

**THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION**

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

ENGLISH LANGUAGE FACULTY

**THE CHAIR OF ENGLISH LANGUAGE TEACHING METHODS AND
PRACTICE**

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**COMMUNICATIVE METHODS OF TEACHING FOREIGN
LANGUAGES**

COURSE WORK

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SAMARKAND-2016

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INTRODUCTION

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth.

Today modern methodics demands communicative approach in teaching foreign languages, because it is the most effective and fruitful. **Communicative language teaching** (CLT) is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language. Code switching is changing between languages at some point in a sentence or utterance, is a commonly used communication strategy among language learners and bilinguals.

While traditional methods of formal instruction often discourage code switching, students, especially those placed in a language immersion situation, often use it. If viewed as a learning strategy, wherein the student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language, then it has the advantages that it encourages fluency development and motivation and a sense of accomplishment by enabling the student to discuss topics of interest to him or her early in the learning process - before requisite vocabulary has been memorized. It is particularly effective for students whose native language is English, due to the high probability of a simple English word or short phrase being understood by the conversational partner.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great

deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

However, one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. Communicative language teaching itself has a lot of advantages. It really does benefit the students in a variety of ways. We believe that learners will learn best if they participate in meaningful communication. The method is learner-centered and emphasizes communication and real-life situations, compared with traditional grammar teaching which emphasize grammar rules. By employing communicative grammar teaching, we can get the student to communicate as well as to improve both fluency and accuracy. Furthermore, we can also increase motivation and promote learning.

As so much has been written about grammar we could be forgiven if we admitted to confusion. Each person, whether a learner or a teacher, has an opinion. Starting from the principle that grammar is "a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us", we can say grammar is central to the teaching and learning of all languages. It is also one of the more difficult aspects of language to teach well. In order for students to have a functional knowledge of a language they must have at least some knowledge about the grammatical constructs of the language in question. This research's introduction is an admirably brief mission statement for the communicative approach to grammar teaching. Today grammar teaching is focused on form and consciousness rise, there is a need to focus on form with learners to facilitate accuracy.

Actuality of the theme of the research. The problem of teaching English by communicative method is very important and actual nowadays because knowledge of language is valued by the ability of speaking and communicating in a foreign language without any difficulties. In this work both theoretical and practical approaches of communicative teaching are described in details.

The problem of communicative teaching was investigated by a large number of scientists in methodology such as V. Allen, H. Brown, J. Richards and T. Rodgers, W. Littlewood, D. Nunan, J. Towell and others. They investigated communicative teaching foreign languages in different ways for students of different levels. This work presents a rich material on how to teach and make teaching foreign languages effective and fruitful.

The aim of the research is investigation of the communicative methods of teaching foreign languages (in our case English) and making this process interesting and motivating for students to learn the language easily, desirably and quickly.

The object of the research is modern, communicative and effective methods and classroom activities for teaching foreign languages.

The subject of the research is the complex of results and effects of using communicative methods of teaching different language skills and embedding them into classroom activities.

Theoretical significance of the research is large material which can be included into the lectures on Methods of teaching foreign languages, the research work can give ground for further development of communicative language teaching (CLT) and be useful for teaching foreign languages in educational institutions.

Practical significance of the research - these interesting communicative and motivating ways and methods of teaching foreign languages can be used at practical English classes, seminars of Methods of teaching foreign languages at the higher educational institutions of our country, in writing course papers and scientific articles on the theme. A number of activities for developing language skills can be used by students in their further professional life as English teachers.

The structure of the research. It consists of Introduction, Main part, Conclusion and List of used literature.

1. Communicative ways of teaching grammar

Grammar has always been one of the mainstays in teaching foreign languages. From a historical perspective, there have been different views on the position of grammar and methods used in the overall process of foreign language learning. Social and historical factors have played a significant role. In ancient times languages such as Greek, French and Latin in particular had a great influence on language teaching including grammar. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences.

Grammar is very helpful for effective language learning. It can be taught through different methods of the second language teaching. Although the principles of the methods are different from one another, there is always a focus on grammar. Language teachers and educators, however, seem to disagree on this point as the following quotation illustrate [6,192].

“The language teachers view of what constitutes knowledge of a language is a knowledge of the syntactic structure of sentences. The assumption that the language teacher appears to make is that once this basis is provided, then the learner will have no difficulty in dealing with the actual use of language” [24,82].

However, one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. Communicative language teaching itself has a lot of advantages. It really does benefit the students in a variety of ways. We believe that learners will learn best if they participate in meaningful communication. The method is learner-centered and emphasizes communication and real-life situations, compared with traditional grammar teaching which emphasize grammar rules. By employing communicative grammar teaching, we can get the student to communicate as well as to improve both fluency and accuracy. Furthermore, we can also increase motivation and promote learning.

There are several ways in which the teacher can go about teaching grammar to students. In this article we will look at why grammar is often seen in a negative

light, on what more effective method grammar should be taught and whether or not students need to learn grammar at all.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Communicative ability refers to the ability to comprehend meaning and to use forms appropriately. This implies the importance of grammar learning in order to achieve a higher level of communication. In the context of CLT, whether or not grammar instruction should be included has been a controversial. The Role of Grammar in Communicative Language Teaching that learners receive sufficient comprehensible input, and that only acquired knowledge can lead to fluent communication.

The results of these studies are very important, because they support the role of form-focused instruction. Some teachers think that form-focused instruction and communicative activities, where the focus is on meaning, should be separated. Teachers believe that drawing students' attention to grammar, while they are engaging in meaning, may have harmful effects.

In the face of a growing desire for using authentic teaching materials it is essential that a teacher, apart from sticking to the teaching syllabus, incorporates authentic materials into the teaching course as often as possible.

As far as songs are concerned one can find any amount of this type of material in different sources. They can be found in almost every course book, mainly at the end of each unit. They can be found in song books or in presumably the broadest source of information nowadays - the internet. But there are not many studies which consider grammar in the context of songs. The most comprehensive one on the English teaching market is the compilation of exercises done by Mark Hancock entitled "Singing grammar" [12,106].

Although the author has covered virtually every grammar point in his work the reader does not exactly meet what the title suggests. In my opinion, the author overlooked the core of his work. The title to what he wrote should rather be Teaching grammar with the accompaniment of songs. All the activities presented in his work are organized into three groups: lead-in pages, grammar exercises and follow-up exercises. It has to be said that it is wise to have some kind of introduction into the grammar point and some final additional exercises making the most of what is being learnt. However, Mark Hancock's mistake lies in that he has made the overwhelming majority of grammar exercises based not directly on lyrics but on follow-up materials not strictly related to the songs [13,107].

Songs and jokes have several common features. First, they present authentic language with the authentic grammar interwoven. Second, they both bear the pleasure aspect in a form of music and enjoyable punch line in jokes which help memorize the words and grammar. In this way the grammar students are exposed to is remembered better than in the form of simple course book exercises. Third, all possible grammar points can be found in them. They are especially good for practicing different verb forms along with the grammatical tenses. That is why the number of universal exercises presented earlier is so extensive.

Nevertheless, they are quite different forms of expression and have quite different natures. This makes them exclusively appropriate for practicing particular grammar points. The following areas of grammar:

1. imperatives
2. word order
3. parts of speech

For reasons, which will be discussed shortly, can be more effectively practiced and checked with the help of songs. The suggestions of the exercises will be given after the analysis of songs in comparison with jokes.

The most important quality of songs compared to jokes is the repetition of chorus and sometimes even of verses. To make it more powerful, tune, rhythm and musical instruments all work together. Repetition that naturally occurs in songs can

make drill work easier and more pleasant. Songs that contain repetition can be helpful in teaching and expanding grammatical patterns [20,16].

The students can make use of the *mnemonic* quality of songs, which means that words and grammar structures are much more memorable in combination with rhythm and melody. Students can call given language forms to mind simply by singing the song mentally, and this is something people even do involuntarily. That is why we should give students ample opportunity to practice, keeping in mind that they are dealing with tune, rhythm, and language all at once. Since repetition is helpful in teaching and expanding grammatical patterns this feature can be exploited for the practice of the imperatives, which frequently have the quality of repetitiveness.

Another characteristic feature that makes songs different from jokes is the organizational form of songs. It has to be said that a song is a much better organized expression than a joke. The contents are in the form of very transparent and neatly organized elements, that is, lines, verses and choruses. Jokes, in contrast, are pieces of simple text not having easily visible components. The discussed feature make songs very suitable for grammar practice within the regular lines, verses and choruses. Therefore, they are appropriate for any word-ordering exercises.

Having neatly organized elements in them, songs make a good basis for practicing English syntax and parts of speech. A line in a song tends to comprise one idea e.g.

I know you've never seen my face

You've never heard my name

Although I've never talked to you

I've got you on the brain.

Any idea has to be expressed mostly in the usual grammatical order of SUBJECT + PREDICATE + OBJECT. This order is essentially supplemented by many extra parts of speech such as pronouns, adverbs, possessive adjectives etc.

In terms of length jokes are generally shorter forms of expression than songs. Consequently, exercises made on the basis of jokes will be significantly shorter. This does not mean that it makes them easier. One has to agree that as far as songs are concerned we can find a number of very simple songs which can be used at the beginner's level and plenty of those at higher levels. In contrast, there is a virtual scarcity of jokes for the beginner's level. This is so because the language used in jokes is very different from that in songs. It is more authentic in a sense of being everyday language.

Everyday language bears the complexity of all the lexis and grammar simultaneously. It is also a reflection of the variety of everyday situations, which are often complex ones. So it is very hard to find simple language in them. Therefore, they should on the whole be used starting from pre-intermediate level. Nevertheless, they are undoubtedly one of the best sources of the authentic material in which the language used is the same as of everyday life. This attribute is an encouraging factor in foreign language learning.

The characteristics of jokes make them a better source for practicing the following particular grammar points:

1. Past Simple and Present Simple as narrative tenses (Present Simple often used as a substitute for Past Simple)
2. Reported Speech
3. Passive voice
4. Defining and non-defining clauses

It is a common knowledge that teachers have to stick to the teaching syllabus at school but it is really worth finding time for songs and jokes in class as they can give a fresh perspective on the language we are teaching. Through them, the language we have been dissecting into a series of structural points becomes whole again. It should be our experience that songs and jokes in the classroom can revive our love and respect for English and can bring to mind the joy and exquisite beauty of the language we have chosen to teach, in a way that many of us have long forgotten.

2 Communicative activities for learning vocabulary

A long period of time grammar was viewed as the main task in second language teaching. Mastery of grammatical structures was the main goal in second language acquisition. The Grammar-Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were of relatively minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing decontextualised word lists. The relatively minor importance attached to lexical knowledge and context was visible in the scant attention paid to it by second language researchers and teachers in the last decade.

Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating. The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins argues that “Without grammar, there are few things we can express; while without vocabulary, there is nothing we can express.” [23,55] Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

Since the 1960s, many new ideas and approaches to the study of vocabulary acquisition in a second language have emerged through many English linguists’ efforts and research. Among them, Communicative Language Teaching (CLT) pedagogy which originated from the changes in the British Situational Language Teaching approach dating from the late 1960s deserves to be mentioned. Stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and a goal to develop learners’ communicative competence, CLT evolved as a prominent language teaching method and gradually replaced the previous Grammar-Translation Method.

This study aims to investigate and evaluate the effectiveness of Communicative Language Teaching in vocabulary teaching and learning by means of observing an English lesson. In order to investigate and evaluate the effectiveness of Communicative Language Teaching in vocabulary teaching, observations on one English lesson, a dictation exercise after the lesson and an interview with the pupils' English teacher are applied as the research methods [18,19].

In the original formulation of the Interaction Hypothesis, Long inferred that modified interaction is necessary for language acquisition [19,158]. Apart from linguistic simplification, modified interaction may also include elaboration, slower speech rate, gesture, or the provision of additional contextual clues. Some examples of the means of modified interaction consist of comprehension checks, clarification requests, self-repetition, paraphrase and feedback:

1. Comprehension checks—efforts by the native speakers to ensure that the learner has understood (for example, “The bus leaves at 6:30. Do you understand?)
2. Clarification requests—efforts by the learner to get the native speaker to clarify something that has not been understood (for example, could you repeat please?) These requests from the learner lead to further modifications by the native speaker.
3. Self-repetition or paraphrase—the native speaker repeats his or her sentence either partially or in its entirety (for example, ‘She got lost on her way from school. She was walking home from school. She got lost.’) [19,162]

Research has shown that conversational adjustments can aid comprehension. Modification that takes place during interaction leads to better understanding than linguistic simplification or modification that is planned in advance. Some recent research has shown that specific kinds of interaction behaviors aid learning in terms of immediate production. In version of the Interaction Hypothesis, more emphasis is placed on the importance of corrective feedback during interaction. Merrill Swan extended this thinking when she proposed the ‘comprehensible output hypothesis’. She observed that it is when they are most likely to see the

limits of their second language ability and the need to find better ways to express their meaning. The demands of producing comprehensible input, she hypothesized, 'push' learners ahead in their development in [19, 161].

Vocabulary is of great significance in expressing thoughts and ideas in interaction activities. Vocabulary acquisition is the main task of second language acquisition. This section will present vocabulary teaching and learning theory in connection with the study. There are various theoretical studies on exploring the types of vocabulary knowledge related to the familiarity with a word.

Although many researchers have classified vocabulary knowledge in different ways, there is a consensus among them that vocabulary knowledge is a complex system which consists of several types of vocabulary knowledge besides meaning and form. Any research that tends to explore vocabulary acquisition should regard it as its task to study the different types of word knowledge, and most importantly, to explore the links and interrelationships between the different types of word knowledge [14,133].

Vocabulary plays an essential role in expressing ideas and thoughts. The well-known British linguist, Wilkins [23, 59] says people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson [22, 116] thinks that native English speakers can understand language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lord mentions that 'vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings'. Lewis [9,92] holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary.

Vocabulary teaching has been developing greatly since 1980s. Several experts and linguists began to pay attention to vocabulary teaching during that period. For example, in the 1980s Terrel proposed the Natural Approach which

emphasizes comprehensible and meaning input rather than grammatically correct production [21, 74]. In 1983, Allen mentions the presentation and exemplification of practical techniques in the teaching of vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for language classroom [3, 191].

There are a growing number of studies researching what second language teachers do about vocabulary in second language classrooms. Among them, some strategies relevant to the study are listed as follows:

Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed [15,74].

Every word has its own usage context. It is ineffective for students to master words from the concrete situation if the teacher explains them monotonously and abstractly. Lack of context makes vocabulary learning difficult. Words taught in isolation are generally not remembered. Therefore the background knowledge of words is very important in vocabulary teaching.

There are varieties of activities in a classroom to help students learn target language effectively, such as games, music, dramatic stories, amusing anecdotes etc. Role-play is one of them. Role-play helps students learn effectively and use target language as freely and communicatively as they can. Role-play aims at fostering the ability of students and is characterized as mutual teaching and learning. It can realize the teaching model of “students play a principle role and the teacher plays a leading role” [8,122].

The main steps of designing role-play are summarized as follows:

(1) Firstly, teachers should choose a situation for a role play, keeping in mind students' needs and interests. Teachers should select role-plays that will give the students an opportunity to practice what they have learned.

(2) The next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration.

(3) After finishing selecting a suitable role play, teachers should predict the language needed for it. It is recommended to introduce any new vocabulary before the role play.

(4) This step implies providing students with concrete information and clear role descriptions so that they could play their roles with confidence. Teachers should describe each role in a manner that will let the students identify with the characters.

(5) Teachers ask for some volunteers to act out role-play in front of the class in this step. It is recommended that teachers avoid intervening in a role play with error corrections not to discourage the students.

(6) Once the role play is finished, teachers should give feedback to students. This means pointing out students' advantages and disadvantages [31,87].

Communicative Language Teaching based on many modern linguistic theories is considered a good approach by many second language teachers around the world. It reflects a communicative view of second language teaching and learning.

The pupils took turns pronouncing the word. The following example was the teaching process of the word—inkpad.

Example 1 T: What's this, S 1, do you know (showing inkpad to pupils)?

S1: Um, it's inkpad.

T: Good! It's an inkpad. Now please read after me the word—inkpad.

All Ss: Inkpad, inkpad(loudly).

T: I-n-k-p-a-d. Please repeat it.

All Ss: I-n-k-p-a-d (loudly).

Boy A: Inkpad(clear pronunciation).

Boy B: Inkpad(clear pronunciation).

All Girls: Inkpad(clear pronunciation).

All Boys: Inkpad(clear pronunciation).

While teaching the word, she wrote down the spelling of the word on the blackboard. Thus, various aspects of the word knowledge, including its spoken form, its written form and its conceptual meaning, were presented to the pupils. She offered comprehension checks so as to make sure whether the pupils had understood it or not. For example, when she found the boy who emigrated from the Middle East two years ago and had studied English in the comprehensive class for only two years uttered the wrong pronunciation of the new word, she made corrective feedback patiently to help him pronounce it.

Example 2 T: The boy, please pronounce this word—inkpad.

A boy: Sorry, I don't know.

T: Ok, take it easy. Look at my mouth and read after me—inkpad (slowly but clearly).

A boy: Inkpad (better than the first time, but still not clear).

T: Uh, good, read after me again. You'll be better next time.

A boy: Inkpad (quite clear).

T: Very good(thumbs up)! [25]

Obviously, this kind of modified interaction---comprehension checks, slower speech rate and gesture of thumbing up, was quite necessary and useful for the boy to learn the new word.

Secondly, palm, thumb and nail were presented. This time she taught them by means of demonstrating her own body parts. The following dialogue between the teacher and the pupils was the process of teaching the word---nail.

Example 3 T: What's this, boys and girls (showing her ten red nails to pupils).

Girl A: Nail. My mum has red nails.

All Ss: (laugh)

T: Yes, you're right. It's nail(laugh too). Read after me.

Girl A: Nail, n-a-i-l, nail.

All Ss: Nail, n-a-i-l.

T: Who had colorful nails?

Girl B: Me(stand up and laugh). I have pink nails.

T: Oh, good. Do you have colorful nails, Boy A?

All Ss: (laugh)

Boy A: No, no, only girls have colorful nails(laugh and shake his head).

This simple strategy - showing her red nails, was very effective. Every pupil knew the meaning of the word quite clearly without the teacher's explanation. She made requests to clarify something that had not been understood in the process of teaching. When the pupils pronounced vague pronunciation, she corrected it immediately. When they did a good job, she immediately nodded and gave them compliment.

Example 4 T: What's this(raising a pupil's thumb)?

S1: Um, it's thumb(vague pronunciation).

T: Thumb(clear pronunciation). Please repeat it.

S1: Thumb(clear pronunciation).

T: Ok, good job.

Example 5 T: Could you pronounce the word—thumb, this boy?

Boy 1: Thumb(clear pronunciation).

T: Very good.

Through the modified interactions with the pupils, the teacher figured out how well they had learned the word.

With regard to the words - analyze, regulation, fate, trade, tool and rule, the teacher used another skill- looking up the words in the dictionary. These abstract English words cannot be demonstrated through simple body language or shown through pictures. But it is impossible for the teacher to explain the words in Uzbek. Luckily, these Uzbek pupils' English standard is intermediate. They have learned a large number of English words and basic sentence structures, which offered the possibility for the teacher to use the dictionary for defining new words by means of other familiar words or putting them into English explanations where other words in the sentences are already shown.

3 Communicative tasks for developing speaking skills

Language is for communication. It means that people normally use it to exchange their ideas, news and information. They may also use it to express their attitudes and feelings towards others. Therefore in teaching and learning a new or a foreign language this very important point i.e. communication should be taken into account. Speaking is one of the important and essential skills that must be practiced to communicate orally.

Speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. Speaking needs practicing as much as it possible. It is not writing or reading but it must be practiced directly in full expression. The Information Gap is a kind of structured output activities. These are like completing a task by obtaining missing information, conveying telephone message, and expressing an opinion. It sets up practicing on specific items of language. It is more like drills than real communication.

Amongst various activities in communicative approach “information gap” enjoys a great deal of popularity for those who try to practice CLT procedures in their classrooms. It is a type of activity which requires students to use the language to exchange some information and get their meaning across. It takes the students’ attention away from the form and directs it towards meaning. In other words it makes students to accomplish a task through using the language while concentrating on meaning rather than structure of the language [3,82]. Many scholars have defined information gap, the following section includes some definitions presented by some of them.

The teacher prepares a master handout based on information, language structures, and vocabulary the students have been working on. Then, the teacher deletes pieces of information on two sets of handouts. For example, Handout “A” will have some information deleted that handout “B” will provide.

1. The techniques of teaching the experimental group were based on information gap concept and communicative approach which were hypothesized to develop speaking skills while the control group was taught by the ordinary method.

2. The researcher himself applied the experiment and prepared all the needed aids and materials (lesson plan, worksheets, lap top, pictures, songs, video, digital camera, and others).

3. The researcher listened to students opinions and suggestions all around the sessions to evaluate the process of teaching by using information gap activities.

4. The pre-test of speaking skills was prepared by the researcher with some key words and students` marks were recorded by using oral speaking rubric. It was applied upon the experimental and the control groups.

5. The process of teaching the two groups followed the time planned of the experiment included English Language Institute sessions for each group plus four sessions for evaluation and testing.

6. The post test of speaking skills was applied upon the experimental and the control groups [2,35].

Figure 1. Mean scores of the control and experimental group in pretest As shown in figure 1, no significance difference was seen between the means of the control and experimental groups in pre-test. As it was mentioned previously, the test used for pre-test, was administered to both groups simultaneously at the end of the experiment. The purpose was, to find out if our special treatment had produced any significant differences in the performance of our subjects. On the basis of this assumption the researcher developed the null hypothesis, i.e., there is no meaningful difference between the means of the groups after the treatment. The results of post-test for both experimental and control groups are presented on the following figure.

Figure 2. A comparison of experimental and control groups concerning pronunciation and grammar performance

Figure 3. A comparison of experimental and control groups concerning vocabulary, fluency and reading comprehension performance.

Appendix A: A pre-test and post-test for both experimental group and control group

1. Tell me about yourself-----

What is your name? -----

How old are you? -----

What do you do? -----

Where are you from? -----

Where do you leave? -----

What do you like? -----

Do you have any pets? -----

What are your favorite possessions? -----

2. Now let's talk about your family-----

How many brothers & sisters you have got? -----

How many cousins you have got? -----

How old is your youngest relative? -----

Who is your favorite relative? -----

3. Now let's talk about your day, have a look at this picture-----

When do you usually get up in the morning? -----

What time do you go to school every day? -----

When do you have lunch? -----

How do you usually get home? -----

Do you do your homework? -----

What time do you usually go to bed? ----- [26]

Oral communication fulfills a number of general and discipline-specific pedagogical functions. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. They will have meetings to attend,

presentations to make, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities.

Successful communication is context-dependent and therefore embedded in its particular discourse community.

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. Oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda [16,76].

As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his advantage. Apart from the language used for communication, there are several others elements which the speaker should learn to communicate effectively.

The Skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills. For this he has to know the individual needs of the students. And this can be known in a better way when the learners perform a task in the class. Task-based approach seems to be suitable for teaching and learning these skills.

After finishing the initial activities, the teacher devotes some classes to explain the rubrics of the oral communication skills.

Discussion/debate: This core activity runs every week. The students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-led, i.e., students play all the roles (conductor,

observer, group presenter, and participating members). It is more appropriate to call this activity a "discussion/debate" activity because it includes both group discussions and debates, including a little bit of oral presentation. After the performance, students are given feedback individually. They are also informed about the errors they committed. And they take care of the errors committed in the next performance. In this way they improve a lot gradually [11,56].

Oral presentations: In between the discussion/debate activity, the students are asked to prepare a topic assigned to them and present in the class. This activity is less emphasized because we have a full-fledged course in Oral Presentation Skills. Students make formal oral presentations. Each presentation is followed by a question/answer period, and concluded by the teacher's comment.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility [1, 103].

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas [16, 58].

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very

beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class [11, 106].

Story completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing cards. In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible

questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture work. This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture describing. Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures [11, 107].

4 Communicative ways of teaching listening

Learning to communicate in a foreign language is the result of a very complex process of language acquisition. When young learners are starting to learn a foreign language, the process of learning resembles the process of learning one's mother tongue: after a period of listening to a foreign language in the classroom (exposure), children try to repeat some of the utterances they hear. Although repetition of set phrases does not mean that children are acquiring language it is still very important. Some linguists argue that repetition prepares children for meaningful communication in several ways: by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a lot of praise [7,61].

Teachers should understand listening as a complex interactive process in which meaning is being attached to sound and two-way communication is being achieved. In order to foster development of listening skills, teachers should include in their lessons a variety of listening activities. These activities should focus on developing micro skills [17, 165] such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules. Listening micro skills also involve distinguishing word boundaries and interpreting word order patterns, processing speech at different speeds of delivery, detecting sentence components, recognizing cohesive devices and communicative functions, developing listening strategies and using nonverbal clues to understand meaning.

Activities that support development of these micro skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful [4, 43]. He emphasizes the delicacy of choosing appropriate materials for listening activities caused by the fact that such materials „need to have an authentic meaning to young learners“. He argues that songs have a great teaching potential because they „provide examples of everyday language“ and present „the

natural opportunity for meaningful repetition“. That is why young learner classes have a variety of fun songs and chants that help children learn vocabulary and grammar while improving their oral skills. Listening strategies are found to be very important for young learners, especially 'intelligent guessing' like predicting, guessing from context and recognizing discourse patterns and markers.

Listening strategies can be developed by encouraging young learners to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions. Demonstrating language by using realia in contexts that are of interest to children or personalizing a context can also be effective. Total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically.

A very useful and engaging listening activity can be related to teacher's instructions for making an origami (paper folding) object; it can be a very simple one, but its potential for developing listening skill and engaging all children is great. Other ways of checking listening comprehension of young learners involve choosing, transferring information, answering questions, condensing or extending the heard utterances. Drawing on Brown [4, 45], Shin argues that teachers should focus on developing both bottom-up and top-down listening strategies, the former being engaged in processing the message from sounds to words and sentence structure, while the latter employ the schemata (background knowledge) to grasp meaning.

Successful listening activities should involve three stages: pre-listening (activating children's background knowledge, getting them predict content and pre-teaching new vocabulary), listening (with the support of visuals and clarification questions, and checking comprehension), and post-listening (follow up activity or speaking activity based on new language). Teachers should keep in mind that by consistently using English as a medium of communication in the classroom, they will help children to naturally develop their listening comprehension.

Meaningful communication in a foreign language depends on both aural and oral skills. Children like to talk and they seek for opportunities to communicate meaningfully, not through boring repetitions. When developing speaking skills of young learners, teachers should provide the balance between controlled and guided activities and allow children to enjoy natural talk in the classroom. It is very important that language production in controlled and guided activities is correct, and teachers should take care of accuracy by immediately correcting all students' errors. Conversely, no straightforward correction should be done when children are engaged in free speaking activities; correction should follow once the activity is over. Free speaking activities are paths to achieving fluency and developing communicative competence, i.e. confidence in using language in new contexts [5, 203].

To be able to use English in communication, children need to acquire necessary vocabulary and structures. In the beginning stages of language learning, new vocabulary should be presented orally with extensive support of pictures, drawings, puppets, realia, video, and/or mime, gesture, facial expressions or acting out. Miming driving a car and presenting a picture of a car helps children grasp the meaning of 'drive' and 'a car' extremely quickly. Teacher is always amazed by the scope of creativity my student teachers show when preparing materials for teaching young learners in the course of their pre-service teaching practice:

posters with town plans, masks with animal faces, puppets, puzzles, paper birthday cakes, birthday presents, balloons, videos that help all children learn the names of dangerous sports ('skydiving', 'rock climbing', 'rodeo riding', 'scuba diving') in no time and with big enjoyment.

Information gap activities provide appropriate opportunities for guided communication activities, while role plays lead children from fully to less controlled language use and prepare them for free speaking activities. 'Talking on the phone' or 'having tea' will intrinsically motivate children to take part in the activities because of the element of game and fun associated with them; if the classroom atmosphere is informal and non-competitive, the activities will help

children get ready for similar real-life contexts. Moreover, in such activities children „don't just use words, but also all other parts of speaking a language – tone of voice, stress, intonation, facial expressions, etc. which contributes to achieving fluency. What I find very important in fluency activities is giving children some time and support to rehearse their speech before engaging in a role play. This is crucial to confidence building and to achieving successful communication in a foreign language [5, 206].

Fluency as the ability to converse with others Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Speaking involves three areas of knowledge: Using the right words in the right order with the correct pronunciation, knowing when clarity of message is essential and when precise understanding is not required and understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Conclusion

In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of a language. Indeed, one may know all the words in a sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. No speaking is possible without the knowledge of grammar, without the forming of a grammar mechanism. Children need grammar to be able to speak, and write in the target language.

The method and techniques the teacher should use in **teaching grammar** is the communicative method and various techniques which can develop learners' listening comprehension and speaking. We have examined two kinds of grammar skills: the reproductive and receptive grammar skills. The reproductive grammar skills give learners an opportunity to make up their own sentences in oral and written forms in other words to communicate and the receptive grammar skills give them an opportunity to read texts and understand it.

To master the reproductive grammar skills one should study the basic sentences or models, to master the receptive grammar skills one should identify and analyze the grammar item. We have such a conclusion that the forming of grammar skills depends on training. Training is of great importance to realize the grammar item. We must use a lot of training exercises for the assimilation of grammar. We should provide the motivation of learn English, encourage students to communicate and remember that the correction of errors in the early stages of a language course may foster the following negative aspects:

Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

Some examples of the means of modified interaction consist of comprehension checks, clarification requests, self-repetition, paraphrase and feedback:

1. Comprehension checks - efforts by the native speakers to ensure that the learner has understood.

2. Clarification requests - efforts by the learner to get the native speaker to clarify something that has not been understood. These requests from the learner lead to further modifications by the native speaker.

3. Self-repetition or paraphrase - the native speaker repeats his or her sentence either partially or in its entirety.

Language is for communication. It means that people normally use it to exchange their ideas, news and information. They may also use it to express their attitudes and feelings towards others. Therefore in teaching and learning a new or a foreign language this very important point i.e. communication should be taken into account. **Speaking** is one of the important and essential skills that must be practiced to communicate orally.

The teacher prepares a master handout based on information, language structures, and vocabulary the students have been working on. Then, the teacher deletes pieces of information on two sets of handouts.

The researcher himself applied the experiment and prepared all the needed aids and materials (lesson plan, worksheets, lap top, pictures, songs, video, digital camera, and others).

The researcher listened to students opinions and suggestions all around the sessions to evaluate the process of teaching by using information gap activities.

The pre-test of speaking skills was prepared by the researcher with some key words and students` marks were recorded by using oral speaking rubric. It was applied upon the experimental and the control groups. The results were recorded and statistically analyzed.

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mime and facial expressions. Demonstrating language by using realia in contexts that are of interest to children or personalizing a context can also be effective. Total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically.

Successful listening activities should involve three stages: pre-listening (activating children's background knowledge, getting them predict content and pre-teaching new vocabulary), listening (with the support of visuals and clarification questions, and checking comprehension), and post-listening (follow up activity or speaking activity based on new language). Teachers should keep in mind that by consistently using English as a medium of communication in the classroom, they will help children to naturally develop their listening comprehension.

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