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ТАЪЛИМ ВАЗИРЛИГИ**

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ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ

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QUALIFICATION PAPER

The importance of developing communicative competence of learners

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**THE QUALIFICATION PAPER
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INTRODUCTION

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

According to this decree, “in order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas”¹.

The National Teleradio Company, State Committee for communications, informatisation and telecommunication technologies, Agency for Press and Information of the Republic of Uzbekistan are tasked to prepare and broadcast language-learning programs, significantly increase access to international educational resources via “Ziyonet” educational network, promote publication of foreign language textbooks, magazines and other materials.

This particular qualification paper is aimed to study developing students’ communicative competence through using posters in English and Uzbek.

The actuality of the study is enlightened through the intense importance to find ways and strategies to develop learners’ poster skills. Furthermore, it is purposed to show the effectiveness of posters on the way of improving learners’ communicative competence.

The novelty of the Qualification Paper is defined by actual results of the investigation special emphasis is laid on various types of rendering the structure and the methods to develop poster of learners.

The aim of this Qualification Paper is to reveal how posters can be beneficial on the way of developing students’ motivation to speak and their

¹ “On measures to further improve foreign language learning system”. Page 23. “Ziyo” Publications 2013.12 March

communicative competence eventually.

The following tasks are put forward according to the general aim of this research:

1. To highlight the importance of poster among other skills;
2. To reveal the problems of teachers while teaching poster;
3. To find methods and strategies to improve communication of learners;
4. To show the effectiveness of posters in developing communication of learners.

The methods of investigation used in this research are follows: communicational, stylistics, structural and translation.

The practical value of the research is that the material and the results of the given Qualification Paper can serve as the, material for theoretical courses grammar, translation, teaching poster and as well as can be used for practical debates and making effective posters.

The object of this research is to find out what kind of methods are best to apply when it comes to teach poster.

The material includes:

1. different types of articles relating to the topic;
2. different internet sites such as onestopenglish.org and britishcouncil.com;
3. the practical books of English and Uzbek linguistics that deal with intended topic.

The theoretical importance of the Qualification Paper is determined by the necessity of detailed and comprehensive analysis of the teaching poster which form is the most important part of learning English and a responsible job for the future teachers.

The Structure of work – the given Qualification Paper consists of introduction, three chapters and a conclusion which are followed by the lists of literature used in the course of the research. Introduction tells about the aim of the research, methods used on the course of it, explains its actuality novelty, object, practical and scientific value. The first chapter discusses how important is to teach

poster and the role of communication in this, also the problems that teachers face while teaching poster. In the second chapter is dedicated to search and present methods to teach English poster. Furthermore, it deals with that how motcation of learners can be improved to speak English.. Conclusion presents the results of the investigations produced in the Qualification Paper. The list of used literature names all the books used in the course of this research.

Chapter I The importance of developing communicative competence of learners

1.1 The role of poster in teaching English

There is probably the English language has turned into a global language that among countries, it serves as a most widely used language. It is talked, learnt and saw even in those nations where it is not a local's language. English is assuming a noteworthy part in numerous divisions including pharmaceutical, designing, training, propelled considers, business, innovation, managing an account, registering, tourism and so forth. All our product improvement today, the correspondence offices accessible to us through web, our entrance to an assortment of sites, are all being done in English. A large portion of the exploration works are directed and accumulated in English. Anything composed and recorded in this language is perused and listened to, in more extensive circles. Subsequently, English is being taught and learned the world over as a second language today.

Language is a device for correspondence. We speak with others, to express our thoughts, and to know others' thoughts too. Correspondence happens, where there is speech. Without speech we can't speak with each other. The significance of publication abilities, consequently is gigantic for the learners of any language. Without speech, a language is diminished to a unimportant script. The utilization of language is a movement which happens inside the limitations our group. We utilize language in an assortment of circumstances. Individuals at their work places, i.e. specialists working either in a medicinal lab or in a language research center, should talk accurately and successfully keeping in mind the end goal to discuss well with each other. Any hole in substitution results in mistaken assumptions and issues.

For a smooth running of any framework, the speakers of a language should be particularly and deliberately prepared in the ability of poster.

So as to wind up a balanced communicator one should be capable in each of the four language aptitudes viz., listening , notice, perusing and composing, yet the capacity to talk skillfully, furnishes the speaker with a few particular points of interest. The ability to express one's contemplations, assessments and emotions, as words set up together seriously, furnishes the speaker with these favorable circumstances. The delight of offering one's thoughts to others is massive. When we address others we come to have our very own superior comprehension selves, as Robert Frost once said: "I am an author of books everything considered, I talk so as to comprehend, I instruct keeping in mind the end goal to learn." Undoubtedly, the clarity in speech reflects clear considering.

A viable speaker can pick up the consideration of the crowd and hold it till the finishing of his message. Publication aptitudes are vital for vocation achievement, yet absolutely not restricted to one's expert yearnings. Notice abilities can likewise improve one's close to home life.

Outside the connection of any classroom, all youngsters who are more than once presented to language, in ordinary circumstances will learn it unwittingly. Most grown-ups can take in a language without examining it. Despite the fact that they may experience more difficulty with articulation and linguistic use than more youthful learners, they may at present have the capacity to convey fluidly. Youngsters and grown-ups who learn language effectively outside a classroom connection appear to share certain likenesses. Above all else, they are normally presented to language which they pretty much see regardless of the fact that, occasionally, they can't create the same language suddenly themselves. Besides, they are persuaded to take in the language with a specific end goal to have the capacity to impart. What's more, correspondence is for the most part an oral business. Lastly they have chances to utilize the language they are adapting, consequently checking their own advancement and capacities.

All these elements of normal language obtaining can be hard to reproduce in the classroom, yet there are components which are most likely worth mimicking. Clearly enough inside the classroom environment understudies don't get the same sort of presentation as the individuals who seem to be "grabbing" the language. Be that as it may, we ought to attempt to deal with inspiration, language introduction, expanded talking time and we ought to offer opportunities to utilize the language.

When we consider publication, we mean when the understudies utilize any the language at their charge to perform some sort of oral assignment. The critical thing is that there ought to be an undertaking to finish and that the understudies ought to need to finish it.

The reasons why it is a smart thought to give understudies poster assignments which incite them to utilize all and any language at their order are chiefly three:

1) Rehearsal: when understudies have free dialogs or discussions inside the classroom they have an opportunity to practice having examinations or discussions outside the classroom. Essentially enough, when they meet another companion from abroad the main discussion will be about presenting oneself, one's own particular family and so forth. Having them join in a pretend at the lost property office permits them to practice such a genuine occasion in the security of the classroom. It is a route for understudies to "get the vibe" of what conveying in the outside language truly feels like.

2) Feedback: engagement in a notice assignment which requests for the utilization of all and any language at the understudies' charge gives criticism to both instructor and understudies.

3) Engagement: finishing a poster assignment can be truly rousing and give genuine fulfillment. Numerous publication undertakings (pretend, speeches, talk about, critical thinking and so on.) are naturally pleasant in themselves and if arranged painstakingly (by the instructor) and finished effectively (by the understudies) add to expanding their self-regard.

Instructors frequently have a tendency to expect that discussion in the language classroom includes just putting into practice the syntax and vocabulary aptitudes taught somewhere else in the course. In any case, in the event that we need to show discussion well, we have to know something about what local speakers do when they have discussions. We have managed discussion here, on the grounds that discussion is the thing that typically happens in regular life, in the contacts understudies will have with remote companions or outside individuals as a rule. With the expression "discussion" we allude to a talked communication between two or more individuals who don't take after an altered calendar. The reasons for discussion incorporate the trading of data, the creation and support of social connections, the transaction of status and social parts and additionally settling on joint activities.

The essential unit of a discussion is a trade. A trade comprises of two moves (a starting move and a reaction):

A. Would you like some espresso?

B. Yes, please.

We can give a capacity to every move. For the situation above we have offering (An) and tolerating (B). To do as such we have to make note of elements, for example, who the speakers are and where and when the discussion happens.

A trade or a progression of trades are not inexorably the same thing as a discussion:

A. Pardon me?

B. Yes?

A. How would I get to the railroad station from here?

B. Go straight on, then take the primary turning on the privilege. The railroad station is toward the end of the road.

The one above is not a discussion on the grounds that the two speakers need to complete their business as fast as could be allowed; then again, discussion is open-ended and can possibly create in any capacity. It is conceivable that the case above could contain a discussion if B enquired about A's nationality and A let him know the motivation behind why he needed to achieve the station. The potential is dependably there, in actuality. Tragically, numerous understudies never have the certainty or chance to go past straightforward trades like the one above, so one of the fundamental points when showing poster aptitudes is to propose activities and exercises which permit understudies to build up the capacity to start and maintain discussion. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which can be described. During a conversation:

- usually one person speaks at a time;
- the speakers change;
- the length of any contribution varies;
- there are techniques for allowing the other party or parties to speak;
- neither the content nor the amount of what we say is specified in advance.

The two moves in an exchange are related to each other when the second utterance can be identified as related to the first. These are called adjacency pairs. Some examples are:

A. Hello!

B. Hi! (greeting-greeting)

A. Are you OK?

B. Yes.

In some cases we can predict the second part of a pair from the first as in the first example. In other cases there might be a variety of options.

Let's take a complaint. What are the different parts which might follow a complaint?

Here are some adjacency pairs where the second part is missing. Can you complete them?

What nationality are you?

.....

Would you like something to drink?

.....

Remember to record the film on Channel 5 for me this evening.

.....

My head aches

.....

We need to think about ways of developing appropriate second parts to adjacency pairs from the start. For example many drills require students to reply to yes/no questions with "yes" or "no" plus a repetition of the auxiliary. We therefore get exchanges like this one:

A. Has Sandra arrived?

B. No, she hasn't.

What students do not often get are opportunities to practise other options, such as:

A. Has Sandra arrived?

B. There has been an accident on the motorway. She has just called to say she's stuck up.

Another reason why students usually appear flat and unresponsive in conversation is the tendency to encourage them to produce isolated sentences containing a target structure, e.g.

If I won the lottery I'd travel around the world.

We all should keep in mind that a minimal answer does nothing to drive the conversation forward. Many students have great difficulty in getting into a conversation, in knowing when to give up their turn to others, and in bringing a conversation to a close. In order for conversation to work smoothly, all participants have to be alert to signals that a speaker is about to finish his or her turn and be able to come in with a contribution which fits the direction in which the conversation is moving. We need to train students to sense when someone is about to finish. Falling intonation is often a signal for this.

Besides, students often lose their turn because they hesitate in order to find the right word. Teaching them expressions like Wait, there's more or That's not all as well as fillers or hesitation devices such as Erm..., Well..., etc will help them to keep going. As regards topics, we must keep in mind that different cultures talk about different things in their everyday lives. Native speakers are very aware of what they should and should not talk about with specific categories of people in their own language. That is why both teachers and students need to develop a sense of taboo subjects if they are to avoid offence.

Have you ever met a person who pronounces the individual sounds and words of English beautifully but who still sounds very foreign? What's the reason, in your opinion?

In English the sound quality of a word, particularly the vowels and certain consonants, changes depending on whether the word is said in isolation or as a part of a continuous stream of words. Some of this is a result of simplification of informal speech owing to the fact that English is a stress-timed language. This means that between two stressed syllables there is the same interval of time.

Let's take two sentences:

1. I caught a bus.
2. It's a bus I caught.

Do they contain the same number of words or syllables?

What do they have in common?

The two sentences are the same length when spoken because they contain the same number of stressed syllables (two each). This means that the unstressed syllables have to be squeezed in. The vowels belonging to unstressed syllables very often become the weak vowel represented by the symbol. The weak vowel or "schwa" is the most common sound in spoken English.

Another peculiarity of spoken English is elision, that is the "missing out" of a consonant or vowel or even both.

In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with.

As Keith Johnson quotes Newmark ‘Newmark’s insight that ‘being appropriate’ is something different from ‘being structurally correct’, finds its place within a mode of thinking, predominant in linguistics today.....’²

It is infact this new ‘mode of thinking’ which has given new directions to foreign language teaching. It has led to new emphases, not only in syllabus design but also in the teaching communicative use of the language. Language learning today is regarded less of an ‘acquisition of structure’ and more of a learning of items of use.

² Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology, page 23, 2009. Oxford Publication

The teaching of language in relation to categories of use is likely to have methodological implications.

Before adoption any particular methods or techniques, it is important to 'know' a language. As regards what is entailed in knowing a language, Keith Johnson puts it this way, ".....'knowing a language' is not the same as 'the ability to use language'....." The student who is communicatively incompetent is in fact, unaware of the use of language. As Newmark expresses it, this student may know "the structures that the linguist teaches, cannot know that the way to get his cigarette lit by a stranger when he has no matches is to walk up to him and say one of the utterances "Do you have a light?" or "Got a match?"....."³

The methodologies for language teaching therefore are to be based on the linguistic insights as to the nature of the language and also on the psychological insights as to the processes involved in its use, for the development of communicative competence in the learners.

Keith Johnson lists three processes involved in the use of a language: scanning the pragmatic information; evaluation where by the utterance can be compared to the speaker's aim and the identification of any discrepancy, and then the formulation of the next utterance. The formulation of utterances and the processes of scanning and evaluation must be made quickly within the real time. "The ability to do this is what we mean generally by fluency in a language" says Keith Johnson⁴.

The researcher therefore adopts such methods and techniques which provide an opportunity to the learners to enhance their communicative competence. But the question remains, how to provide learners with 'the communicative intent' to make them learn the actual meaning of the expression, as well as the correctness of expression. An interaction actually occurs, when there is a 'communication' on a certain subject i.e. one of the interactants should be unaware and the other, aware.

³ Bygate, M. (2001). Speaking. In: C. Ronald, & D. Nunan. The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press, 14-20.

⁴ Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology, pg 425

The one, who is aware, conveys some information to the unaware(s). As Lyons says and Keith Johnson quotes “if the hearer knows in advance that the speaker will inevitably produce a particular utterance in a particular context, then it is obvious that the utterance will give him no information when it occurs; no ‘communication’ will take place”⁵.

The researcher conducts such activities in the class which aims to develop communicative competence in her students. The instructions, related to these activities, are passed to the students in English. The activities are as follows:-

The researcher provides authentic materials to the learners. A newspaper can be one of the best form of this kind of material. It contains write-ups which are based on reality. Reading a newspaper, ‘provides them with an opportunity to study language, as it is used in a real context...’⁶. In this way the students can apply to the outside world whatever they have learnt in the classroom. This also provides an opportunity to ‘expose students to natural language in a variety of situations...’. As, for example, the students are asked by the researcher to read in the sports section, an article on the performance of Pakistani Cricket Team in the semi-final. The students are asked by the researcher to reproduce in their own words, what they read in the first paragraph. The researcher then asks them to make predictions on the team’s performance in the final match. They also speculate on what will be the team strategy in the final match. The whole activity encourages students to put their own thoughts into words. They share ideas amongst each other. They constantly receive a feedback from their listeners. The learners act, both as speakers and listeners simultaneously. The teacher acts as a co-communicator during the activity. A real communication takes place in this activity, as there is an information gap, which the interactants cover. The communicative intent is provided by the urge to know. Sharing of ideas provides an opportunity to make a real use of language as each person is unaware of what the other will say.

⁵ Communicative approaches and communicative processes; Psycholinguistics & Language Teaching Methodology, pg. 426

⁶ Freeman D.L., Techniques and Principles in Language Teaching, Psycholinguistics & Language Teaching Methodology

The researcher gives the students a short story with scrambled sentences. The students are asked to unscramble them. Putting sentences in the right sequence gives them a real understanding of the language. Every individual comes to know about his own shortcomings. As it has been pointed out by Keith Johnson that the ability to identify and check one's own mistakes is, according to Bartlett 'the best single measure of mental skill'⁷.

The researcher uses the technique of language games. The language games that are truly communicative according to Morrow have the three features of communication: information gap, choice and feedback. The researcher divides the class into two groups: A & B. The students of group A teach the students of group B topics, already assigned to them. The topics may be tasks like preparing reports on weather, living conditions in rural areas, current problems faced by citizens in urban areas etc. The students of group B later on give feedback. This game allows the students to use vocabulary which is of wide range. They learn how to mould their ideas into words.

In this technique one of students holds the picture-strip and shows the first picture to the rest of the students and asked them to predict what the second picture will be like. The students are then shown the second picture, they compare it with their own prediction and on the basis of the second picture they develop the story further. They are then asked about how the third picture will be like, so on and so forth. This game allows the students to have a choice of words as well as of ideas, as they make prediction from their own minds. They also receive a constant feedback. As the strip unfolds, they proceed towards the end of story.

In this technique the role of the researcher is that of a co-communicator. The researcher divides the students into different groups. In each group two students are selected for two different roles. Rest of the students watch their performance and listen to their dialogues. Later on the spectator students give them their

⁷ Communicative approaches and communicative processes; Psycholinguistics & Language Teaching Methodology, pg. 430

feedback. This helps improve not only their inter personal relations, but also they learn to work together. When the learners are given feedback by their co-learners, they do not lose confidence rather they feel motivated to do better and learn more. The students may be assigned roles from different professions ,viz., doctor-patient , teacher-student, parent – teacher (in a school meeting), boss and his subordinate in a meeting.

1.2 The obstacles that teachers face in teaching Poster

The position of poster in the pecking order of language aptitudes has developed throughout the hundreds of years. Or maybe overlooked in the Grammar - Translation Method, it turned into an essential expertise in the Direct Method. Audio lingualizm brought significantly more concentrate on poster, despite the fact that the semantic rule it depended on saw oral discourse as imitative routine conduct in normal and unsurprising circumstances. The linguistic syllabus of the Cognitive Method joined exercises in all language abilities, appending square with significance to each of them. At long last, Communicative Language Teaching added a more sensible measurement to showing oral discourse by acquainting various types of association with the classroom and honing the language in normal or plausible circumstances which requested characterizing of the discourse classification and the parts of members. In spite of the fact that the commitment of CLT to creating types of publication practice in the language classroom can scarcely be overestimated, there is a growing inclination among specialists and professionals to scrutinize it for its inadequate acknowledgment of the intricacy of poster as a psycho-semantic procedure and of putting excessively solid an accentuation on data hole standard as prompting simulated or unrealistic undertakings.

These days, regardless of the inescapable feedback of accessible strategies, methods or assets, poster is by and large saw as the most key aptitude to gain.

Since the onset of the open period it has been dealt with as a definitive objective of language preparing and its legitimate advancement has turned into the center of consideration of both educators and learners. In any case, it is additionally a regularly perceived truth that accomplishing capability in remote language notice in classroom conditions is not a simple undertaking. Indeed, even propelled learners frequently complete a language course with the conviction that they are not adequately arranged for poster past the classroom. This trouble comes about fundamentally from the character and lacking recurrence of notice opportunities in the classroom in contrast with the wealth of characteristic assortments and kinds of oral correspondence. Indeed, selecting the most proper sorts of talked discourse for classroom rehearse in a specific language course is a hard choice which, sadly, barely ever mirrors the regular event and dissemination of open circumstances.

Moreover, a propelled language course ought to make ideal conditions for building up learners' sociocultural information, that is "the socially inserted tenets of social conduct" and their etymological learning, which incorporates discourse and discourse act learning, and learning of the linguistic use, vocabulary and phonology of the objective language. These information territories should then be fittingly actuated with a specific end goal to be made accessible for use in standard poster rehearse in the classroom and past.

Imperatively, to the extent the phases of mental handling required in poster are worried, there is very little contrast amongst local and target languages. Both consolidate the procedures of conceptualizing, detailing, articulating, self-observing and arranging. However, the ability of poster is not consequently transferable from the speaker's first language into the second. Indeed, even broad learning of the objective language's linguistic use and vocabulary frequently displayed by cutting edge understudies of remote language offices does not ensure accomplishment in oral correspondence when this information is not legitimately coordinated or got to. Issues in poster might be also exasperated by inordinate utilization of self-checking forms and a propensity to figure expressions in the

local language first. These mental operations make evident expenses as far as familiarity and may prompt delivering counterfeit discourse.

Different issues that are generally seen in the language classroom are identified with individual learners' identities and demeanors to the learning procedure and learning poster specifically. They can be characterized as takes after:

- inhibition - trepidation of committing errors, losing face, feedback; modesty;
- nothing to say - learners have issues with discovering thought processes to talk, defining feelings or applicable remarks;
- low or uneven interest - regularly created by the propensity of a few learners to command in the gathering;
- mother-tongue use - especially regular in less trained or less propelled classes, learners think that its less demanding or more normal to communicate in their local language.

The same number of instructors' perceptions demonstrate, the above circumstances happen in language classrooms paying little heed to the level of capability or the quantity of understudies in the gathering. In addition, each learner enters any learning and open environment with his or her whole identity also formed by their earlier learning and informative encounters, both positive and negative. This individual measurement is especially observable among more established and more propelled learners who regularly have a decent understanding into the way of their individual troubles, a precise appraisal of the abilities they have officially created and, thusly, plainly characterized needs.

Outlining a poster syllabus relies on upon a few components, the most evident being the age and level of learners, the learning connection and the point of educating. In the first place, it must be characterized the amount of accentuation can be given to notice inside a specific course and whether notice is to be taught independently or coordinated with the educating of different abilities and regions of the language. Besides, it is vital to pick a methodology which characterizes the instructing strategy. The determination between an errand based methodology, a kind based one or the mix of both sorts is the most significant stride in outlining the course as it impacts every one of the components of the learning procedure in advancement. By the by, a present day multi-layered syllabus ought to determine the objective parts of the notice expertise to be taught, and additionally the sentence structure and vocabulary segments.

A classification construct approach centers with respect to the idea of the informative circumstance which bases on a specific talked sort or kinds. Obviously, the assortment of sorts of open circumstances is practically boundless. As a result, the instructor confronts the need of choosing which circumstances ought to be incorporated into the language course he or she arranges. This determination, however well-thoroughly considered it might be, is constantly associated with taking out or overlooking various moderately huge circumstances and focusing on those which appear to be most pertinent to the specific learning setting. The following stride is characterizing the most essential parameters of the chose circumstances, for example, the points, objectives, discourse sorts, social and social standards. The genuine showing methodology begins from setting up the social reason and social connection of a given sort, later a commonplace illustration is displayed and broke down, at long last learners make their own particular specimens of suitable open occasions.

Interestingly, an undertaking based methodology comes from the general thought that "a language is best learned through utilizing it, instead of scholarly and after that utilized" . Subsequently, it is trusted that precision results from familiarity, at

the end of the day the need to convey adequately prompts the refinement of learning and language. An assignment based syllabus, then, takes the type of a grouping of coordinated undertakings which include publication and which mirror the circumstances that learners are liable to meet in genuine circumstances. Both approaches have their advantages and drawbacks. The task-based approach has been criticized for giving priority to the process of using language rather than focusing on the language that learners actually produce. The genre-based approach has been considered inadequate as it relies too heavily on imitating models and this is not necessarily the way in which people communicate in real life. It seems, however, that more advanced learners may benefit more from a genre-based framework since it emphasizes the importance of social context, purpose, register and interlocutors' expectations, that is the components of a communicative situation which are seldom covered or analyzed in classrooms at lower levels of language proficiency.

It must be stressed that all oral speech stems from a communicative intention, that is the speaker has a defined aim which he or she wants to achieve in a particular communicative situation. This situation may require creative thinking and producing a highly personal individualized utterance or relying on automatic reactions in accordance with established social and cultural norms. Yet, in order to implement a communicative goal, a speaker must enable the interlocutor to understand, interpret and evaluate the information being passed. Seen from such a perspective, poster seems a very complex activity which combines the processes of intending, planning, constructing and monitoring. Additionally, these operations have to be executed in fractions of seconds according to the demands of communicative fluency.

In the light of the above assumptions it may be claimed that ongoing language performance is an extremely significant element in the process of developing poster skills. In other words, it seems obvious that in order to learn to speak or develop this ability, learners have to speak. As Skehan claims, a comprehension-

based approach is not sufficient on its own, and relying on listening tasks as the only source of language input does not guarantee success in language learning. He underlines the importance of output, that is the actual practice of interactive poster, and identifies the roles it may play in interlanguage development:

- to generate better input - poster is used as a signaling device to obtain better input, it enables the negotiation for meaning in the form of clarification requests and comprehension or confirmation checks;
- to force syntactic processing - being aware that they have to speak makes learners more attentive to syntax while listening, as a result listening tasks become more effective for interlanguage development;
- to test hypotheses - it should not be assumed that the learner will individually receive relevant information for the specific needs of his or her interlanguage at the right moment, by poster the learner controls the present state of his interlanguage, tests hypotheses, takes risks and looks for relevant feedback;
- to develop automaticity - to become effective as a speaker, the learner needs to achieve a degree of ease and a natural level of speed and rhythm, frequent poster practice is the only way of acquiring such fluency;
- to develop speech skills - poster practice cannot focus only on "short turns" but it should also give opportunities for taking part in extended speech, this allows for developing speech management and turn-taking skills, which underlie the negotiation of meaning in ongoing communication;
- to develop a personal voice - learners who rely exclusively on what others say are not likely to develop a personal manner of poster, they are dependent on the meanings they are exposed to and cannot steer conversations, each learner should learn how to meaningfully influence ongoing speech and find ways of individual expression.

The above approach suggests that frequent and well-planned poster practice has a great impact on learners' interlanguage development. However, the question of whether it is a sufficient and efficient condition for language learning still remains open for theoretical and practical consideration⁸.

In every foreign language classroom, language functions as the medium through which teachers teach and students demonstrate what they have learned (Johnson 1995). Teachers use the target language to control both the content and the structure of classroom interactions, learners try to respond to their teachers' use of language. However, the overall picture of classroom communication depends rather on the types of relationships between teachers and learners, and the actual patterns of communication established and maintained during regular lessons. Interestingly, these patterns are hardly ever permanent, but they tend to be reconstructed and modified according to the requirements of the ongoing learning process. This flexible nature of classroom speech creates the specific dynamics of classroom communication which, in spite of many similarities, are always unique and unpredictable.

In an attempt at constructing an integrated view of communication in second language classrooms, Johnson presents a framework which may be used for analyzing and describing classroom interaction. The most essential elements of the framework include:

- forms of teachers' control of classroom communication - shaped mostly by their professional and practical knowledge;
- students' perceptions of these patterns - norms and expectations based on their previous learning experience, including preconceived notions of "appropriate" classroom communication;
- students' use of the target language;

⁸ Davies, A. (2005). *A Glossary of Applied Linguistics*. Edinburgh: Edinburgh University Press.

- the extent to which the existing patterns of communication create opportunities for students to use the target language for learning.

Analysis of the above elements may prove particularly useful in teaching poster at advanced level as it allows for the adequate tailoring of the language of instruction and introducing more elements of natural social speech in a given learning context.

There are two basic types of interaction which may be observed in second and foreign language classrooms: teacher-student and student- student interaction. The most traditional version of teacher-student interaction is illustrated by the so-called IRE model (teacher initiation, student response, teacher's evaluation of that response). However, the extent of a teacher's control over classroom communication may vary, connected with the pedagogical purpose of the language course or lesson. The teacher usually relies on a variety of interactive questioning strategies but in less-tightly controlled classes modifications in the IRE model are often observed and learners can take on some part of this sequence. When learners take on all of them (initiation, response, evaluation), the sequence is abandoned altogether and the pattern changes into student-student interaction.

In general, student-student interaction is the dominant pattern of communication in learner-centred classrooms, since it expands student talking time and fosters student use of language for learning, as opposed to only demonstrating what they have learnt. Working in groups on cooperative learning tasks produces many constructive student-student interactions which, in turn, enhance learners' educational achievement, aspirations, motivation, self-esteem, positive attitudes to learning and helps develop social skills. Yet collaborative learning and poster tasks may also generate conflicts which are less likely to occur in teacher centred classes, where teacher-student interaction usually dominates. It must be stressed, nevertheless, that a properly managed cognitive conflict in a group of learners can be constructive as students are exposed to contradictory viewpoints and they have to reorganize their prior ideas and understandings. The amount of control that the teacher exerts over student-student interaction may obviously vary but in the

situation of cognitive conflict this control should aim at establishing an appropriate climate for negotiation. Thus, the atmosphere in the classroom should be rather cooperative than competitive and students' feelings should be dealt with as well as their differing perspectives.

It may be claimed that the student-student interaction practiced in different types of cooperative learning activities is particularly well-suited for higher level students. Advanced and more mature learners are able to use the target language both as a means (while implementing the task in a group) and as an end (producing particular speech pattern as an outcome of a task). They may also use it for different social purposes according to the demands of current circumstances in the classroom. In other words, the fact that they have already learned a lot, allows them to practice even more extensively and take advantage of every opportunity to communicate in the target language without switching to the mother tongue.

To sum up, student-student interaction, in contrast to teacher-student speech, ensures optimal conditions for target language learning and use as it opens a space for both meaning-focused and form-focused language practice. It enables learners to initiate interaction, control the topic and, last but not least, challenges students to operate beyond their current level of language proficiency by participation in the negotiation of meaning and performing different language functions.

Chapter II Approaches to develop communicative competence of students

2.1 The concept of communicative competence and its development

One of the most punctual ideas of informative competence was presented by Hymes. He trusted that the capacity to convey appropriately ought to be developed in dialect educating. Understudies ought to figure out how to utilize a dialect in their day by day correspondence so as to exhibit their dominance of a dialect.

Hymes' hypothesis of open capability has been generally recognized and acknowledged by English teachers and researchers. As the idea of "informative competence" is in effect further created, diverse dialect aptitudes, for example, phonetic, sociolinguistic, discourse, key and realistic skills are accepting expanding center. Kramsch states that "dialect learning, as the procurement of informative skill, is presently characterized as the expression, elucidation and arrangement of importance between two questioners or between a content and its perusers" .

It is trusted that one of the primary objectives of both ELT and CET in Uzbekistan these days is to build up understudies' open ability, as more understudies will see English as an imparting instrument after graduation. On the off chance that understudies can utilize the English information, aptitudes and social viewpoints they have figured out how to speak with individuals of various social foundations

in genuine dialect connections, they are then utilizing English as a specialized apparatus.

As per Hymes 'informative capability' alludes to the level of dialect discovering that empowers dialect clients to pass on their messages to others and to comprehend others' messages inside particular settings. It additionally suggests the dialect learners' capacity to relate what is learnt in the classroom to the outside world. From this point of view, Hymes depicted the skilled dialect client as the person who knows when, where and how to utilize dialect properly instead of just knowing how to deliver exact linguistic structures.

Hymes' thoughts regarding the 'open competence' were later created by Canale and Swain who presented a hypothetical model of 'informative skill'. Their idea of 'informative capability' alludes to "the relationship and connection between syntactic skill, or learning of the principles of linguistic use, and sociolinguistic competence, or information of tenets of dialect use" .

Canale and Swain's model of 'informative capability' comprises of three areas of learning and aptitudes. They are 'linguistic skill', 'sociolinguistic ability' and 'key competence'. Linguistic ability alludes to precise learning of sentence development and vocabulary. Sociolinguistic skill alludes to the dialect client's capacity to deliver and comprehend dialect in various social settings. Key competence alludes to the capacity of utilizing dialect to accomplish open objectives and improve the adequacy of correspondence.

The unpredictability of the idea of 'open skill' expanded by the improvement of the term 'Informative Language Ability' by Bachman in 1990. This term alludes to both "learning, or skill, and the limit for actualizing or executing that ability in proper contextualized open dialect use". Bachman recommended a system for 'Informative Language Ability' comprises of three segments including 'dialect skill', 'vital capability' and 'mental instruments'. He characterized 'dialect competence' into 'authoritative capability' and down to earth ability'. The previous

incorporates 'linguistic capability' and 'printed ability'. The last two sorts of capabilities "bargain those capacities required in controlling the formal structure of dialect for delivering or perceiving syntactically adjusted sentences, fathoming their propositional substance, and requesting them to shape writings".

The 'commonsense competence' was isolated by Bachman into 'illocutionary skill' and 'sociolinguistic ability'. He clarified that 'illocutionary ability' can be utilized for communicating the dialect to be taken "with certain illocutionary power" and for translating these dialect 'illocutionary powers'.

He characterized the 'sociolinguistic ability' as the "affectability to, or control of, the traditions of dialect utilize that are dictated by the elements of the particular dialect use connection". At the end of the day, it empowers us to utilize the dialect fittingly to accomplish certain capacities in specific connections. A particular element of this system is the incorporation of the neurological and mental variables in dialect use through the presentation of the segment of mental instruments which alludes to "neurological and mental procedures required in the real execution of dialect as a physical marvel" .

Macaro alluded to four prevalent views among dialect instructors that encourage the acknowledgment of the level of 'open ability'. These convictions include: giving more consideration regarding notice and listening abilities than perusing and composing, honing more in imparting new data instead of 'definitely known' data, upgrading understudies' contribution to overcome latent learning and concentrating on rehearsing the dialect in significant circumstances as opposed to on delivering very much framed sentences or in individual words. In any case, it ought to be noticed that looking for the goal of building up understudies' 'open ability' ought not prompt concentrating more on publication and listening than perusing and composing aptitudes. The great charge of any dialect requires achieving adequate comprehension of all the dialect abilities. In 2009, Moor, introduced the concept 'field language communicative competence'. He insisted on the importance of working within the field of language we want to master and

pointed out the little research conducted on this aspect of communicative competence. Based on the findings of his research which was conducted in West Africa, he concluded that field language communicative competence “is dependent on more than the knowledge of and ability to use a given field language in ways that are grammatical and socioculturally appropriate”. This argument may put the goal of developing language learners’ communicative competence in terms of native speakers through formal education which does not involve field language experience into question.

Despite the popularity of the term ‘communicative competence’ many teachers often find it a far reaching goal for foreign language contexts. Therefore, many arguments have been raised against designing language programmes for FL contexts to achieve this level of competence. This is due to the challenges that have been encountered by both EFL teachers and students in these contexts since the introduction of this concept. The language teachers in these contexts will face difficulty in choosing what skills are to be taught for students and in identifying the effective methods for developing students’ communicative competence. Another difficulty may result from teachers’ misunderstanding of the concept of ‘communicative competence’. Nazari reported that three Iranian EFL teachers had distinct views about this concept and were not able to distinguish between its ‘broader’ and ‘narrower’ meaning. Butler pointed out the lack of clear definition about ‘what constitutes ‘communicative competence’ for FL and about what teaching for achieving this aim constitute. He argued that implementing communicative activities in classrooms would not necessarily lead to enhance students’ learning.

Another significant challenge which may encounter EFL teachers in teaching language programmes aiming at developing students’ communicative competence is the high proficiency level required for the effective teaching of these programmes. In line with this argument, EFL teachers’ low proficiency level is always reported as an impediment for implementing communication methods for

language teaching and learning. Another relevant issue could be related to the difficulty of measuring language learners' communicative competence or communicative language ability as there are many factors more than the language ability we intend to measure can affect the language user's performance.

These difficulties and challenges led to criticize the validity of the conventional model of 'communicative competence' in terms of native speaker norms for non-native contexts. He suggested redefining the concept of 'communicative competence' in terms of its use in FL settings into "intercultural communicative competence". This argument was later advocated by. It seems that complexities of the skills and the high proficiency level required for achieving communicative competence make it unrealistic objective for non-native speakers.

These arguments suggest that course designers for EFL contexts have to be realistic in their expectations and aims when they design language courses and or plan learning programmes. The formulation of the aims of these courses in terms of Alptekin's concept of "intercultural communicative competence" can be a successful model. Through setting attainable goals and selecting appropriate methodologies we can enhance the likelihood of the success of language learning programmes in FL contexts.

Reflecting on these arguments, the development of the communicative competence for foreign contexts in terms of the native speaker's level seems to be a far-reaching goal. This could be due to the low language proficiency level of students and teachers' in these contexts which is often reported as a major challenge. Setting the objectives of language learning in these contexts should be guided by the realities and specifications of these contexts. The complexity of the tasks which the FL learner needs to perform in learning the language through communication should be considered. Klein explained that the language learner "must learn the

language by which he intends to communicate” and “must communicate by means of the language he intends to learn”⁹.

However, integrating communication and learner-centredness as two complementary aspects of FL instructional strategies may lead to improving students’ communication skills. The active participation of FL students in carrying out communication activities such as pair and group work, role-plays, games and problem-solving independently can develop their communication skills in order to be able to apply what they learn in classrooms in the outside world. Most importantly, these activities should offer the opportunity for students to learn about the sociolinguistic, grammatical and strategic aspect of the ‘communicative competence’ However, conducting English classes through teacher-centred instruction may not lead to improve students’ communication skills. The limited time devoted for students’ talk during these classes would not make any improvement on their communication skills. Moreover, it is not always possible for language learners to have the opportunity for living the field language experiences which Moore believed as an important condition for developing communicative competence.

The conception of communicative competence came about in reaction to the following assertion made by generative-grammarians Norm Chomsky:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech- community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener’s internal

⁹ Faerch, C., & Kasper, G. (1983). *Strategies in interlanguage communication*. London: Longman.

grammar that judges the grammaticality of sentences should be the main object of investigation for linguists.

In their often-cited article on communicative competence in relation to second language pedagogy, Canale and Swain proposed a theoretical framework in which they outline the contents and boundaries of three areas of communicative competence: grammatical, sociolinguistic, and strategic competence. Sociolinguistic competence was further divided by Canale (1983) into two separate components: sociolinguistic and speech competence. He defines communicative competence as “the underlying systems of knowledge and skill required for communication”. What is intriguing about their framework of communicative competence is that even the aspects of skills that are needed to employ the knowledge are now assumed to be part of one’s competence. The communicative competence is, then, distinguished from what Canale calls “actual communication,” which is defined as “the realization of such knowledge and skill under limiting psychological and environmental conditions such as memory and perceptual constraints, fatigue, nervousness, distractions, and interfering background noises” (Canale, 1983: 5). If we are to compare Canale and Swain’s construct of communicative competence with that of Chomsky’s in a broad sense, Chomsky’s “competence” is equivalent to the “grammatical competence” mentioned by Canale and Swain, and all other areas of their framework are lacking in Chomsky’s definition. As far as performance is concerned, Chomsky’s performance and Canale and Swain’s actual communication point to roughly the same phenomenon of uttering sentences in real communicative situations. The four areas of communicative competence they identified are briefly outlined below:

Grammatical competence. The mastery of L2 phonological and lexico grammatical rules and rules of sentence formation; that is, to be able to express and interpret literal meaning of utterances (e.g., acquisition of pronunciation, vocabulary, word and sentence meaning, construction of grammatical sentences, correct spelling, etc.)

Sociolinguistic competence. The mastery of sociocultural rules of appropriate use of L2; that is, how utterances are produced and understood in different sociolinguistic contexts (e.g., understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships, etc.)

Speech competence. The mastery of rules concerning cohesion and coherence of various kinds of speech in L2 (e.g., use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, topic-comment sequence, etc.)

Strategic competence. The mastery of verbal and non-verbal communication strategies in L2 used when attempting to compensate for deficiencies in the grammatical and sociolinguistic competence or to enhance the effectiveness of communication (e.g., paraphrasing, how to address others when uncertain of their relative social status, slow speech for rhetorical effect, etc.)

As it is clear from the way their framework is described, their intention was to discover the kinds of knowledge and skills that an L2 learner needs to be taught and to develop the theoretical basis for a communicative approach in the second language teaching based on an understanding of the nature of human communication. In addition, their framework indicates that it is the rules that an L2 learner must learn for accumulation of their knowledge and skills to be communicatively competent in the use of their target language and that these rules are not confined to systematic rules of grammar only but are also applied to all aspects of a language. Since they put forward their first framework of communicative competence in detail, there have been numerous studies that have analyzed it more comprehensively or employ it in SLA research.

Ten years after Canale and Swain had introduced the influential framework of communicative competence, a more comprehensive, stratified model was proposed by Bachman, who stressed the importance of describing “the processes by which

the various components interact with each other and with the context in which language use occurs". He pointed out the fact that earlier theories on language proficiency, particularly the frameworks constructed by Lado (1961) and Carroll (1961, 1968), apparently failed to take into account the distinction between linguistic knowledge and the four basic language skills (speaking, listening, writing, and reading), arguing that it was difficult to see whether the knowledge components were understood in their theories as simply manifested in the language skills in different modalities and channels, or whether they are fundamentally different in quality (Bachman, 1990).

Using a different terminology for the object of description (Bachman calls it "communicative language ability," which is abbreviated as CLA), he developed three central components for CLA that are essential to define one's competence in communicative language use: language competence, strategic competence, and psychophysiological mechanisms. Of the three, though, only language competence is dealt with here. The first component he termed as language competence consists of two parts: organizational competence and pragmatic competence. The organizational competence is further divided into grammatical competence and textual competence. Bachman's grammatical competence is consonant with Canale and Swain's grammatical competence, in that it comprises abilities to control the formal structure of language. The second one, textual competence, pertains to the knowledge of conventions for cohesion and coherence and rhetorical organization. It also includes conventions for language use in conversations, involving starting, maintaining, and closing conversations. Bachman's textual competence can, thus, be said to have both the part of Canale and Swain's speech competence and the part of their strategic competence.

Bachman's pragmatic competence, the other element in language competence, mainly focuses on the relationship between what one says in his or her communicative acts and what functions he or she intends to perform through his or her utterances. This concerns illocutionary force of an utterance, or "the knowledge

of pragmatic conventions for performing acceptable language function” which he embodies as illocutionary competence under the pragmatic competence. Illocutionary competence enables a speaker to use his or her language to serve a variety of functions and a hearer to interpret the illocutionary force of an utterance or speech required of him or her. One needs, however, more than illocutionary competence to successfully execute an act to intend a certain communicative function; he or she must have knowledge of appropriateness based on the language use context in which he or she finds themselves when engaging in a communicative exchange. Bachman calls it sociolinguistic competence and this is the other component for his pragmatic competence.

To be more precise, Bachman discusses four abilities pertaining to sociolinguistic competence: ability to be sensitive to regional and social language varieties, ability to be sensitive to differences in register, ability to produce and interpret utterances based on naturalness of language use, or what Pawley and Syder (1983) refer to as a native-like way of communication and ability to understand cultural reference and figures of speech. In his framework, sociolinguistic competence and illocutionary competence are put together to form a speaker’s pragmatic competence, which, in turn, composes, along with grammatical competence, his or her language competence.

2.2 Developing Communicative Competence as a Primary Focus of L2 teaching

Adoption of the communication-oriented foreign language teaching, popularly known as Communicative Language Teaching (CLT) in English classrooms has been repeatedly stressed by SLA researchers, and indeed, there have been many studies attempting to determine its effects on L2 learners. In discussing syllabus design, for example, Canale and Swain justify the application of CLT by defending it against the claim that the communicatively oriented syllabus tends to be disorganized in terms of acquisition of grammar.

They believe that there are no empirical data to support it and that the functionally organized communicative approach is more likely than the grammar-based approach “to have positive consequences for learner motivation” as it provides a form of in-class training that makes learners feel more comfortable, confident, and encouraged, with a clear, visible purpose for L2 learning, namely successful communication. With respect to the use of strategies in learning a target language, Rubin describes seven learning strategies typically employed by a “good language learner” in a second language classroom. While many of the strategies seem to be rooted in the cognitive processes for language learning, she claims that a learner’s intent behind the use of the strategies is a strong drive to communicate, and not effective understanding of grammatical items presented, and consequently there is much relevance and value in throwing light on what a learner does to develop his or her communicative competence in classroom activities.

Brown (1994a), viewing CLT as an approach (that is, a theoretical position about the nature of language and of language teaching), rather than a specific method of teaching, describes four underlying characteristics in defining CLT in a second language classroom, which are summarized below:

- Focus in a classroom should be on all of the components of communicative competence of which grammatical or linguistic competence is just part.
- Classroom activities should be designed to engage students in the pragmatic, authentic, and functional use of language for meaningful purposes.
- Both fluency and accuracy should be considered equally important in a second language learning classroom. And they are complementary.
- Students have to use their target language, productively and receptively, in unrehearsed contexts under proper guidance, but not under the control of a teacher.

It is clear from these characteristics that CLT is a major departure from earlier pedagogical approaches, particularly grammar translation methods that pay special

attention to overt presentation of grammatical rules and translation. And yet there seems to be a little consensus as to what actually to present to the learners or what lesson “techniques” (Brown, 1994a) to use to enhance their communicative competence and not just their grammatical commands through CLT. Moreover, Brown (1994b) lists six key words of CLT to better understand what it aims at: learner-centered, cooperative (collaborative), interactive, integrated, content-centered, and task-based. They indicate supposedly ways in which language teaching is conducted communicatively, and so reflect the abovementioned characteristics of CLT.

I presume that many teachers of English are currently employing techniques or methods based on at least some of these key CLT words, if they are given a place to do so. Indeed, I myself always try to structure the required English classes I teach at Sophia Junior College as communicatively as possible, by taking these interconnected features of CLT into consideration. It is difficult, however, to ensure that my students become communicatively more competent through classroom activities I provide for them. The students are learning English as a foreign language, the very fact that their communicative use in English outside the classroom is bound to be limited, their success in acquiring communicative competence in their target language is not as easily obtained as understanding of grammar. In the following section, a few suggestions are offered for foreign language teachers to help make their syllabus communicatively oriented, which can be applied most effectively to integrative English classes. They are the use of audiovisual recordings, role-playing, and explicit teaching of speech acts.

Use of Audiovisual Recordings. L2 learners can benefit from viewing and reviewing audiovisual recordings such as videotapes and visual hypermedia software of their own communicative interactions and model interactions by native speakers. In learning how to make requests, for example, the students can not only participate in, say, pair work as part of their function-building exercise, but also film their actual performance to collect data for analysis. The data ideally cover a

wide range of situations in which they make or receive requests, in terms of social status and role of interlocutors, degree of imposition internal to the act of the request being made, and so on.

Through close examination of their recordings and introspection, the students will have a chance to reflect on what they said to make requests (grammatical competence). To measure the success of the students' performance, the teacher can, then, play a video clip that shows model performance by native speakers of the target language, in order for them to see how different or similar their communicative performance of requests is, when contrasted with how native speakers execute the same act. Here, the students can both review their grammatical precision in use and learn about the sociocultural appropriateness of the communicative event. Moreover, the very nature of the audiovisual material enables the students to see and analyze their own and native speaker's nonverbal communication as well. It is, thus, advisable that the students study their own communicative experience and the nature and characteristics of social interaction in their target language so as to develop their L2 sociolinguistic competence (Erickson, 1996).

One major difficulty facing the use of videotapes this way, however, is the lack of availability of sources of the model interaction. Unlike the environment that surrounds students learning English as their second language in English poster countries, which most likely provides them with lots of language input, whether they be communicative or not, outside their classroom, for the majority of students learning English as a foreign language, the access to such sources is quite limited outside the classroom. This limitation makes it difficult for the teacher to collect audiovisual data on video.

One way to compensate for that problem is to ask native speakers of the students' target language to perform the relevant acts and film them, although what the students look at is then no longer a naturally occurring conversation. Or, the teacher may turn to existing audiovisual materials, such as TV talk shows, TV

dramas, or movies. We may not be able to draw a direct comparison between the students' performance and that of TV personalities, in terms of the contents of request and social situations in which the act of request is made. Nevertheless, these are valuable visual and auditory stimuli for the students, and there is much to be gained through reviewing reflectively their own communicative performance and recognizing how different it is from the way the native speakers of their target language perform.

Role-play is an effective way to develop students' communicative competence, especially the sociolinguistic and strategic competence discussed in Canale and Swain's (1980) framework. It also helps the students acquire what Saville-Troike describes as interactional knowledge. Learning a language for a wide range of social and expressive functions requires more than just learning word- and sentence-formation, correct pronunciation, and orthography; rather, one learns "a system of use whose rules and norms are an integral part of culture". In other words, language learning should be a dynamic process and a means to acquire knowledge to act appropriately in a cultural group. For this end to be met, a teacher needs to provide the students with chances to act and interact verbally in the classroom. In the discussion of the use of audiovisual recordings above, it was suggested that the students tape-record their own communicative performance for introspection and reflection. Their performance to be recorded can best be analyzed for this purpose through spontaneous role-plays. Usually, role-plays are properly framed, yet open-ended, bilateral, interactive, and above all, highly contextualized in nature.

However, Clark, acknowledging the value of role-plays in a foreign language classroom, cautions us that a form of role-play in which the students simply act out a predetermined script made by someone else would result in mere memorization of stereotypical expressions that may or may not have real-life application in actual communicative exchange. Instead, the teacher must structure his or her role-plays

in a way that their students engage in “role-making” and “role-negotiating” as they interact.

Going back to Brown’s (1994b) list of the six key words of CLT, we can say that role-plays that encompass the role-negotiating aspects in them have, though in a loose sense, all six characteristics. They are learner-centered activities that call for collaboration of the interacting participants, and there are invariably communicative goals to be accomplished by the participants, who produce and interpret sentences for the exchange of social as well as referential meaning. This approach makes role-plays one of the most effective or even crucial techniques to be employed in CLT to build one’s sociolinguistic and strategic competence.

The speech act, or performative use of language, is an area that many Japanese students have trouble dealing with. It is because speech acts are generally difficult for L2 learners to realize in terms of grammar and vocabulary, formulas and conventionalized expressions. Sociocultural difference between their L1 and L2, and because in many cases Japanese students are not taught explicitly in the classroom how to signal their intent in performing an illocutionary act, beyond the semantic meanings of syntactic structures.

The knowledge needed to perform and understand illocutionary acts constitutes part of communicative competence and is included in Canale’s (1983) sociolinguistic competence and in Bachman’s (1990) illocutionary competence under pragmatic ability. When a learner fails to make or respond to an appropriate speech act, it is said that sociopragmatic failure has occurred. Likewise, a learner’s deviation from the standard patterns of executing the act is called pragmalinguistic failure (Thomas, 1983). Below is an example of communicative failure in an act of apology that I have come across.² Here, two students, playing the role of classmates, are instructed to perform the speech act, according to a preselected situation in response to the Speech Completion Task. Student B borrowed Student A’s notebook for an upcoming exam, but accidentally ruined it. Now, Student A asks Student B to return it to her.

Student A: I need the notebook I lent you. Do you have it now?

Student B: I'm sorry. I'm so sorry. I was bad. I'm sorry.

Can you excuse me?

Student A: Well ...

There is clear evidence of pragmalinguistic failure in Student B's apology, namely a linguistically inappropriate way of making an apology that fails to conform to the native-speaker norm. First, B does not respond to the question "Do you have it now?" with a yes or no. Then, B repeats "I'm sorry" three times with a semantically incorrect sentence of "I was bad" (the student may have meant "I did a bad thing") followed by, again, semantically and pragmatically inappropriate "Can you excuse me?" at the end. Student B's apology, if used in a real communicative situation with a native speaker of English, will most likely be unacceptable under normal circumstances. It is clear that students will not be able to make an apology or a request, or express gratitude by learning discrete grammatical items. There will be very little room in a grammar-focused syllabus to offer the students a chance to know that Americans more or less tend to include an explanation of why and how something happened that leads them to apologize. Moreover, the number of "I'm sorry" uttered in their act of apology does not determine how sincerely they are apologizing. Also, in this example, we can note a clear-cut case of L1 transfer in the repeated use of "I'm sorry" and the lack of explanation, which are often seen in the Japanese style of apology. All this indicates that the students do not necessarily "pick up" complex speech behavior and sociocultural strategies and sociolinguistic forms. Therefore, explicit teaching of speech act strategies will be needed for students to gain illocutionary competence.

One thing that the teacher must keep in mind when incorporating the practice of speech acts in the form of, say, role-play, into his or her syllabus is that students should not be drawn by the teacher to blindly accept the native-speaker norms of

performing an act. Speech acts are culture specific and some students consciously avoid “imitating” native-speaker norms and choose to stick with their own styles.

After all, language learning is very much reflected in the degree to which one identifies with the target culture, and if we would like language learning to be communicative, the learner’s autonomy should be maintained as much as possible. As foreign language teachers, our contribution will be to inform the students what native speakers in general tend to say to apologize, for example, and how and why they say it, as a mere fact. Then, it is up to them to adopt the native-speaker norms of apology and practice them on their own. As we have seen, the ability to perform speech acts is an important aspect of one’s communicative competence. But at the same time, because it is deeply related to the cultural values of speakers, the teacher should deal with it with care.

Communicative competence have been defined and discussed in many different ways by language scholars of different fields. There is, however, one thing in common that is seen in the writings of all these scholars: linguistic, or grammatical competence, should be considered just one aspect of overall competence an individual has with language. With the change of focus from grammar to communication within linguistic theories (as the field of sociolinguistics developed), L2 language teachers and researchers, too, have shifted the object of their linguistic analysis accordingly. Although teachers and researchers are aware of the need to improve students’ communicative competence and try out new ideas to contribute to meeting that need, there seems to be still a long way to go. In this paper, three suggestions were made to add extra communicativeness to the teaching syllabus. They are not new ideas for L2 teaching, but each one of them has a place in CLT and will help language learners acquire the knowledge of appropriateness in all facets of their target language.

2.3 Approaches and Methods to develop students’ communicative Competence

Test-oriented. The established showing approach has for quite some time been placed being referred to in the contemporary writing. It compressed routine outside dialect showing design as "PPP": presentation, practice and production.

"TTT" is the poison of test-situated instruction. It is framed into being presently understudies' get ready for an extraordinary assortment of tests. The tests are typically concerning the basic information of a dialect like vocabulary, sentence structure, structure, et cetera; thusly, learners are constantly focus on the act of these things with educators' considerably more concentrate on them which to be sure capacities in tests. In the end, classroom educating advances into dialect focuses instructing. Moreover, instructors entertain themselves with compressing all the linguistic things or the use of vocabulary, particularly at the phase of rudimentary and optional training. At the point when time slips, numerous English learners put on extraordinary desire to discover an exit from all activities and practice of linguistic uses at schools, be that as it may, the scarcely indistinguishable showing approach in colleges progressively discourages them.

As indicated by College English Curriculum Requirements, the point of school English instructing is to develop understudies' thorough capacity of English application, particularly that in listening and publication, so they are empowered to contact viably either at work or in social exercises with both talked and composed English; and meanwhile to enhance understudies' free learning capacity and far reaching social makings, in order to take care of the demand of China's financial improvement and global trade. It is obvious that such a prerequisite challenges the showing approach concentrating on dialect ability, yet advocates another more effective instructing way to deal with enhance understudies' extensive capacity in dialect execution, especially in the open skill. This paper is intended to have a rudimentary investigation on school English classroom instructing.

Instructor focused. In the customary classroom, the educator is in control and control of the learning. A striking picture of traditional English instructing is that understudies in a swarmed enormous classroom stir around their work area, while an educator is talking a blue streak with little thought of materials, learners' learning procedure and individual needs. What's more, the materials are plainly and unequivocally a researcher's manual of linguistic use. The relationship amongst instructors and learners is the run of the mill educator focused procedure. The prompt effect on learners is their ineptitude in correspondence because of absence of the correspondence rehearses. In the classroom instructing, more often than not is educator focused talking which results in the understudies' absence of chances of notice. On the other hand once in a while instructors' continuous and constant remedy of the understudies' oversights and open lack dishearten the understudies' longing to collaboration.

Shocking feeling. This word is practically not in consistency with the other two in word building, be that as it may, there is no other better words for it in the creator's supply. As the well-known adage goes, "Rome is not work in one day". The feel of English educating is not proficient at one sit. Attributable to the two focuses specified above, in addition to the study weight hanging over their head throughout the day, particularly that of their significant courses, the climate of English learning is difficult to meet both learners' and educators' fulfillment. Learners are dozy and educators rehash what the materials say. Some school English instructors even don't talk target dialect since the learners are not obliged to be great speakers of English. What exacerbates things is that a few understudies don't go to class or play truant as they are absolutely fit for self-society.

Impact of traditional instructing design. The conventional showing design has ended up being powerful to acquire a load of essential vocabulary and basic syntactic structures by an evaluating linguistic activities on sentence structures and vocabulary and an accumulation of serious oral drills in the event that they are surely to be honed. This is just taking into account the behaviorist convention that

dialect learning comprises basically in setting up an arrangement of propensities, that is, an arrangement of reactions molded to happen with specific boosts which might be either circumstances or words in a syntactic edge. Subsequently, the vast measure of time and cash has been dove into building up a battery of rudimentary dialect instructing materials to provide food for the present showing approach with the goal of grant the dialect skill. The traditional teaching approach is usually in the stereotype: Vocabulary and language points teaching, along with sentence structure analysis and sentence-making via either oral interpretation or translation so as to consolidate and reinforce the memory and use of them; explanation of text, coupled with situational presentation along with structural practice; exercises of sufficient variety to sustain students' interest. Therefore, the principal aim is to promote the knowledge of the language system, to develop the learner's competence by means of controlled performance. But in this way only the ability of sentence composition is improved.

And the effect of the traditional class teaching pattern is that it spares little chance for learners to develop his own learning strategies and confines learners development of communicative competence and strategic competence due to lack of opportunities of poster. Usually, in classroom teaching, the use of prepared course materials and the great number of question-and-answer exercises directed by the teachers, to some extent, disguise the fact that the learner should play a part in making decisions. Therefore, too close and step-by-step direction of language classes may not always produce the desire effect because the learners have too little chance of developing his own learning strategies.

It seems that people always attribute communicative incompetence of non-English major college students to various reasons: teachers, curriculum and textbook even. However, "it is seldom that the validity of the recommended approach is called into question"¹⁰. In essence, the root of the problem is in the approach itself. In the cultivation, a different approach may be needed to match the essentially different

¹⁰ Widdowson, G. H. (1978). Teaching language as communication. Oxford: Oxford University Press.

role which English assumes in higher education, which is summarized here as “LLL”.

Language-performance-oriented. There is a need for a new approach to language teaching which will shift the focus of attention from the grammatical to the communicative properties of language, in order to show the learners how the language system is used to express individual ideas.

It seems a fabulous mistake that the knowledge of how sentences are applied to communication comes automatically after a knowledge of how sentences are composed and what meaning (called as “signification” by Widdowson, 1978) they have as linguistic units. In fact, there is no equation between the linguistic forms and communicative functions. Learners should be taught how to apply these linguistic forms to communication, and how to address problems when the communication is held back, in other words, how to employ the communicative strategies to improve learners’ communicative competence and strategic competence.

Learner-centered. The role of teachers is multifaceted and they provide support by filling in gaps in knowledge as needs arise, by helping create links with previous learning and by supplying the appropriate vocabulary and expressions. The role of the teacher is indeed paramount in the early phases of oral interaction. It is the teacher who puts the wind in the sails of interaction and who promotes and nourishes it constantly. That is, teachers enable students to take control of their own learning and interaction in English. Teachers are expected to assume multiple roles as facilitator, monitor and motivator, assessor, participant and manager. It seems that the more emphasis is placed on communicative tasks, the less there will be on the linearity of the relationship of linguist to teacher.

While in college English teaching, with the purpose of improving learners communication competence, learners are expected to be the class center by playing an active role in the learning process under the guidance of teachers. Learners

should be contributors, initiators, imitators as well as receivers. That is, learners are the passive recipient of outside stimuli; learners are the interactors and negotiators capable of giving as well as taking; learners are listeners and performers having little control over the content of learning; learners are involved in a process of personal growth; learners must take responsibility for their own learning, developing autonomy and skills in learning how to learn.

Light-hearted ambience. A classroom should be a place with a comfortable and inspiring environment where students feel at ease and a place where teacher-student and student-student interactions may occur spontaneously and naturally. It is the teacher that takes the responsibility for creating such an atmosphere by personal attraction, extensive learning and fantastic individuality. But only the teacher cannot fulfill the task on his/her own. It requires the learners' cooperation and interaction. We have to admit a fact that a light-hearted ambience is definitely beneficial to stir students' interest in learning and communicating as well as their creativity.

However, light-hearted ambience alone is not sufficient to demonstrate an ideal learning atmosphere. As for many teachers and learners, the perfect ambience of class teaching should be "tight, delight, active and illuminative". "Tight" is in terms of the time distribution and the rhythm of the class; "delight" is used for the sake of rhyme, actually refers to "delighted" which means both teachers and learner should feel delighted and enjoyable in the classroom activities. "Active" refers to the interactions of teacher-student and student-student, and learners can participate in all kinds of activities on their initiative. "Illuminative" refers to the teaching effect, learners can be illuminated and inspired as greatly as possible.

Task-based approach. At present, the domestic literature on communicative strategies hangs mainly on the introduction of the alien theories, few is about practical classroom teaching of college English. Task-based approach enables the classroom work to become the performance of tasks rather than the language required to perform themselves.

Task-based methodology is developed by research with native speakers for the objective evaluation of the communicative effectiveness of English native-speaker adolescents in using the spoken language. In this methodology, a set of transactional language tasks such as narrative, descriptive and instructional was developed, in which a speaker has to transfer some information to a listener who needs this information in order to complete a task. The aim of the task-based methodology was to set up a situation in which the speaker alone possesses the relevant knowledge about the information needed by the listener in order to complete a task. Therefore, the responsibility of the speaker is to determine which aspects of the information is relevant and valid to the task at hand, and provides the listener with the aspects of the information in a most immediate and convenient way without yielding any confusion or ambiguity. This methodology is quite effective in evaluating both the effectiveness of second language learner and in eliciting the use of communication strategies.

Metacommunicative awareness. It is necessary to reinforce learners' metacommunicative awareness. Learners' knowledge of communicative strategies will have an enormous impact on their employment of those strategies, therefore, they should be taught the function of communicative strategies and the communicative potential of strategy employment. Then encourage them to employ these strategies consciously. What is most important is to impart the learners with how to employ these strategies in different communication situations, as Faerch and Kasper stated that "what learners do not necessarily know in advance is what strategy types are most adequate under various communicative conditions". Therefore, "increasing students' metacommunicative awareness is an important aspect in developing their strategic competence in foreign language teaching"¹¹. The relationship among communicative strategies, strategic competence, communication competence, and language competence goes as following.

¹¹ Benson, P., & Nunan, D. (2005). *Learners' stories: Difference and diversity in language learning*. Cambridge: Cambridge University Press.

It is necessary to elicit the effective and ineffective strategies in communication to learners so that they may make a corresponding practice to different communication situation. Teachers can ask the students to make a face-to-face description of the Lantern Festival, find out some of their problems in communicative strategies and then point out that these L1 (first language)-based strategies does little benefit to language communication. As a result, students can assess by themselves whether or not the strategies are useful and practical in communication.

Achievement strategies. Faerch and Kasper claimed the importance of achievement strategies from a pedagogic point of view that achievement strategies can help language learners convey rather than reduce their original communicative intention and make the existing knowledge more easily accessible. While Haastrup and Phillipson provided a continuum going from “relatively less” to “relatively more” effective strategies to explain the degree of effectiveness of achievement strategies.

Accordingly, it is necessary to elicit the most effective strategies in communication to learners so that they may make a corresponding practice according to different communication situation.

It is generally found that communicative strategies have an intimate relationship with communicative competence. Learners’ effective and efficient employment of communicative strategies is the revelation of their strategic competence as well as communicative competence. And with the communicative strategies training, it is likely to improve learners’ communicative competence.

Communicative strategies training at classes does not necessarily cost a lot of teaching time and must be carried out formally. It can be implemented and permeated into every link of classroom teaching; Communicative strategies training should not be monotonous in form. It should be combined with the other language competence learning and manifold forms of practice with flexibility.

For example, locating a place on a map, designing an advertisement of a product. Multi-media means ought to be used properly to stir students' interest and work as the complement of class. Overtraining or overemphasis of communicative strategies training will do nothing good to language performance. Communication context is another factor affecting communicative strategies employment as claimed by the participants in the interview. Authentic language context and activities a bit above learners' current proficiency will be beneficial to learners' strategy training. Ellis suggested that communicative strategies are less adopted in formal functional classroom than in authentic language context, especially when accuracy is emphasized rather than fluency. The training of strategies should be extensive and frequent just as Chamot and Rubin held that it is not a particular strategy that leads to improved language performance but the effective management of a repertoire of strategies. A large amount of preparation and assignment should be finished in learners' spare time (in or on the way to their dormitory) and the author suggests the word "Dormitory Assignment". For example, teachers can ask students to make a role play as a group of two and suppose themselves to be a reporter from CBS (Columbia Broadcasting System) to interview a pilot escaping from the Bermuda Triangle: exchange of greetings, necessary inquiry about the pilot's health conditions, the weather conditions, and how he manages to get out of it. In a word, with the communicative strategies training, it is likely to improve learners' communicative competence.

The context is a typical example of the traditional grammar-translation method of teaching which is based on learning grammatical rules then applying them by translating sentences from L2 to L1. However, teachers should adopt the more appropriate communicative language teaching (CLT) approach which emphasizes interaction as both the means and the ultimate goal of study.

To eliminate difficulties in the classroom. For instance, in the classroom, teachers and students should only communicate in English. In this way, students can improve their poster skills through real practice, as they would in an ESL context.

As Alshammari argues, using an L1 in English classes can be useful, but teachers should use the L1 wisely and as a last resort to clarify complex grammatical norms and vocabulary items. Krashen also suggests teachers should decrease their L1 use when teaching another language. By university, subjects such as history, geography and religion should be taught entirely in English.

In addition to favouring the traditional grammar-translation method of teaching, Saudi public schools typically do not employ successful contemporary techniques such as pair work, group work, role-playing and interviews. These techniques encourage shy students to participate and discuss their opinions with their classmates instead of only with teachers. Employing various techniques in the classroom also challenges students and caters to the diversity of students' learning styles. Moreover, adopting CLT techniques can generate a friendlier and warmer supportive atmosphere in the classroom by building good relationships between Saudi teachers and students and among students. Rather than promoting negative speech, CLT encourages self-actualization through positive feedback. Making mistakes should not be a scary issue for students. Instead, students should see mistakes as a natural part of the learning process. Teachers should explicitly address this matter to make students aware that they are in a comfortable and secure space. Such an environment will encourage participation and positive attitudes towards learning.

With respect to classroom roles and dynamics, teachers should be facilitators of knowledge in the classroom – not transmitters. In other words, through observation, teachers should help students discover themselves and find their own paths. This is a marvellous way to focus on the students and enable teachers to guide students along their learning journey and improve their awareness. Moreover, as students are the core of the teaching/learning process, curriculum design and teaching approaches should acknowledge and respond to students' needs and learning styles. So adapting lessons for students will help in keeping them engaged.

According to contemporary approaches, teachers should teach students how to learn – not what to learn – by equipping them with metacognitive skills such as preparing and planning, which could save students time and effort. Likewise, familiarising students with different learning styles and techniques could enable students to decide which approach is appropriate for a given task. Teachers should also teach students how to monitor their learning and become aware of the reasons behind their success or failure. This awareness can enable students to evaluate their performance and confirm positive learning behaviours or modify negative behaviours in the future. Consequently, students will take charge of their learning, become decision makers and govern the whole process, becoming autonomous learners.

Some could argue that such autonomy equates to teachers abandoning their responsibilities and giving them to their students. Indeed, there is a small shift in the classroom roles in such scenarios, and students need to do a lot to get involved in their learning. Nevertheless, teachers still play a significant role in the classroom. This new role requires great effort on the teacher's part with respect to preparing students to reach this point of involvement in their learning. Students must be self-confident and willing to communicate because their opinions and experiences are valuable in this scenario. This shift in roles also significantly improves students' intrinsic motivation in learning the English language, which is the most important type of motivation as interest and self-determination provide long-term motivation.

The suggestions provided thus far should contribute significantly to changing students' attitudes towards learning English, which is a crucial issue that curriculum design should address. Beyond students' attitudes, one of the most common challenges students in EFL contexts encounter is an apparent lack of authentic language situations outside the classroom. However, authentic situations are always accessible. For instance, teachers could require that weekly reflective reports based on any practical use of English outside the classroom, such as

ordering a meal in a restaurant, talking to a nurse in a hospital, watching a YouTube clip, watching a TV program or reading any piece of text written in English. Such assignments enable students to practise their language skills outside the classroom and reflect not only in writing but also through oral presentations in the classroom.

As the proposed reflective report assignment demonstrates, learners in EFL contexts can use various methods outside the classroom to acquire another language. For instance, Benson and Nunan (2005) discussed the case of Hamad, an Arabic medical student who achieved an excellent poster ability by reading English materials. He believed that a person should keep reading despite any obstacles: Even if the reader encounters unfamiliar vocabulary, he or she should just ignore those words and continue reading, unless they are essential to understanding the whole sentence. Likewise, Stevick (1989) presented the case of Chuck, who achieved a high level of proficiency in Danish by watching television programs and reading newspapers. Initially, he did not understand everything he heard or read, but, gradually, he understood the system after six months and his progress continued. So teachers should tell their students about different ways to develop their skills outside the classroom to support the curriculum outcomes. Both teachers and students can improve the overall issue of English language proficiency in Saudi Arabia by becoming more involved in the teaching/learning process and by creating an artificial ESL context.

Chapter III. Posters as a means to improve learners' communication

3.1 The effect of usage posters to the motivation of the learners

Poster is the skill that is very important for the learners. Language is used in spoken or written communication. Poster or oral communication involves the negotiation of meaning between two or more persons; it is always related to the context in which it occurs. Poster means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener through using

different presentations. It means anticipating the listener's response and possible misunderstandings, clarifying one's own and other's intention, and arriving at the closest possible match between intended, perceived, and anticipated meanings Kramsch.

Poster is also helpful for productive skill, the skill in which we produce utterances that is observable as stated by Brown that poster is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

Poster in a classroom helps to involve the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), poster has some distinctive characteristics. In poster, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. They also use syntax in a loosely organized manner and make frequent use of speech markers. In addition, poster varies depending on the age, gender and language of the speakers. Poster activities or poster assessment varies in some models depending on the learners' proficiency as Brown states that there are some basic types of poster are Imitative, Intensive, Responsive, Interactive, Extensive (monologue). There are some features of spoken language according to Luoma:

- a. Composed of idea units (conjoined short phrases and clauses)
- b. May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- c. Employs more vague or generic words than written language
- d. Employs fixed phrases, fillers, and hesitation markers
- e. Contains slips and errors reflecting online processing
- f. Involves reciprocity (i.e., interactions are jointly constructed)

g. Shows variation (e.g., between formal and casual speech), reflecting speaker roles, poster purpose, and the context

An important dimension of conversation or poster is using a style of poster that is appropriate to the particular circumstances. It is useful for students to know that speech should differ in formality, such as when poster to a judge, a teacher, a parent or a playmate. They may also benefit from learning about the differences among various languages. According to Brown and Levinson, notes that different styles of poster reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Lexical, phonological, and grammatical changes may be involved in producing suitable style of poster. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations.

2. Elements of Poster

The elements of poster presentations that involve speaking consist of utterance, grammar, vocabulary, fluency, content, and comprehension. The present researcher will focus the definition on aspects of utterance, vocabulary, grammar, content and meaning, pronunciation and fluency.

The utterance skill is one of the important things in making a message acceptable. Poster can be valuable exchanging of idea or thought about a certain topic between two or more speaker. Greene and petty states that poster is process of listening and responding simultaneously and spontaneously. The one who uses Poster should be able to choose and use the words appropriateness of expression and sentence, clear voice and a good intonation.

In Oxford dictionary, Hornby states that vocabulary is the total number of words in language. Mastering a huge number of vocabulary will show how fluent is a speaker talk using the language because poster is an activity which need competence to utter a word clearly and also appropriate words in simple sentences.

According to Harmer notes that grammar is the description of the way in which word can change their form and can be combined into sentences in that language. Creating a good grammatical sentence is very difficult. The grammar very important role in understanding the speakers' utterance.

The content and meaning is ability in poster which can be seen from mistake, completeness, clarification, and simplicity what the topic about.

Pronunciation includes the pronunciation itself, stress, and intonation. Fachrurrazy notes that pronunciation can be defined as the way a certain sound or sounds are produced. Stress in the pronunciation of the word (in a sentence) or syllable (in a word) with more force than the surrounding words or syllables. Intonation is the rise and fall of the pitch of the voice in poster, especially as this affects the meaning of what is said.

In spoken language the question faced by the teacher is how they shall prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (following, natural) language? It is now very clear that fluency and accuracy are both important goals to pursue in CLT Fachrurrazy. In Oxford dictionary, Hornby states that fluent is able to speak a language easily and well.

According to Brown, there are five basic types of speaking poster presentation: (1) Imitative. It performs the ability to imitate a word, phrase, or sentence, (2) Intensive. It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture), (3) Responsive. It is included the ability to perform short conversation, standard greetings and small talk, simple requests and comments,

The other basic types are: Interactive. Its' characteristics are same as the characteristic of responsive, but the difference between responsive and interactive poster is in the length and complexity of the interaction, which sometimes includes

multiple participants, and the last (5) Extensive (monologue). Extensive is oral production tasks including speeches, oral presentation, and storytelling.

Then the type of poster in this research is included in extensive (monologue) because the students have to produce tasks including speeches, oral presentation, and storytelling.

According to brown, here some Micro skills and macro skills as follows:

a) Micro Skill

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatics purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarify of the message.
8. Use grammatical word classes (nouns, verbs, etc) systems (e.g., tense agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents. Express a particular meaning in different grammatical forms.

b) Macro Skills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.

2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor keeping and yielding interrupting, and other sociolinguistics features in face to face conversations.
3. Convey links and connections between events and communicate such relations as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesis, body language, and other nonverbal cues along with verbal language.
5. Develop and use battery of poster strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Poster in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. There are at least three challenges faced by the teachers who assess poster in the classroom i.e. determining the time allotment, selecting assessment activities and determining evaluation criteria.

Suharsimi Arikunto says that assessment is making decision to the result of measurement. These are kinds of techniques which can be conducted to assess poster such as Phone pass Test, Directed Response, Read Aloud, Picture-Cued, Translation, Question and Answer, Giving Instructions and Directions, Test of Spoken English

(TSE), Interview, Role Play, Discussions and Conversations, and Oral Presentations.

This technique is easily administrated by selecting a passage that incorporates test specs by recording the test taker's output. The scoring is relatively easy because all of the test taker's oral production is controlled. Besides that, the result of research

on Phone pass test, reading aloud may actually be surprisingly strong indicator of overall oral production ability.

Picture, map, and diagram can be used in oral production test in similar ways to those descriptions in the previous unit in listening skill test. Pictures of single objects can be used for testing production of significant phonemes contrasts, while a picture of scene or accident can be used for the total oral skill.

A test administrator and a test taker sits down in a direct face to face exchange and proceed through protocol of questions and directives. The interview, which may be tape recorded for re listening to obtain the accuracy score. Then the interviewer focuses on the pronunciation, grammar, vocabulary and etc.

This is a combination between poster presentation speaking and listening. Students listen to a story, text read by teacher or from the tape recorder, and then the students retell or paraphrase the story or text.

Techniques in role play are proved to be effective in assessing poster in the classroom. These activities are authentic because they involve language use in contexts. As an assessment device, a role play opens some windows of opportunities for the students to use speech that might otherwise be difficult to elicit.

This is a type of poster assessment device which is informal and brings the students in relaxed and enjoyable situation during the test. Game make students interest to learn.

For oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality, but they may obscure the variability of performance across several sub categories.

Since this study relates to the presentation the material by orally, the present researcher uses the oral presentation assessment. Assessing poster should be based on the given material of instruction referring to the goal and objectives, in

assessing poster there some components which are usually tested; pronunciation, grammar, vocabulary, fluency, listening comprehension, appropriateness and etc. The goal of teaching poster skills is communicative efficiency.

English language teachers have continued to teach poster just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching poster should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There are some explanations about what is teaching poster, according to Nunan (2003), Teaching poster is to teach English language learners to produce the English speech sounds and sounds patterns

- use words and sentence stress, intonation patterns and the rhythm of the second language;
- select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- organize their thoughts in a meaningful and logical sequence;
- use language as a means of expressing values and judgments;
- use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to Hughes (2002), the goal of teaching poster presentation to the students is communicative efficiency. So, in learning poster, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation. According to Murcia (2001), when teaching poster English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the poster class to be fun and enjoyable. The teacher has

to create activities that give students many opportunities of communicating with their friends. So, teaching poster must be an enjoyable and fun activity that makes the students feel secure to speak up and express their feeling freely.

3.2 Improving students' speaking with posters in English and Uzbek

The poster presentation is a dynamic communication tool evolving over the past four decades, as a means to accommodate the increasing number of researchers, especially graduate students, seeking a means for scholarly presentations of their research.

Poster presentation is a simple media in which it is easy to be used, understood, and comprehended. Poster presentation is an interesting media in teaching poster. Poster presentation in this research is a poster with interesting color and pictures.

There are some advantages and disadvantages of using poster presentation as media in learning (Geraldine O'Neill and David Jennings, 2012).

a. Advantages of Poster Presentation

There are several advantages of using poster presentation as media in learning, such as:

- 1) Poster presentation can be used as excellent alternative medium for developing communication skills.
- 2) Involve students in the assessment process.
- 3) Encourage students to investigate a topic thoroughly.
- 4) Provide opportunities for peer-learning.
- 5) Promote a positive attitude for students
- 6) Exploring and confronting misconceptions.
- 7) Students enjoy and engage in the activity.
- 8) Opportunity to dialogue about learning.

There are several disadvantages of using poster presentation as media in learning, such as:

- 1) Students can be nervous in doing presentation. Students must prepare themselves confidence before doing presentation.
- 2) Time and space. To present the material, students need much time and space to prepare their presentation.
- 3) New to students, need instruction.
- 4) Need to have clear criteria for good inter-rater reliability.

3. Procedure of Teaching Using Poster Presentation

According to Mark Firth, there are some procedures of teaching using poster presentation.

1. Make one copy of the assignment sheet and an assessment sheet for each student.
2. Put students into groups of two or three.
3. Have students brainstorm twenty odd possible topics according to the theme and list them all up on the blackboard.
4. Get a leader for each group to write their names next to the topic that they would like to study.
5. Have students brainstorm everything they know about their topics.
6. Hand out the assignment sheet and read through together.
7. Get students to research the topic out of class and design posters in class in groups.
8. Have students write their speeches in simple words using the key words and sections on the paper.
9. Coach students in their verbal and non-verbal communication.

10. On presentation day, put posters up around the room with two groups at each station (you will need tape or magnets for this).

11. Have students present to each other, complete listening sheets if you wish, and rotate.

Based on those procedures above, the present researcher simplifies the procedures of teaching using poster presentation into the following procedures;

1. Make one copy of the assignment sheet and an assessment sheet for each group of student.

2. Put students into group (one group consists of two persons)

3. Ask each group to make an interesting poster presentation based on the topic (Part of Body)

4. Ask each group to present their poster presentation in front of the class (other student makes assessment about their friend's presentation and submit to the teacher at the end of presentation)

C. Teaching poster Using Poster Presentation

A Poster presentation is as an experiential learning activity that stimulates curiosity and interest encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding.¹²

In teaching using poster presentation teacher must be creative to make interesting poster as media to make students focus in teaching and learning process. According to Sudjana and Rivai (2002) poster is an instrument function of the tight visual combination that consists of color and message as mean of to complete person attention in a time being for meaningful idea of theirs. It is also called as a glue, drawing or picture that is stickled after getting whole benefit or attention as

¹² Brown, H. D. (2007). Teaching by principles: An interactive approach to language pedagogy. New York: Personal Education. Inc.

media to deliver an information, suggestion, message and guiding, perspective etc,(Rohani, 1997).

Teaching poster using poster presentation is an interesting way to make learners interesting in teaching and learning process. Teaching poster using poster presentation make students talk more every time. Students must prepare themselves confidence before conduct the presentation¹³.

In teaching and learning process the students present the material with interesting performance, they make all eyes on them and it is difficult for them. However, students may not always be aware of what they are leaning and experiencing. The teacher has important function to guide the students' consciousness about the concepts and principles underpinning the students performance. In addition, the teacher has important managerial function.

¹³ Harmer, J. (2007). The practice of English language teaching. Harlow, UK: Pearson Education.

Conclusion

There is a lack of agreement about what the term ‘communicative competence’ means. But in broad terms, it refers to the speaker’s ability to use the language appropriately in different linguistic, sociolinguistic and contextual settings. The realization of this level of language use requires a good command of all language skills.

Many course designers are now plan and design language courses to end up with students’ development of communicative competence. However, the realization of this objective is not feasible for all language learners, especially the foreign ones. Many of them end their language courses without developing the required level of the communicative competence. Different factors may contribute to this failure including teachers’ and students’ low language proficiency, the traditional teaching methods with teacher-centred instruction, the lack of opportunities for active language practice and the high expectations regarding the development of the communicative competence in comparison with native speakers.

Another fundamental factor could be related to the lack of including field language experiences (living with native speakers’ community) for language learners to observe how native speakers use their language and how they interpret messages. In foreign language contexts, it is better to develop a model of communicative competence that takes into account the specific contextual, social and linguistic factors of non-native speakers. Therefore, local experts need to be involved in the process of designing the language learning materials for their own contexts.

Taken together, the information suggests that poster presentations promote effective communication skills which are vital for the 21st century learner. Although the process of developing a poster seemed to be a complex activity, it was observed that it apparently boosted the learner’s self-esteem and increased confidence.

Adopting an integrated approach to poster skills, incorporating poster presentations as part of the syllabus would ensure that we produce confident individuals who would be able to face the challenges of the workplace.

As the study shows, the poster presentations have the potential of an effective experiential educational tool if implemented judiciously. As inferred from the analysis of the student feedback on poster presentations, maximum number of students clearly indicated that they enjoyed the activity and looked forward to having poster presentations in content modules as well. In one study conducted by Castiglia (2006), it was noted that 78% of all students claimed that they feel motivated to study 'when the subject is interesting and practical.

Thus, in conclusion, the present study proved that the poster presentation is definitely one such activity that is enjoyable and relevant to the students future although it is time consuming. Further research into how experiential learning activities such as a poster presentation or several other experience/reflection based activities enhance student's motivation and autonomy would be a valuable contribution in developing employability skills.

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