school year it is planned to publish 21,977,370 copies textbooks and teachers manuals of 364 titles.

In 2012, 92 children sports facilities were commissioned.

By May 2013, 40 of our students won medals at various international competitions.

During the last academic year 707 students (including 260 girls) participated in 53 prestigious sports events, where they won 204 medals, including 81 gold, 61 silver and 62 bronze. This is 22 medals more compared to 2011.

 In 4162 study circles organized in 211 childcare centers "Barkamolavlod", more than 100 thousand students aged 6 -16 are engaged in activities.

Problems in ELT

Even though ELT has been undergoing many changes recently and there has been a shift towards CLT, many teachers including myself have encountered a number of challenges or even frustrations using the *communicative approach*namely students' resistance to communicative teaching, ineffectiveness

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[16]Source "UzReport" http://uzrepot.uz/

of the method and many CLT activities. The problems I have described above are in my opinion predetermined by many factors including the cultural and educational background of the students in Uzbekistan, which I will consider in more detail further in my work.

The grammar translationmethod that has been used for many years does not work either and has become outdated partially due to the new more open policy of Uzbekistan and many other countries where educational and political institutions became more sensitive to the importance of teaching foreign languages for communicative purposes (not just for the purpose of fulfilling a "requirement" or of "passing a test"). Now that there are more and more students go to study abroad and meet a lot of English speaking people here in Uzbekistan, they need English mainly to converse with Native Speakers of English. There has been a great shift in the learning objectives towards conversational English as opposed to the Soviet period when English was taught and learnt mainly in order to be able to understand written language. And of course there is no need to say that knowledge of English will help students gain better professional positions in future where they will need to use it in negotiations with their foreign counterparts.

CHAPTER 2.THE RESEARCH WORKS OF MODERN APPROACHES IN ENGLISH LANGUAGE TEACHING AND THEIR ACHIEVEMENTS.

2.1. Methods and types of modern approaches in English language teaching.

What is the best teaching method for learning English?

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

Each teaching method is based on particular vision of understanding the language or learning process, often using specific techniques and materials used in a set sequence.

The main methodologies and modern approach in ELT are listed below in the chronological order of their development:

a) The structural approach

b) The strucrural-oral-situational approach

c) The communicative approach

The Structural Approach:

This approach as Kripa K. Gautam states "is based on the belief that language consists of 'structures' and that the mastery of these structures is more important than the acquisition ofvocabulary. Since structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary".[17]

This approach, according to Kulkarni 'emphasizes the teaching and learning of the basic items or materials that constitute the framework of a language'.[18]

The cause of the emergence of this approach was the extensive research conducted on English language teaching as a foreign language at the University of London institute of Education.

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[17]Kripa K. Gautam, "English Language Teaching: A Critical Study of Methods and Approaches", New Delhi, p.50, 1988

[18]A.D.Kulkarni "A Brief Survey of the Principal Methods of Teaching English", cited in Proceedings of the seminar on "The Teaching of English", the Dep. of English, Aurangabad, p.34, 1972

This approach as, Dr. Bhat asserts 'is definitely an improvement upon the Direct Method, though the techniques and principles are not widely different'.[19]

The exponents of this approach consider that language consists of 'structures' and structures are more important than the vocabulary. These structures are carefully graded in terms of both meaning and form.

The term 'structural' according to Kripa K. Gautamis referred to the following characteristics:

"a) Elements in a language are linearly produced in a rule governed way.

b) Language samples can be exhaustively described at any structural level of description (phonemic, morphological and syntactic).

c) Linguistic levels are thought of as a system within systems. These sub-systems arepyramidally structured-phonemic systems leading to morphemic systems, and those inturn lead to be higher level systems of phrases, clauses and sentences".[20]

The two essential features of this approach are careful grading of structures, and vocabulary control. J.B. Bruton in a working paper presented at the Nagpur Seminar in 1958 summaries the basic assumptions regarding the nature of language and the methods best suited for the presentation of linguistic items. He says: "a) language is primarily a spoken thing and ... therefore, our approach to a foreign language should in a first instance be through its spoken forms, b) ... mastery over the signalling system of a language is more important than detailed knowledge of the forms of the language; c) ... this mastery is best acquired by repetition of the various components of the system in varied forms; d) ... since language arises from situation, the teacher's task is to create meaningful situations from which language will arise easily and naturally; e) ... mastery over a given range of structures and confidence in their use are best imparted by concentrating on the teaching of one

[19]V. BhatSharada, "ELT Methods and Materials: A Critical Study", Udaipur, p.36, 1998

[20]Kripa K. Gautam, "English Language Teaching: A Critical Study of Methods and Approaches", New Delhi, pp.50-51, 1988

item at a time; f) ... each item must be firmly established orally before pupils encounter it in their textbooks".[21]

Yardi defines the term 'structures' as an "internal ordering of linguistic items", and further adds that structures may be defined as "devices that we use to make signals, to convey meanings, and indicate relationship".[22]Yardi further points out that although the terms 'structure' and 'pattern' are generally used interchangeably by some teachers, they are not identical, as the former has a linguistic orientation, while the latter has a pedagogic orientation.

Thus the structural approach is based on structures which have been carefully selected and graded. According to Dr. (Mrs) Sharada V. Bhat : "selection of structure is made on four principles: usefulness, productivity, simplicity, and teachability".

She further adds that: "the structural approach distinguishes two types of structures, productive structures and other structures".[23]

Productive structures, as Dr. Bhat opines, are those with which other structures can be built. Naturally the productive structures are given more importance, since after the mastery of those structures the student can build other structures by themselves. Some structures can be taught easily with demonstration.

According to C. Paul Verghese "a language is best learnt through practice in real situations, this is because of the close relation that exists between experience and expression". Verghese further adds that "there are two kinds of situations: real and artificial... Every structure must be encountered and practised in a context of situation".[24]

The intensive practice and drill in this approach provide multiple opportunities to the learner. In India this approach has been found effective at

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[21]Report of the Nagpur Seminar, New Delhi, All Indian Council of Secondary Education, p46, 1958

[22]V.V.Yardi, "Teaching English in India Today", Aurangabad, p.168, reprint 2009

[23] V. BhatSharada, "ELT Methods and Materials: A Critical Study", Udaipur, p.37, 1998

[24]C.PaulVerghese, 2nd ed. "Teaching English as a Second Language", New Delhi, p.61, 1990

lower levels, but inadequate at higher levels. Another limitation of this approach is that the intensive drilling of structures might turn mechanical very soon. Yardi finds out one main inadequacy with this approach that "they don't help to develop 'communicative competence", and he further states that "the structural approach may help in making correct sentences, it fails in helping the learner to make correct utterances".[25] Without making any exaggerated claims for this approach, we may say that, it is quite effective in the hands of trained, and dedicated teachers.

The Structural-Oral-Situational Approach:

This approach, popularly known as the S-O-S approach, came into being as an alternative to the direct method. It is an outcome of the experiments carried out in the army camps during World War II.[26] It is the presentation and practice of carefully selected and graded grammatical structures of English in effective, meaningful situations, initially through speech and later through reading and writing.

Language is viewed as structurally related elements for encoding of meaning, the elements being phonemes, morphemes, words, structures and sentence types.

According to Rao the theory underlying this approach is that language exists in situations; it cannot be used in vacuum. Language is used according to the needs of the situation.[27] In view of this Rao suggests presenting a new language item in meaningful situations. It would make the input comprehensible for the learner. Situational use of English is aimed at in this approach.

Prominent names associated with this approach are Charles Fries, Harold Palmer and A.S. Hornby. Harold Palmer points out that there are three processes in learning a language- receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill.[28]

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[25]V.V.Yardi, "Teaching English in India Today", Aurangabad, pp170-171., reprint 2009

[26]Nagraj, Geetha, "English Language Teaching: Approaches, Methods, Techniques", Hyderabad, p.29. 1996

[27]Rao.K.Venugopal, "Methods of Teaching English", Hyderabad, p.102. 2003,2004

[28]A.W.Frisby, "English Language Teaching: Approaches, Methods, Techniques", Hyderabad: Orient Longman, p.18, 2006

By using meaningful situations, according to GeethaNagraj, the use of mother-tongue can be avoided. In view of this GeethaNagraj suggests that these language items should be given in meaningful situations, the learners can deduce the meaning and the context from the situation in which it is used.[29]

Pitman suggests that the situations will be controlled carefully to teach the new language material...in such a way that there can be no doubt in the learners' mind regarding the meaning of what he hears.[30]

Summarizing the characteristics of this approach GeethaNagraj says:

I. Speech is the basis of language teaching-new language items and vocabulary items arepresented orally before they are presented in the written form.

II. The language items which are commonly used by native speakers in their day-today language are selected for teaching.

III. The items are also graded according to their usefulness, frequency and teachability.

IV. The language items thus selected are presented and practised in meaningful situations.

V. Vocabulary items are selected with reference to the general service list.

VI. Reading and writing are based on items which have already been introduced and practiced orally.[31]

This approach got well established by 1975 but soon then some doubts were also raised on its efficiency. In Prabhu's words 'the S-O-S principles were increasingly being questioned, mainly on the grounds that learners practice situation didn't ensure that they could make sentences correctly in other contexts, and that, although learners seem to learn their command of language structure at the end of a structurally graded course, lasting several years, was still very

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[29]Nagraj, Geetha, "English Language Teaching: Approaches, Methods, Techniques", Hyderabad, p.29. 1996, reprinted 2006

[30]G.A.Pitman, "Teaching Structural English", cited in Nagraj, Geetha, "English Language Teaching: Approaches, Methods, Techniques", Hyderabad, p.29. 1996 reprinted 2006

[31]Nagraj, Geetha, "English Language Teaching: Approaches, Methods, Techniques", Hyderabad, p.29. 1996, reprinted 2006

unsatisfactory, requires good deal of remedial re-teaching which, in turn, led to similarly unsatisfactory results.'[32]

The other charges were that the teachers were required to do a lot of preparatory work, the structures soon become over generalized and mechanical, less attention in this approach, was paid to the reading skill etc.

The Communicative Approach:

Dr. SharadaBhat opines that the communicative approach to teaching of English is organized on the basis of certain communicative functions, such as apologizing, describing, inviting, promising etc. that the ESL learners need to know. She further, adds that this approach, as applied to English explains the language in terms of the functions it performs. This approach, according to Dr. Bhat, does not ignore the role of grammar in the process of language learning, but it insists that the grammatical rules are useless unless they are applied to real-life situations.[33]

Communicative approach focuses on the significance of language functions because the learner needs knowledge of both meaning and functions. It lays emphasis on functional,communicative and social interactive activities. It also lays emphasis on the semantic aspect of the language. In order to improve the ability of reading comprehension it is essential that the learner knows the semantic aspect of the language.

Dr. N.S. Prabhu draws a distinction between linguistic competence and communicative competence and says that there is a logical relationship between the two. Prabhu says that a language structure is best acquired when the learners' attention is on meaning, when the learner is preoccupied with understanding, working out, relating or conveying messages and copes with the language.[34] This 'coping' or 'deployment' is central to the process of language learning.

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[32] N.S.Prabhu, "Second Language Pedagogy", Oxford, p.11, 1987

[33] V. BhatSharada, "ELT Methods and Materials: A Critical Study", Udaipur, p.49, 1998

[34] N.S.Prabhu, "Procedural Syllabuses" SEAMEO (Singapore Regional Language Centre), p.72, 1983

Prabhufurther states that there is no syllabus in terms of structure, no pre-selection of language items for any given lesson. The basis of each lesson is a problem or a task and the conduct of the lessons consists of setting the task, demonstrating ways of tackling it and, in the process, giving some pupils a chance to attempt it, then getting all the pupils to attempt and, finally giving each pupil a rough indication of the measure of his success.

The function of the task, as Prabhu opines, is to bring about a self-reliant effort by the learners. Tasks, according to him, consist of: interpreting a schedule, giving a set of directions, deciding which action is right and why. Attention to grammar is entirely incidental. Incorrect sentences are rectified by the teacher.

William Littlewood has distributed communicative competence into pre-communicative and communicative learning activities.[35] In the methodology of the pre-communicative activitiesthe teacher isolates specific elements of knowledge or skill which compose communicative activity and provides the learner with opportunities to practise them separately. The learners are thus trained in the part-skills of communication rather than practising the total skills to be acquired. This aimed at providing command of the linguistic structures, without actualising it for communicative purposes. Therefore, the learners' main purpose is to produce language which is acceptable and appropriate. Pre-communicative activities are categorised into structural activities and quasicommunicative activities, the latter take account of communicative as well as structural facts about language.

A major aspect of the ethnography of this approach, according to Patrik T. Kameen, is the analysis of the events in terms of their constructive components. These are: participants (speaker, hearer, sender, and receiver), setting (i.e. a psychological or cultural setting), the actual form of a message (i.e. a linguistic description of the message), topic (i.e. what is the message about), Purpose (i.e. goal, intention), key (i.e. serious, mock), channel (e.g. oral, written), code (i.e. language or variety within a language), norms of interpretation (i.e. how different

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[35]Littlewood William, "Communicative Language Teaching: An Introduction", Cambridge, p.86, 1981

norms of interaction or violation of them interpreted), genre (i.e. casual speed, poem, prayer, form, letter).[36]

Allen Widdowson points out: 'utterances can take on an enormously wide range of meanings in different contexts".[37] He further adds that the learner must be aware of the social meanings of the language forms in different types of social contexts which he may have to face in his life. The classroom teaching should preserve the communicative character of the language and it should enable the learner to face the real-life situations.

Keith Morrow is also of the same opinion. He writes: "any use of language will take place in a context, and the language forms which are appropriate will vary in accordance with context".[38]

Experts in the field of CLT observe that creating and interpreting everyday situations in the language class should be the important strategies of teaching English as a second language. This is evident from what Littlewood has to say: "Foreign language learners need opportunities to develop the skills, by being exposed to situations... the learners need to acquire not only reportoire of linguistic items, but reportoire of strategies for using them inconcrete situations".[39]

Littlewood further writes elaborately on the significance of meaning or semantic options, as language is essentially a system of meaning potential i.e. it consists of sets of semantic options available to the language users that relate what the user can do in terms of social behaviour, what the user can say in terms of grammar. Littlewood writes: "Students must also learn to relate language to the social meaning that it carries and to use it as a vehicle for social interaction. To this end, it is necessary to increase their sense of performing in a meaningful social

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36Kammen Patrik, "A Mechanical, Meaningful and Commutative Framework for ESL Sentences Combining Exercises", TESOL quarterly, 12 No., 4, pp.395-399, T., 1978

37Widowson Allen, "ESL in Theory and Practice", cited in V. BhatSharada, "ELT Methods and Materials: A Critical Study", Udaipur, pp.53-54, 1998

38 Morrow, Keith, "Communicative Language Testing: Resolution of Evolution", in "The Communicative Approach to Language Teaching", ed. by C.J.Brumfit and K.Johnson, Oxford, pp.143-150, 1986

39Littlewood William, "Communicative Language Teaching: An Introduction", Cambridge, p.4, 1981

context, rather than simply responding to promote... with the necessary linguistic form and the necessary links between form and meaning".[40]

Howatt distinguishes between a 'strong' and 'weak' version of this approach as: "There is in a sense, a 'strong' and 'weak' version of the communicative approach. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and characteristically, attempts to integrate such activities into a wider program of language teaching...The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it".[41]

Summarising the main characteristics of the communicative approach Richards and Rodgers asserts:

"1) Language is a system for the expression of meaning.

2) The primary function of language is for interaction and communication.

3) The structure of language reflects its functional and communicative uses.

4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse".[42]

An important aspect of communicative approach which has attracted attention of the applied linguists is the syllabus model. Wilkins's notional- syllabus was one of the very first syllabus models, which specified the semantic-grammatical categories and the categories of communicative function that learners need to express. But it was soon criticized by linguists as merely replacing functions.

[40]Littlewood William, "Communicative Language Teaching: An Introduction", Cambridge, p.12, 1981

[41] A.P.R. Howatt "A History of English Language Teaching", Oxford, p.279, 1983

[42]J.C.Richards and T.S.Rodgers, "Approaches and Methods in Language Teaching", Cambridge, p.69, 1986

According to Richards and Rodgers "it specified productsrather than communicative processes".[43]

Widdowson argued that notional-functional categories provide: "only a very partial and imprecise description of certain semantic and pragmatic rules which are used for reference when people interact. They tell us nothing about the procedures people employ in the application of these rules when they are actually engaged in communicative activity. If we are to adopt a communicative approach to teaching which takes as its primary purpose the development of the ability to do things with language, then it is discourse which must be at the centre of our attention".[44]

Prabhu regards task-specification and task-organisation as the appropriate criteria for communicative syllabus as: "The only form of syllabus which is compatible with and can support communicational teaching seems to be a purely procedural one-which lists in more or less detail, the types of tasks to be attempted in the classroom and suggests an order of complexity for tasks of the same kind".[45]

The roles of the learner and the teacher as visualised in CLT are different from those found in the traditional second language classrooms. Breen and Candlin describe the learner's role within CLT in the following terms: "The role of the learner as negotiator-between the self, the learning process, and the object of learning, emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities, which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".[46]

Thus, it is the co-operative approach to learning which Breen and Candlin stress in CLT. Students interact primarily with each other rather than with the teacher.

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[43]J.C.Richards and T.S.Rodgers, "Approaches and Methods in Language Teaching", Cambridge, p.72, 1986

[44]H.G.Widdowson, "Exploration in Applied Linguistics", Oxford, p.254, 1979

[45]N.S.Parabhu, "Procedural Syllabuses" a paper presented at the RELC seminar, Singapore, p.4, 1983

[46] Breen M.P. and C. Candlin, "The Essentials of a Communicative Curriculum in Language Teaching" 1(2) , p.110, 1980

Breen and Candlin further describe the role of the teacher in CLT which is essentially as two-fold: "The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts. The second is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organiser of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that of a researcher and learner with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities".[47]

Thus, the CLT teacher's primary role is to organize the classroom as a setting for communication and communicative activities. The teaching materials are also designed to promote communicative language use. Richards and Rodgers consider three kinds of instructional materials currently used in CLT and label these as: 'text-based, task-based, and realia'.[48]

Michael Swan argues against the belief that the traditional structure-based courses neglect the teaching of functions, notions and skills. He writes: "It is quite false to represent older courses as concentrating throughout on form at the expense of meaning, or as failing to teach people to do things with language".[49]

However, Swan concedes that we have, by and large, gained more than we have lost from the communicative approach in that it has helped us to analyse and teach the language of interaction. We can benefit from the innovative language teaching methodologies only if "we can keep our heads, recognize dogma for what

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[47]Breen M.P. and C. Candlin, "The Essentials of a Communicative Curriculum in Language Teaching" Applied Linguistics, 1(2) : 89-112, p.99, 1980
[48]J.C.Richards and T.S.Rodgers, "Approaches and Methods in Language Teaching", Cambridge, p.77, 1986

[49] Swan, Michael "A Critical Look at the Communicative Approach" ELT Journal, 39, 2-12, p.77, 1985

it is, and try out the new techniques without giving up useful older methods simply because they have been proved wrong".[50]

Richards and Rodgers catalogue some of the important questions which are raised by the applied linguists and pedagogues alike regarding the communicative approach as:

"1) Can the communicative approach be applied at all levels in a language programme?

2) Is communicative approach equally suited to ESL and EFL situations?

3) Does communicative approach require grammar-based syllabuses to be abandonded or merely revised?".[51]

To conclude, the communicative approach takes into account all the four basic linguistic skills viz. listening, speaking, reading, writing and also the conversational skill where the social context of utterances play the significant role.

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[50] Swan, Michael "A Critical Look at the Communicative Approach" ELT Journal, 39, 2-12, p.87, 1985

[51] J.C.Richards and T.S.Rodgers, "Approaches and Methods in Language Teaching", Cambridge, p.81, 1986

2.2. Advantages and disadvantages of modern approaches of English language teaching.

Every method has controversial sides. Also modern approaches of English language teaching have advantages and slight disadvantages. Disadvantages are not serious;language teachers can decrease them after using several times communicative approach. Nevertheless, there are a lot of beneficial sides to implement this method during your lessons. If you focus on following features of CLT, you will find out how interesting and effective method it is. Modern approach of ELT and communicative approach both of them are similar method. They like usage from each other.

Interesting

To start the lesson with "Today we are going to learn about the Present Perfect Simple", instead of to start the lesson with "Today we are going to learn how to do a job interview in English". "Present Perfect Simple" will frighten pupils, but pupils will interest in practicing English for a good job interview

Useful

The curriculums of modern approach and communicative approach usually have clear and specific main topics (situations) to increase learners' communicative and social competence.

Confident

Teachers encourage pupils to express a lot. Errors are considered natural. The teacher will not correct every sentence immediately. Itwon't hurttheself-esteemofpupils.

Brainstorming

Pupils can have incomplete knowledge but still communicate effectively. For example, if the pupildoesn'tknow how to say "chair", they can describe it as "the thing you sit in."

Authentic

Situation and atmosphere are close to people's real life. Real life situations and communication are unpredictable. A pupil may learn all the correct forms of

communication but may not know when to use them appropriately. Role-play andsimulation provide opportunities to react to these situations and to give the pupils a taste of real life.

Harmonious

The class will be harmonious through role-play games, interview, and other interaction activities by the teacher.

Disadvantages

Evaluation

It's hard to make a flawless evaluation of modern approach and communicative approach, because there are a lot of instable and changeful factors. "Communicative Approach" is aimed at training pupils' listening and speaking, so it relatively ignores the training of reading and writing. Therefore, it is hard to evaluate every aspect of English ability.

- Limitedinstructionalhours

Role-play games and simulations involve a lot of conversations and discussions. Thus it may not be very suitable for a large class. The teacher has to spend a lot of time on interactions of pupils and he is not able to predict the process in the class.

- Losingcontrol

Since the activities require the full participation of the pupils and minimum participation from the teacher, the teacher may fear that he may lose control of the class.

- Notsuitableforalllevels

Low proficiency pupils who do not have the necessary communicative competence to carry out the activity. Communicative activities would be more suitable for intermediate and advanced learners.

Activitiesaredifficulttomonitor

With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a pupil's performance. There is the fear among

teachers that the pupils are having too much fun and that no learning is taking place.

Introvertedpupils

Speaking will stop shy people for communication. If the character of pupils is introverted, teaching development will be a difficult problem.

Pair work and group work present ways of organizing the class while teaching speaking. The teacher's responsibility is to choose a suitable communicative activity depending on what is going to be practiced either fluency or accuracy and organize the pupils into pairs or groups. In some activities such as role plays and guessing games, pair work is essential. On the other hand, discussions and debates require group work and enable the pupils to express their opinions on a given topic within the group. After that, the spokesman of each group notifies the rest of the class about the conclusion they have reached. This may lead to a following discussion among groups and if the topic is amusing, the speaking lesson seems to be enjoyable for both pupils and the teacher, too.

There are many reasons for pair and group work to be used in the lessons. First of all, they provide the pupils with a lot more practice than working as a whole class. Pupils also feel more comfortable to speak to one or two people rather than the whole class and the teacher. Moreover, speaking to just a few people is closer to real-life situations.

Pair and group work allows each pupil to work for his or her small group or pair. The teacher is no more considered the only source of information but the pupils learn from each other. This creates opportunities for learners' knowledge to be shared. In order to be successful, learners need to become accustomed to using English without the teacher's permanent support. Therefore, working in pairs or groups helps them to build up their independence and confidence for further conversations. The advantages of pair and group work can be noticeable not only from the learner's but also the teacher's point of view. Itprovides the teacher with more time to work with weaker pupils and encourage them, by participating in a role play or discussion, to communicate. Teachers can also benefit from a great

availableness of different communicative activities being offered in bookshops and on the internet nowadays. The variety of materials for pair or group work speaking practice is praised by most of them and their use has proved to be very efficient for speaking skill improvement.

Slight disadvantages of pair and group work.

However efficient and useful pair and group work is, it may sometimes cause little problems while practicing speaking. The noise belongs to these obstacles the teachers have to overcome during lessons. Usually the pupils themselves are not disturbed by the noise; it is more noticeable to the teacher observing pairs or groups. However, the noise created by pair and group work demonstrates learners' engagement in a speaking task and gives the teacher visual evidence of pupils' involvement. Considering this, the success in working in pairs or groups depends mainly on the pupils' and the teacher's approach.

The difficulty is to control the whole class during a communicative activity. To stop activity getting out of control, it is important to give the pupils clear instructions, define the speaking task clearly and set up a routine, so that pupils a accept the idea of working in pairs or groups and know exactly what to do.

Although there some disadvantages ofELT and CLT, they are considered one of the most effective approach to teach pupils foreign language. These downsides may be decreased after implementing it several times during the lessons. Initially, it may be difficult to adapt this method for both language teachers and pupils. Nevertheless they will find it out a very fascinating method among other methods.

CHAPTER 3.THE USAGE OF MODERN APPROACHES IN ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS.

3.1.Implementation of glossaries, handouts and storytelling in pupils of secondary schools.

General information on the lessons.In this group I generally used long explanations of grammar, translating everything; Ialways gave the instructions in Uzbek; and in the tests I asked the children to translatewords and sentences. We did many translations in the lessons, but very little speakingin English. The children had exercise books, glossaries, printed handouts and textbooks; when doing listening exercises, we listened to the CD before I gavethe instructions for the task, and we wrote a great deal. I will not describe all thelessons in my thesis, because the methods reappeared. However, I will describe all theme methods.

Here I will illustrate the methods I used in this group. After a written explanation ofeach method, I will also incorporate pictures of the handouts, including the illustrations.

I am presenting all the material as I used it because the illustrations were a stimulusforthe children and I would like to keep the presentation of the methods I used as authenticas possible.

Here is a list of the methods used:

a) Vocabulary and grammar lesson without a textbook

b) Create a text according to the model

c) Translation from English into Uzbek

d) Translation from Uzbek into English

e) Reading

f) Listening

I also include 3 formats of tests used in this group:

g) Test I

h) Test II

i) A Mini Test

a) Vocabulary and grammar lesson without a text book:

I prepared handouts and gave them to the students in the class (See Fig. 1). The first

handout included ten vocabulary items on vegetables in the format 'Uzbek word –English word – pronunciation'; on the other side of the handout was an exercise to written sentences about themselves "I like/don't like…" with Uzbek instructions and oneexample. After the introduction, we read the words and translations; then I explainedthe 'I like/I don't like' grammar, the pupils did the exercise and I checked it.

Fig. 1 – Page 1:

sabzi – carrot – [ˈkarət]

pomidor – tomato/-es – [BR: təˈmɑːtəʊ/ US: təˈmeɪtəʊ]

no'xot – pea – [piː]

loviya – bean – [biːn]

karam, salatbarg – lettuce [lɛtɪs]

qizilqalampir, garimdori – paprika – [pəˈpriːkə]

piyoz – onion – [ˈʌnjən]

sarimsoqpiyoz – garlic – [ˈgɑːlɪk]

bodring – cucumber – [kjuːˌkʌmbər]

qo'ziqorin – mushroom – [mʌʃˌrum]

Fig. 1 – Page 2:

Write a sentence with "I like / do not like ..." and bring vegetables.

1. I like carrots.

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

b) Create a text according to the model:

After presenting the vocabulary on fruit and vegetables and the grammar - present tenseof the verb "to like", a revision of fruit and vegetable vocabulary and the grammarfollowed.

I prepared a handout (see Fig. 2) which includes a short text about a boy who describeswhat he likes and dislikes and what his family like and dislike. We read the text,practised pronunciation, and translated it, and then the pupils were expected to write asimilar text about themselves and their family. Before the end of the lesson I checkedtheir texts and corrected mistakes.

Fig. 2

Hello. My name is Robert. I like apples and oranges. I don't like carrots, lettuce and beans. My brother likes melon and strawberries. He doesn't like bananas and pineapples. My mother likes grapes and pears. My father likes raspberries and strawberries. They don't like lemon. We all like peas, tomatoes and garlic.

Write a similar text about yourself and your family:

_____

_____

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c) Translation from English into Uzbek

The children received a handout (see Fig. 3) with an English text. All the vocabularyitems, phrases, and grammar have already been taught in the previous lessons. Thepupils were expected to translate the passage into their mother tongue.

Fig. 3

Bob: Hello. I'm Bob. What's your name?

Lucy: Hi! I'm Lucy. How are you?

Bob: Fine, thanks.

Lucy: Who is this?

Bob: It's Fred.

Fred: Come and play skittles in the garden.

Bob: Here are 9 skittles and one ball.

Fred: 1, 2, 3, 4, 5, 6, 7, 8, 9

Lucy: Ok!

Fred: 9, 8, 7, 6, 5, 4, 3, 2, 1.

Lucy: Bye-bye, Bob and Fred

Bob+Fred: Bye Lucy, see you tomorrow.

d) Translation from Uzbek into English.

The children received a handout (see Fig. 4) with a Uzbek text. All the vocabularyitems, phrases, and grammar have already been taught and practiced in the previouslessons. The pupils were expected to translate the passage into English.

Fig. 4

Petr: Salom.Men Pitrman.Sizningismingiznima?

Tom: Salom! Men Tom.Ahvolingizqanday?
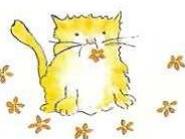
Petr: Yaxshi, rahmat.

Tom: Bu kim?

Petr: Bu Lusiy.

Lucy: Yuring, bog'dabovlingo'ynaymiz.

Petr: Bu yerdato'qqiztabulavkavabittakoptok bor.

Tom: Yaxshi!

Peter: O'n,to'qqiz, sakkiz, yetti, olti, besh, to'rt, uch, ikki, bir.

Tom: Hayr, PitrvaLusiy.

Peter+Lucy: Ey Tom,ertagako'rishguncha.

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d) Reading

In the class book, there is a letter (see Fig. 5). The pupils were told toread it aloud – each pupil one sentence, one by one. There were quite a lot of newvocabulary items which were read aloud and translated during the reading by theteacher. The pupils were expected to note the new words and pronunciation in theirglossaries. The letter was read two times aloud, all the words were explained and thenthe pupils' task was to translate the text into Uzbek. This was done only orally, in thesame way as the reading. The homework was to write a similar letter as a reply to theone in the book.

Fig. 5

All about me!

Read the letter.

9 Park Street
London

5th May

Dear Peter,

Hello, I'm Holly! I'm your new penfriend. I'm eight and I'm from London. I've got a brother and two sisters. I like gymnastics, pop music, and animals.

I've got lots of pets — a dog, two cats, and a rabbit. When I grow up I want to be a vet.

What about you? Have you got any pets? What do you want to be when you grow up?

Write soon,

Love,

Holly

This is my brother Harry, and my sisters — Ann and Charlotte.

Gymnastics is my favourite sport.

This is me and my rabbit, Benjamin.

f) Listening

The pupils were told in Uzbek that they were going to listen to a conversation. Then thelistening followed.

Tape script:

Aziz: What's this? Is it a car?

Jasur: No. Wait and see!

Aziz: I know! It's a robot!

Aziz: Is it a robot, Kamol?

Kamol: I don't know!

Aziz: Is it a robot, Jasur?

Jasur: No, it isn't!

Aziz: It isn't a car... and it isn't a robot... hmmm.

Aziz: Is it rocket, Sardor?

Sardor+Jasur: Yet, it is! It's a rocket!

Computer: 10, 9, 8,7 , 6, 5, 4, 3, 2, 1, BLAST OFF! (end of tape script)

After the listening finished, the children were asked two questions: What were Sardor,Jasur and Aziz talking about? What was it? If there were no correct answers in Uzbek or English, the conversation was replayed once or twice again. After most pupilsagreed on the answers, the pupils were instructed to open their class books on page 15, where the story is in a form of comic strip, and to work in pairs and translate the text into Uzbek.

j) Test I:

After going through the vegetable and fruit vocabulary and all present simple forms of"to like", I tested the students on the vocabulary, both English spelling of the words aswell as pronunciation (writing the signs), and on the grammar (which was examinedthrough translating sentences) (see Fig. 6).

Fig. 6

Date:_____ Name:_____

Write in English: how to write after reading.

pineapple _____ _____

grapes _____ _____

raspberry _____ _____

onion _____ _____

cucumber _____ _____

banan _____ _____

pear _____ _____

Translate to English:

I like apples and lemons._____

I do not like beans and melons._____

Sara likes tomatoes andstrawberries._____

Michal does not like oranges. _____

We like lettuce and peas. _____

They do not like garlic and mushrooms._____

k) Test II

Another test included translation, pronunciation, and dictation (see Fig. 7).

Fig. 7 – Page 1:

Name: _____ Date: _____

Tom: Hi. I'm Tom. What is your name?

Betty: Hi! I'm Betty. How are you?

Tom: Well, thank you.

Betty: Who is this?

Tom: That's John.

John: Come and play bowling on the garden.

Tom: There are nine pins and one ball.

Betty: Well!

Betty: Goodbye, Tom and John.

Tom + John: Hi Betty, see you tomorrow.

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Fig. 7 – Page 2:

Dictate at the numbers:

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_____

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_____

_____

_____

_____

_____

_____

_____

How to read?

come_____

Hi_____

Bye_____

I'm_____

skittles_____

three_____

five_____

ball_____

i) A Mini Test

This was a very short test which occurred quite often. It's aim is to check the knowledge of recently learned vocabulary. The format of the test had 3 versions:

A. On a piece of paper write 10 colours in English.

B. Dictation

C. Short translation from Uzbek into English (for example on the instructions "Stand up, Sit down" etc.)

Let me now present some effects which I have noticed particularly in this group. The pupils appeared to be bored in the same way that I remember being bored undertaking such activities.

Seeing this contrast, they responded so strongly against the traditional methodology used in their classroom and wanted to discontinue the experiment prematurely.

Let me now present the results of the measuring tests:

There are 2 tables in the following:

3.2. Classroom activities used in Communicative Language Teaching of type of modern approaches of English language teaching.

CLT also places great emphasis on helping pupils use the target language in a variety of contexts and places great emphasis on learning language functions. Its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence, which can loosely be defined as their ability to apply knowledge of both formal and sociolinguistic aspects of a language with adequate proficiency to communicate.

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. Under this broad umbrella definition, any teaching practice that helps pupils develop their communicative competence in an authentic context is considered an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which pupils practice and develop language functions, as well as correct use of grammar and pronunciation focused activities.

Classroomactivitiesusedin CLT

- Projectwork
- RolePlay
- Jigsawpictures
- GuessingGames
- Characterstudies
- Findingconnections
- Foreseeingresults
- Explanation

However, not all courses that use the Communicative Language approach will limit their activities only to these. Some courses will have the pupils take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance. Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author´s point of view. However, all of them mention the same or similar communicative tasks but in different extent. Supported by a sufficient amount of literature, they created the following categorization of prevailing communicative activities:

Project Work

A project is a big task which usually integrates language skills work through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display. Brumfit gives an example in which advanced adult pupils elect to work in groups to produce a radio program about their own country. A range of topics, for example, ethnic groups, religion, education, are assigned to the groups, who research their topic and write and rehearse a script. A project on "Animals in Danger" for secondary school pupils, in which they use knowledge from Science and geography to research threatened species, write an article, and make a poster. A more teacher- directed example suitable for junior learners at an elementary level, in which they are asked to collect food labels or wrappings from tins, cartons, packets, etc. for a period of a week. These are used to create a wall display with a map of the world illustrated with the labels, which are attached to the relevant countries of origin and export with colored threads and pins. The map is then used for oral practice and controlled writing.

Organizing Role Play

Role plays, like any learning activities, should be appropriate for the children's age and social-cultural experience. The activity should give learners opportunities to use language they know and should start with simple dialogues

before moving on to more advanced interactions. Additionally, the role play should be interesting, exciting and motivating. Furthermore, role plays should create a context where learners pay more attention to the message than to the accuracy of their language.

In preparation for role play, learners may need to be introduced to key vocabulary and expressions they will be able to use. Role cards can also be provided to learners to explain the roles they will be taking on. Then learners should be given "enough time … to read any necessary information and to formulate their ideas". During role plays teachers should encourage learners and reassure them that no penalties will be imposed on them for hesitations or mistakes.

Role Play

Role 1: You come from Canada. Ask others about their names and their nationalities.

Role 2: You are Australian. Greet your friends, ask them about their names. Ask about their likes and dislikes.

Role 3: You are Chinese. Tell your friend about your name and your nationality. U.Hoshimov and I.Yoqubov suggested several types of role plays. For example, a pupil pretends himself as a famous poet, reporter, writer or scientist who came from England or America. He acts himself like them. Other pupils ask him different questions in English. Or one more example, pupils imagine as if they are at the doctor`s, at the library or in the sport hall and dividing class into groups act role plays.[52]

Jigsaw Pictures

Have a large picture which is divided into 12 sections. Pupils have to discuss, describe and piece the whole thing together: can even be done as an information gap exercise, although this will mean that the activity will lose its fluency bias. For lower levels and make the activity more controlled, use less than twelve divisions

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[52]U. Hoshimov; I. Yoqubov "Ingliztilinio'qitishmetodikasi". Sharq Press. Toshkent 2003 p.157

in the picture. Also the teacher can set up the language beforehand. Early finishers can be writing the story up on the board. Disadvantages with this activity is that it does tend to be rather slow, although you could try to speed it up by making smaller, more compact groups, and/or by making it a race.

Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. The class is divided into two groups: Knowers and Guessers. The guessers ask questions (limited 15or 20 questions), knowers say only "Yes" or "No". Knowers can be three or four and majority should be Guessers. A game may just consists of a sequence of random guesses until the right answer is hit on. The guessing usually needs to be stimulated not only the knowledge that there is something to be guessed, but also by some hint as to its nature: the first letter of its name, its color, function, or material, or just any random hint at the discretion of the knower.

Finding connections

This activity is more suitable for learners who have a wide enough vocabulary to cope with the very extensive imaginative intension required, and who have a reasonable mastery of tense system. The group is given two elements-objects, people, abstract concepts, or combinations of these and asked to find as many connections between them as possible, however tortuous. For instance, a shoelace and an egg; a connection between them could simply be that the shoelace belongs to man who likes eggs for breakfast.

Character studies

Character studies can also be based on magazine pictures, drawings or clear photographs which can be easily reproduced. The group isgiven a portrait and asked to make up a complete description of the person depicted. The task may be more clearly defined by making a list which include, for example, name, age, education, family background, profession, income, likes, interests, ambitions. Armed with this list, the pupils will find it easier to discuss the character of the persons.

Foreseeing results

Can you think of all the implications of an event such as the discovery of huge resources of oil in your country? Teacher gives pupils such a cause and asks them to imagine the results. The group sets itself to brainstorming all the possible results of such eventualities. They may do this as a straight-forward discussion, or through role-playing various characters, each of whom is interested in the effects on his own life or sphere of activity: a father, a ruler of the country, a doctor. Or the roles can be rather those of attitude: the optimist, the pessimist, the coward, the money grabber…

Explanations

Teacher reads about some part of one event and asks pupils to imagine the causes; he gives them results and asks them to reconstruct the causes. Groups are given a description of an apparently incredible or incongruous set of circumstances; the more details there are, the longer and more interesting the discussion will be. The classic example of such a situation is the famous Marie Celeste mystery; a ship found floating on the ocean without a crew or passengers; no sign of violence, and everything in good working order; but obviously hastily abandoned, with meals half-eaten and jobs half-done. The group has to think p a logical explanation that fits all facts.[53]

These activities can be used in the communicative classroom and they help to develop pupils' communicative competence effectively. Suggested activities are very interesting, exciting, energetic, fascinating and make to enlarge pupils' perspective; develop their accuracy and fluency.

Communicative Activities

One of the basic ways for teachers to make their classes communicative is to embed communicative activities in them. Communicative activities make use of real-life situations to necessitate communication. By working as a team or in small groups, pupils have opportunities to use the target language "to interpret, express

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[53]Penny Ur " The discussion that work Task-centered fluency practice" Cambridge University Press 2011. p. 27.

and negotiate meaning" (Savignon 1985 and after). Communicative activities, as Johnson and Morrow (1981) describe them "have three features in common: information gap, choice and feedback". (quoted in Larsen Freeman, 2000, p.129) An information gap can be observed "when one person knows something the other person does not" (Larsen Freeman, 2000, p.129). For instance, during warm ups pupils can ask each other what they do for fun after school or over the weekend. If pupils ask questions everybody knows answers for, their information swap will not be really communicative.

A choice emerges when pupils' answers are not form or structure dependent. In other words, instead of repeating after the teacher or following speech pattern drills "the speaker has a choice of what she will say and how she will say it" (Larsen Freeman, 2000, p.129).

In order for communicative activities to be effective, a speaker should receive feedback from his listener to "evaluate whether or not his purpose has been achieved … If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative" (Larsen Freeman, 2000, p.129).

All local English teachers who participated in interview professed that they use communicative activities in their classroom. However, classroom observations documented that communicative activities are misinterpreted. Most of the "communicative activities" English teachers use in classes focus on improving translation and grammatical knowledge of pupils, rather than providing them with an opportunity to use their grammatical knowledge to communicate in social contexts. When a local English teacher was asked to describe the communicative activities he uses in classes, he said the following: "I suggest (pupils) to make up short dialogues (using the new words given in textbook drills) or I tell them stories then they are supposed to render or do some specific assignments for my stories" (Personal communication, September 7, 2005).

Among other activities commonly used in communicative classrooms are: Sinkvein (short poems) and Find the Author. The goals of these activities, as English teachers explained them, are to improve pupils' (a) memory, (b) communication skills, and (c) ability to think in English. To play Sinkvein pupils are expected to write a poem consisting of four lines. A teacher gives a key word and explains what she expects to be in each line. Pupils usually work individually. This game is used in all grade level English classes. To play Find the Author a teacher reads an excerpt from English literature. Pupils are expected to guess who the author is, the main character, nationality of the hero and the place where the action had taken place.

Even though the majority of local English teachers believe that EFL learners should be grammatically competent prior to acquiring their communicative competence, they noted that in classroom teaching, grammar should not be taught as the only main topic. Moreover, more than 80 % of teachers noted that grammar maybe included in a lesson as a means of communication, not as the main goal of teaching. To provide a better understanding of the role of English in Uzbek EFL classrooms. Table 1.1 summarizes local English teachers' responses to the role of grammar in their classrooms.

Table 1.1

Items that demonstrate the role of grammar in EFL classrooms

Survey item	Agree (%)	Uncertain (%)	Disagree (%)
Grammar teaching may be included in a lesson as a means of communication, not as the main goal of teaching.	86.2	3.4	10.3
Teacher correction should be avoided when it interrupts the flow of	45.5	22.7	13.6

communication via pupil interaction.			
Teacher should not tolerate mistakes in English forms. Helping pupils develop the use of context appropriate.	13.6	27.3	40.9
Language should be primarily goal of language teaching.	63.6	13.6	4.5

Yet, when asked about pupils' overall performance in language learning, 72.4 % of teachers agreed that pupils' language performance should primarily be judged by their grammatical correctness. Table 1.2.shows these results.

Table 1.2.

Items that demonstrate the role of grammar in EFL classrooms

Survey item	Agree (%)	Uncertain (%)	Disagree (%)
Pupils' language performance should be primarily judged by their grammatical correctness.	72.4	10.3	17.2
It is of great importance that pupil responses in English be grammatically correct.	79.3	13.7	6.8
Pupils need to have immediate teacher feedback on the accuracy of the English they produce.	45.5	27.3	9.1

It is imperative to note that CLT does recognize the importance of grammar. In fact, it is "an important concern for any communicative approach whose goals include providing learners with the knowledge of how to determine and express accurately the literal meaning of utterances" (Canale and Swain, 1980, p.30).

Nevertheless, what Uzbek English teachers should be aware of is that pupils' ability to construct only grammatically correct sentences does not necessarily prepare them "for effective and appropriate use of the language they are learning" (Berns, 1990, p.79).

Conclusion

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

Historically, modern approaches of ELTare divided into 3 phases: traditional approaches; classic communicative language teaching; current communicative language teaching. These phases are differ from each other according to what kind of method they focus on that time. For instance, in the first phase, grammar is considered very important issue in Communicative approach. Year by year as learning process changes, teaching methods also develops and teachers look for techniques to implement the best method.

The types of instructional materials have a very important place in ELT. A wide variety of materials have been used to support communicative approaches to language teaching. Materials thus have the primary role of promoting communicative language use. There are three kinds of materials currently used in ELT and label these text-based, task-based, and realia.

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

Every method has controversial sides. English language teaching also has advantages and slight disadvantages. In a nutshell, the preferences of this communicative approach are interesting, useful, authentic, harmonious… and it helps to encourage pupils and increase their confidence themselves. The downsides are having difficulties to make flawless evaluation, limited instructional hours, not suitable for all levels, losing control. After using several times the activities of ELT, teachers can manage to decrease the disadvantages. Also fluency and accuracy have a great role to develop Communicative language teaching. It is impossible to imagine communicative approach without them.

Fluency means to speak foreign language smoothly, easily, expressively and with few pauses. Fluent speaker uses language phrases, idioms, slangs like native speakers. They are able to converse freely and talk with native speakers about different subjects. Non- fluency in an English language learner is discernible in frequent pauses, repetitions and self-corrections. To avoid such noticeable features learner should study on his English language.

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

There are given some principles above suggested by linguists and researches to develop oral fluency and accuracy in the classroom. If novice teachers use these principles in their lessons, it will help to improve pupils' communicative competence.

A communicative classroom is always busy with different activities like pair work, group work, role play, presentation, debate, discussion and dramatization. In the classroom ELT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which pupils practice

and develop language functions, as well as accurately use of grammar and pronunciation focused activities.

In my opinion, accuracy should be taught from the beginner level. Because at beginner level, learners have no enough knowledge about language and they are lack of words. Accuracy carries on through to pre-intermediate when fluency activities like discussions and debates should be taught. Teachers' goal is to define them grammar rules and word structure. At advanced and intermediate learners are more experienced and aware of grammar rules; they know when and where use appropriate words correctly. Teachers' responsibility is to illustrate them how to speak fluently and increase their communicative skill perfectly. It would be better if the teacher take into consideration learners' needs. According to their demands teacher should pay more attention to accuracy or fluency. Some pupils need to use English to communicate with foreigners or possibly need foreign language for their own interests, leisure activities. Others possibly need to speak in public, often reading aloud from texts or negotiating might need to concentrate more accuracy of their pronunciation. Issues such as when and where to use language may also need to be taken into account during choosing a teaching method.

To sum up, modern approach of ELT is one of the effective teaching method. If language teachers use this way of teaching method it will a great number of opportunities to learners improve their communicative skill. Initially, it will be difficult both teacher and pupils to adapt this method, but it makes a good resolution on pupils` self-confidence during speaking. Due to using fluency and accuracy activities at the same time in communicative classroom support pupils to become a well-qualified, fluent speaker.

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GLOSSARY

ACTFL- American Council on the Teaching of Foreign Languaes

ARELS- Association of Recognised English Language Services

BASELT- British Association of State English Language Teaching

BC- British Council

BE-Bilingual education

CALL-Computer assisted Language learning

CEELT- Cambridge Examination in English for Language Teachers

CELTA- Certificate in English Language Teaching to Adults

CLT- communicative language teaching

CILT-Centre for information on Language Teaching and Research

DELTA- Diploma in English Language Teaching to Adults

DOS- director of studies

EAP- English for Academic Purposes

EFL- English as a Foreign Languages

ELICOS- English Language Intensive Courses for Overseas Students (Australian)

ELL- English language Learner

ELT- English Language Teaching/Training

EMT-English Mother Tongue

ESL- English as a Second Language

ESOL- English for Speakers of other languages

ESP- English for Specific Purposes

EST- English for Science and Technology

FES-Fluent English Speaker

IATEFL- International Association of Teachers of English as a Foreign Languages

IELTS- International English Language Testing System