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COMMUNICATIVE WAYS OF TEACHING FOREIGN LANGUAGES

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INTRODUCTION

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. As our President I. A. Karimov said: "Today it's difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners" [1, 37].

The next important priority is the further development if the industrial and social infrastructure as one of the most important factors of modernization of the country and its people's employment [1,42].

In the frame of realization of the Law of the Republic of Uzbekistan "About the Education system" there created the complex system of teaching foreign languages, directed to the formation of harmoniously developed, highly educated, thinking in modern way, growing generation and further integration of the republic into world cooperation [2,1].

In our eagerness to establish a welfare society, we seem to be working at cross purposes, when we deprive students from the weaker sections, of an important tool of advancement, namely, communicative competence in English. Well-to-do parents send their children to English medium schools while the poorer sections send their children to local schools and institutes. At the collegiate level the two streams come together and present a sharp contrast.

The English teacher therefore, is faced with a difficult three-fold task; (a) motivating the weaker students from the regional medium schools; (b) providing an atmosphere conducive enough for them to overcome their inhibitions, and interact fruitfully with their classmates and with the teacher; (c) and making the classes interesting and challenging for those students whose level of competence in English is comparatively high [18, 45].

The teaching and learning of English is riddled with several inherent paradoxes, contradictions and controversies. A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction; and his age,

previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different countries, is the consequence of inadequacies of various degrees and at various levels of their educational system.

Educationists and teachers are not clear about the specific objectives of teaching English or the methods to be adopted to make English-teaching more meaningful and effective. [34,84]

The term 'curriculum' includes the totality of the knowledge that is expected to be imparted to the learner in a school or college. It provides a comprehensive plan on which the entire system of learning and teaching can be based. Hence, the curriculum should plan the use of receptive and productive skills, mastery of vocabulary, and acquaintance with the culture and literature of the people who use English as their first language. [5,26]

The teacher's primary aim in the English class is to complete the syllabus within the stipulated time-frame. But even this can be a frustrating experience. The impressive set of course books prescribed for study, is sometimes neither bought nor studied by the students, the majority of whom consider learning English a big burden and not a pleasurable or profitable activity. The English teacher therefore, is like a coach who is given the task of teaching acrobatics to children who have not yet learnt to walk. [12,115]

It is thus clear, that there is a serious mismatch between the objectives (inferred, not spelt out) of the foundation course English syllabus, the methodology adopted in the classroom to achieve those objectives and the system of examination. Of the four language skills, vocabulary is not only one of the most difficult but also the most important. Ironically, however, the most important skill remains the most neglected and the least significant of our pedagogical concerns.

While preparing course books for study, editors should, as far as possible,

choose texts so, that student's interest is immediately generated by the familiarity of the content or theme of the text. A text which is closer to the student in time, place and thought, assists in creating an atmosphere that is conducive to the learning process. This enables the learner to comprehend the text better, gain valuable insights into the creative mind, and ultimately lead him on towards creative writing itself.

By encouraging the use of two languages in conjunction, teachers should be able to help students to find easier ways of comprehension in the classroom.

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

The problem of communicative teaching was investigated by a large number of scientists in methodology such as V. Allen, H. Brown, J. Richards and T. Rodgers, W. Littlewood, D. Nunan, J. Towell and others. They investigated communicative teaching foreign languages in different ways for students of different levels. This work presents a rich material on how to teach and make teaching foreign languages effective and fruitful. All demonstrated teaching methods are widely approved in many prestigious universities of the USA and the UK and communicative activities with games including the variations of taking notes during the lesson.

All the methods are embodied in the theory and practical part. As a theory we give research of professional language teachers who studied the methods they considered as useful and effective and put their opinion on teaching English communication. So this work describes the communicative methods, gives tests proving its effectiveness and touches some problem spots on them. Then follows the practical part containing examples of taking these methods and activities in the classroom.

Games during lesson have great educational value. Games should be treated

as central not peripheral to the foreign language teaching program. There are many advantages of using games: they are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. [73]

The communicative methods of teaching language are the best ways of making this process easy and effective. Moreover, they make the students learn the language with fullest enthusiasm, desire and interest. The communicative activities and games make common lesson very interesting, unusual and bright. The students feel the real atmosphere of the learned language. Today only the communicative methods of teaching foreign vocabulary can reply the required demands of educating audience.

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

The tasks of the research:
- to investigate the modern communicative ways of teaching foreign languages;
- to create real atmosphere for communicative language teaching;
- to analyze each of the communicative methods pointing positive sides of them;
- to make a serious research on classroom activities devoted to teaching different language skills by interesting games and communicative tasks;
- to pay attention to the peculiarities of communicative ways of teaching foreign languages;
- to study the role of a teacher in teaching process;
- to present the ideas and opinions of famous methodologists and language teachers on this theme.

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

The subject of the research is the complex of results and effects of using

communicative methods of teaching different language skills and embedding them into classroom activities.

The methodological ground of the research is built on the information about communicative teaching foreign languages and developing language skills in theoretical and practical issues and books of world famous scientists-methodologists and English teachers. Moreover, some methodological journals and web-sites were used for finding necessary information on this theme.

We have used the following **methods of investigation:**
- analysis of scientific and methodical literature on the study,
- descriptive method,
- inductive-deductive method,
- method of observation,
- communicative methods of teaching foreign languages.

The scientific novelty is revealed in the complex approach to teaching foreign languages paying attention to its main language skills (grammar, vocabulary, listening, speaking, etc.): both theoretical and practical analysis of the classroom activities and completely new methods of teaching foreign languages. Each of the activities is described in details with presenting the goals and results of using them.

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

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

The structure of the research. It consists of the following parts: Introduction, three chapters, Conclusion and List of used literature. Each chapter consists of two or three paragraphs and smaller parts.

Chapter I studies out communicative approach in teaching foreign languages, advantages of communicative language teaching. Moreover, an example of a lesson is demonstrated in this chapter.

Chapter II has demonstrated practical ways of using various activities in teaching foreign languages paying attention to language skills and teaching grammar, vocabulary, listening, speaking, etc.

Chapter III highlights the analysis and outcomes of the experiments of communicative language teaching.

Conclusion compiles the most significant results of the research.

List of used literature consists of more than 70 theoretical works and journals which were used for writing the research work.

CHAPTER 1. THEORY OF COMMUNICATIVE LANGUAGE TEACHING

1.1. Communicative Approach in Teaching Foreign Languages

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence [46,159]. Another linguistic theory of communication favored in CLT is functional account of language use. Linguistic is concerned with the description of speech acts of texts, since only through study of language in use are all the function of language and therefore all components of meaning brought into focus.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what referred to as "communicative competence." This term is coined in order to contrast a communicative view of language and theory of competence. 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 limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance [60,73].

The focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires [20,270].

Actually in so far as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators who had grown dissatisfied with the audio-lingual and grammar-translation methods of

foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

1. Focuses on language as a medium of communication. Recognizes that all communication has a social purpose - learner has something to say or find out.

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

3. Communicative approach places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. Unlike the ALM, its primary focus is on helping learners create meaning rather than helping them develop perfectly grammatical structures or acquire native-like pronunciation. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence

4. More emphasis on active modes of learning, including pair work and group-work

5. Emphasis on oral and listening skills in the classroom. Not just hearing teacher, but having personal contact themselves with language, practicing sounds themselves, per mutating sentence patterns and getting chance to make mistakes and learn from doing so. But it is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill

areas. By using elements encountered in variety of ways such as summarizing, translating, discussion - makes language more fluid and pupils' manipulation of language more fluent.

6. Makes use of topical items with which pupils are already familiar in their own language - motivates pupils arouses their interest and leads to more active participation. Besides, teacher should Avoid age-old texts, materials must relate to pupils' own lives, be fresh and real, and even slang. It is important to Changing texts and materials regularly.

7. Communicative approach seeks to use authentic resources. More interesting and motivating. In Foreign language classroom, authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, all can be exploited in variety of ways.

8. Communicative approach is much more pupil-orientated, because dictated by pupils' needs and interests [55,98].

When we talk about "communicative competence", we have to come to "communicative approach". From the ancient times to the present, the foreign language teaching theories and approaches have always been in evolution, struggle and development in these two concepts of "language knowledge" and "skills in the history of foreign language teaching approaches, people have experienced "grammar translation approach", "direct approach" and "audio lingual approach", after these teaching approaches, "communicative approach" stems from the late 60s of 20th century.

With the development of functional linguistics, "communicative approach" receives teachers and students' favor. However, there are some dilemmas in current language teaching: some teachers always stress "communicative competence" and neglect "linguistic competence". Teachers and students are always in search for fluent oral expression, but reading and written language is weak. Meanwhile, students often make errors in oral and written expression and lack basic knowledge of language. Obviously, this is the result of a-one sided

understanding of communicative approach, so that foreign language teaching goes to an extreme. Therefore, we should have a comprehensive and all-sided understanding of the following theory of communicative approach.

The communicative approach is a philosophy which encourages students to see themselves as multidimensional entities and as active participants in the learning process not merely passive recipients of knowledge. Thus, whole classes such as choral reading or Chamber Theater techniques which are but strategies enhancing reading skills and direct forms of communicative approach are presented to the class with the end view of encouraging reading habits to which common grouping can mean addressing the problem of common skills need and common interests.

Linguists distinguish between a strong and a weak version of communicative language teaching: There is, in a sense, a strong version of the communicative approach and a weak version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching [37, 35].

The strong version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of simulating the development of the language system itself. If the former could be described as learning to use English, the latter entails using English to learn it.

In the communicative approach, language learning is seen primarily as 'learning to communicate', and the goal of the approach is the acquisition of communicative competence, which enables second language learners to use the target language for communication effectively and appropriately. This approach also argues that 'the target linguistic system will be learned best through the process of struggling to communicate' and learners are expected to learn the target language through interaction with other people. CLT stresses the need to allow

students opportunities for authentic and creative use of the language. It focuses on meaning rather than form; it suggests that learning should be relevant to the needs of the students; it advocates task-based language teaching.

Students should be given tasks to perform or problems to solve in the classroom. What's more, CLT emphasizes a functional approach to language learning (i.e. what people do with language, such as inviting, apologizing, greeting and introducing, etc.). Also, to be competent in the target language, learners should acquire not only linguistic knowledge, but also the cultural background of that language.

Richards and Rogers address the issue, saying that in practice there are some elements to be taken into account: the communicational principle (i.e. activities that involve real communication promote learning), the task principle (i.e. activities in which language is used for carrying out meaningful tasks promote learning) and the meaningfulness principle (i.e. language that is meaningful to the learner supports the learning process). Principles are following:

(1) Teaching is learner-centered and responsive to the students' need and interests.

(2) The target language is acquired through interactive communicative use that encourages the negotiations of meaning.

(3) Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.

(4) The formal properties of language are never treated in isolation from use language forms are always addressed within a communicative context.

(5) There is exposure to examples of authentic language from the target language community.

(6) The students are encouraged to discover the forms and structures of language for themselves.

(7) There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, and writing) are integrated [45,162-163].

Your approach as a language teacher is a set of principles about learning and teaching on which you depend to form the way you operate as a teacher. It is not a permanent state, indeed, the good teacher knows that there is no perfect set of principles and that one's approach can change drastically over the course of a career.

Do you already have your own approach? To find out, consider these options, using your own assumptions about teaching:

1. Language classes should focus on:
   a) meaning
   b) grammar
2. Students learn best by using plenty of:
   a) analysis
   b) intuition
3. It is better for a student to:
   a) think directly L2
   b) use translation from L1
4. Language learns need:
   a) immediate rewards
   b) long-term award
5. With new language learns teachers need to be:
   a) tough and demanding
   b) gentle and empathetic
6. A teacher's feedback to the student should be given
   a) frequently
   b) infrequently (to develop student autonomy)
7. A communicative class should give special attention to:
   a) accuracy
   b) fluency

Your choices above constitute an approach. Can you say that you have always felt this way about these options? [72]

Language teaching is hundreds of years old, and the communicative approach is a very recent phenomenon. In fact, the communicative approach did not emerge as the most widely accepted form of language instruction until the late 1980s and early 1990s. So, here are a set of defining characteristics Communicative Approach:

1. Classroom goals combine the organizational aspects of language with the

pragmatic.

2. Classroom techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Teaching grammar enables only the learner to accomplish those purposes.

3. Fluency and accuracy work together and are seen as equal in value.

4. Students are expected to have to use the language fully in unrehearsed situations outside the classroom.

5. Students are encouraged to explore and exploit their own learning styles.

6. The teacher is a guide, not a sage [70].

Things to keep in mind before adopting this approach as your own

Beware of claiming to love the approach without actually examining your methods to make sure they fit. It is of supreme importance to make your classroom techniques are in harmony with your intellectual principles.

Avoid overdoing it by excising completely from your lessons any helpful inauthentic tasks such as drills and grammar exercises. These can be worthwhile, especially for adult learners who come to our classes with pre-established academic learning skills.

Remember that it is a big term. Most people who claim to believe in it have very different approaches than one another. There are many different ways to interpret the approach [71].

Different aspects of the communicative approach:

Learner-centered instruction: As opposed to teacher centered, it assumes the student is the most importance person in the class. Thus it assumes:

a. learner needs, styles and goals must be considered

b. students need some control over the lesson (group- or pair-work)

c. course design is not pre-set, but takes the learners into consideration

Cooperative and collaborative learning: This is opposed to a competitive

classroom, where students work against each other to achieve a goal.

    a. To cooperate, students work together to share their ideas and experiences in order to further each other's and their own language skills

    b. With collaboration, students work with a more capable assistant (the teacher, for example) to achieve a goal.

Interactive learning: Because communication is interactive, so then must be language instruction. This means that we both listen and speak when we communicate, and that both affect each other. Thus, we should prepare our students to be able to engage in negotiation of meaning with another person in a series of gives and takes in the real world. In interactive lessons:

    a. There is a good deal of pair- and group-work

    b. Language input is in a real-world context

    c. Language production is intended to have genuine meaning

    d. Classroom tasks are intended to prepare the student for communication in the real world

    e. Activities encourage spontaneous give-and-take situations

    f. Writing is designed for a specific audience

Whole language education: An overused term, this basically assumes that language instruction should focus on all aspects of language use in the real word, from reading and writing to listening and speaking, with a unifying theme that language is social. Important to remember these:

    a. Research has shown that learners acquire sentences, intonation patterns and emotions in a language before they learn the individual parts. Thus, a language cannot be the sum of its individual parts. Teachers must approach it from the top down, not only from the bottom up.

    b. Because we use language to construct meaning and to define reality, language as a whole is a tool to help people to understand the society in which they live. With this, they have more power over their place in society and can better control their destiny.

Content-based instruction: This is the study of content at the same time as

the study of language. For example, students can learn about a topic that is important to them while they develop their language skills. This is beneficial because:

a. It allows the students intrinsic motivation to learn something meaningful in the L2.

b. It removes the traditional wall that has been built between the learning of a language and the learning of useful information.

c. Students can look beyond grades and tests and focus their language learning on the acquisition of knowledge.

Task-based instruction: This is a method of instruction that provides for students to problem-solve, write and perform role-plays or come to an agreed conclusion alone, in groups or pairs with the goal always being meaningful communication. They are:

a. based on real-world problems and issues

b. contribute to overall communicative goals

c. designed to meet specific pre-set goals by the teacher [22,133-134].

1.2. Advantages of Communicative Language Teaching

Communicative teaching emphasis on "task-oriented, student-centered" language teaching practice, asked to show the life of the actual needs of the English language to simulate a variety of life contexts, emotional, and to provide students with comprehensive use of English language, for communication of opportunities, its focus is not only a language in the form, grammatical accuracy, more emphasis on the appropriateness of language use, feasibility, communication skills, as well as training students in communicative activities in the strain and problem-solving ability.

Specifically, the communicative approach of teaching has the following three advantages:

1. The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

2. To impart the basic knowledge and ability to skillfully combine the development. Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate [23,62].

3. Greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

Good teaching is regarded as correct use of the method and it s prescribed principles and techniques. Roles of teachers and learners, as well as the type of activities and teaching techniques to be used in the classroom are generally prescribed. Richards & Rodgers stated that:

"From the survey of approaches and methods, we have seen that the history of language teaching in the last one hundred years has been characterized by a search for more effective ways of teaching second or foreign language. The commonest solution to the "language teaching problem" was seen to lie in the adoption of a new teaching approach or methods. One result of this trend was the era of so called designer or brand- name methods, that is, packaged solutions that can be described and marketed for use anywhere in the world [46,244].

Thus, the Direct Methods was enthusiastically embraced in the early part of the twentieth century as an improvement over Grammar Translation. In the 1950s the Audio-lingual Methods began to fade in the 1970s, particularly in the United States, a variety of guru-led methods emerged to fill the vacuum created by the discrediting of Audiolingualism, such as the Silent Way, Total Physical Response, and Suggestopedia. While these had declined substantially by the 1990s, new "breakthrough" continues to be announced from time to time, such as Task-Based Instruction, Neurolinguistic Programming, and Multiple Intelligences, and these attract varying level of support.

Mainstream language teaching on both sides of the Atlantic, however, opted, for Communicative Language Teaching (CLT) as the recommended basis for language teaching methodology in the 1980s and it continues to be considered the most plausible basis for language teaching today, although CLT is today understood to mean little more than a set of vary general principles that can be applied and interpreted in a variety of ways [21,213].

In addition, a method refers to a specific instructional design or system based on a particular theory of language and of language learning. It contains detailed specifications of content, roles of teachers and learners, and teaching procedures and techniques. Methods are learned through training. The teacher's

role is to follow the method and apply it precisely according to the rules. The following are examples of methods:

    a. Audiolingulism

    b. Counseling -Learning

    c. Situtional Language Teaching

    d. The Silent Way

    e. Suggestopedia

    f. Total Physical Response

According to Richards and Rodgers [46,247] some methods are unlikely to be widely adopted because they are difficult to understand and use, lack clear practical application, require special training, and necessitate major changes in teachers' practices and beliefs.

Yet the notion of methods came under criticism in the 1990s for other reasons, and a number of limitations implicit in the notion of all purpose methods were raised. By the end of the twentieth century, mainstream language teaching no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and the term" post-methods era" was sometimes used. In other words, in this era, teacher and teacher trainees don't discuss or focus about certain methods anymore.

1.3. Examples of Communicative Activities for an English Lesson on Topic "Sport and health"

There below follows a list of the most popular and frequently used communicative activities which create real atmosphere of the learned language. As an example, we'll demonstrate their usage at the lesson of English on the theme "Sport and health". This topic is very popular, important and can be studied in a school, academic lyceum, professional college and even an institute. Here below we'll use communicative tasks of intermediate level, neither easy nor complicated.

1. After a teacher has introduced the new theme of the lesson "Sport and health", he can use the task **Brainstorming**. This method is based on naming out as many words connected with sport as possible. It can be done both in written form and orally, individually or in teams. The result is - to revise and enrich word stock on this theme. The task takes not more than 5-10 minutes and goes as warming up activity. Words that appeared to be new for other learners should be written on the board [59, 65].

2. After Brainstorming a teacher can use a modern pedagogical technology - **Cluster**. Around a big central circle little circles are drawn. All these circles should be filled in with types of sport (e.g. volleyball, badminton, etc.). The task should be done individually in written form. The teacher may give this task as motivating: who will fill the circles the first will be the winner of the task. After most of students / pupils have written they may read their words aloud and compare them. The task is intended for about 10 minutes, not more. The result is - to revise all types of sport.
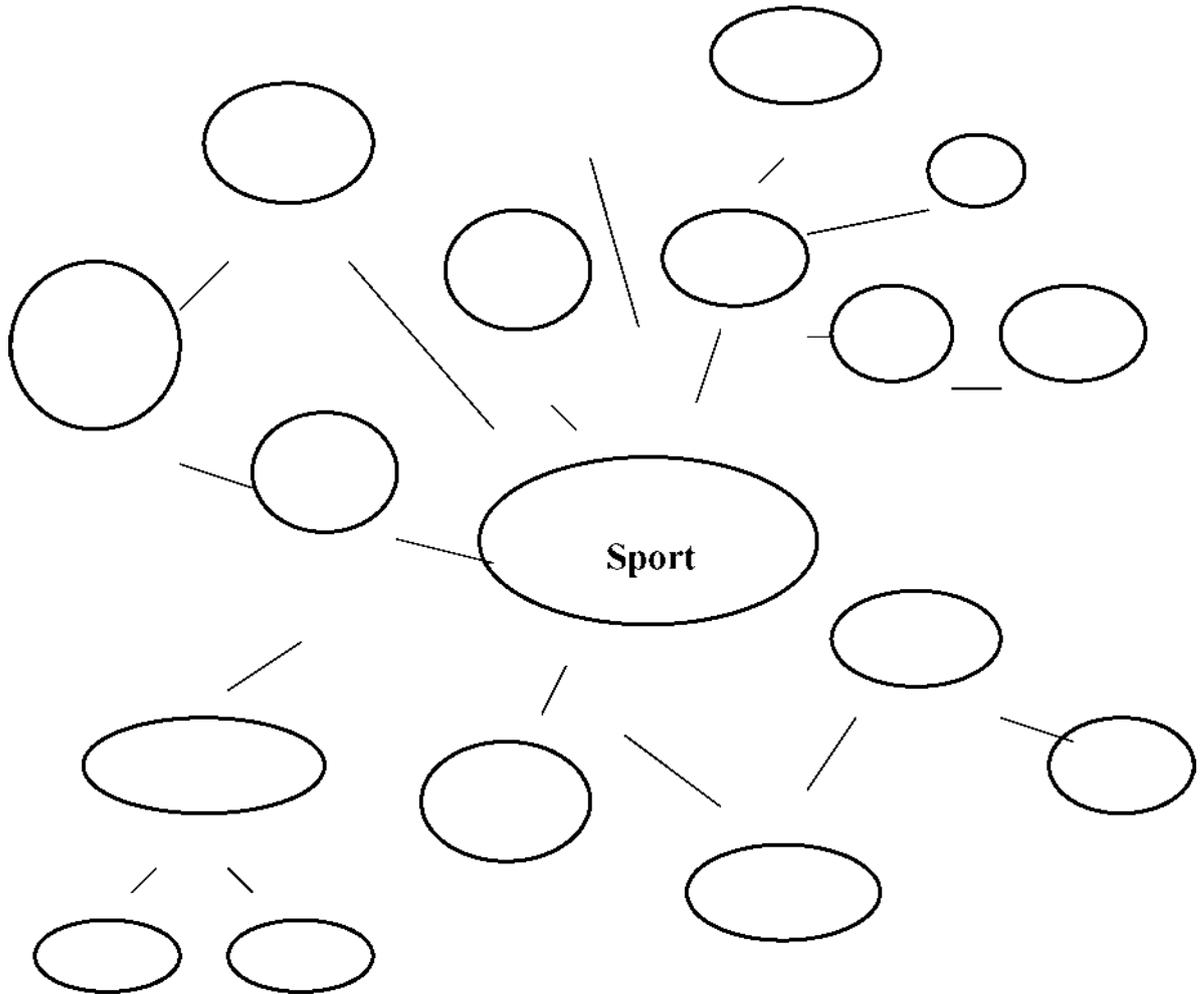
3. The two tasks above were excellent examples for preparing learners for discussion of the given topic and revising vocabulary on the theme. They belong to **Memorization**, i.e. all kinds of activities that aim at improving learners' memory. [69,440].

The next step can be devoted to **writing** of various types of sport using degrees of comparison, e.g.

The most difficult type of sport is - ....

The most dangerous type of sport is -........

The most interesting type of sport is - ....

The easiest type of sport is - ....

The fastest type of sport is -.........

In this way learners can continue to use superlative degree of various adjectives in order to value types of sport. After doing the task, the students/pupils

can read their sentences and compare. The task will take 10-15 minutes. The result is to use grammar material in communication.

4. **Role play** - is interesting, exciting and effective activity to communicate. Teacher gives roles to students: a trainer and a sportsman, two sportsmen, a sportsman and a fan, etc. and they have to perform their roles and choose replicas of their conversation themselves. Knowledge of the language is not enough, the task demands artistic skills too [32, 112]. This task will take about 15-20 minutes both for preparation and performing.

5. **Interview**- is a good way to ask interesting questions to each other and answer them in order to know learners better. One of the learners goes out in the middle of the class, other ask him/her different questions to be answered. A learner is introduced as one of the famous sportsmen, other ask him about his games, type of sport his aims and values of life, hobbies, favourite dish, etc. Two or three interviews are enough. This task makes all students awaken and ask various interesting questions. The activity also takes about 15-20 minutes and doesn't need preparation.

6. **Listening activity** improves learners' listening skills and understanding native speech. A record with a text about sport and sportsmen can be used for it. After listening a teacher distributes the text with missing gaps which should be filled in by students/pupils. The level of difficulty of the text is chosen according to learners' level of English. 10 minutes are enough for the task.

7. **Games** - the most interesting and encouraging activities used in language learning process. They decorate lessons, load students with energy and make even back sitting students participate actively. Students compete with each other, improve their reaction to language and relax simultaneously. Games can have different aims and take different period of time. There extremely many games according to the age and level of learners.

To the topic of sport the definition game can be used. A teacher gives definition to such words as: sportsman, finalist, competition, trainer, match, score, jury, etc. The students listen to them attentively and try to guess the word. So,

here we use Attention activities, i.e. those which improve learners' attention and reaction to language. At the end of the game correct answers are counted and the winner is announced. This game can be played both in teams and individually. A game can last from 5 to 15 minutes depending on the left time.

8. **Team work** - is an excellent way to work together in one team and compete with another opponent team. Students in one team add, help, prompt and improve each others' knowledge and skills. The above mentioned tasks (brainstorming, definition game) can be given for team work. Different tasks or activities can be given for team work.

9. **Presentation** - a responsible and improving integrated skills task which takes more time to prepare. It demonstrates learners' talent, creativeness and skillfulness. Different types of sport can be chosen for presentation: the origin of this type of sport, the rules of the game, the most famous sportsmen and champions of it should be spoken about. This activity requires not only report speech but also some pictures, photos or posters. In order to avoid repetition of the same types of sport, they can be distributed at the lesson by the teacher. The task is usually given for Home work as it needs much time.

In this way, all of the students take part in the class-game and remember the sentence style. So the teacher pays attention to the role of organizer, making sure that every student understands. And it is also necessary for the teacher to spend much more time on thinking of how to organize the students when they do the preparation.

The main work a teacher should do is assessing the learners' study and knowing whether they study well. If no, the teacher should change the way he taught. There are two ways for assessing: correcting and feedback.

When a teacher is correcting the students' mistakes, he should pay his attention to the way he speaks, and do not cut short the students. Otherwise the students may lose their hearts and dare not speak English.

Feedback is assessing the students' work when they finish it. The teacher should approve the students' advantages while he points out the problems and tells

them how to deal with those problems. Ever since they are enrolled into schools, students are trained in learning methods and habits. In this way, they will switch from the passive position to the initiative position, so as to lay a solid foundation for further studies.

Conclusion on Chapter 1

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what referred to as "communicative competence." There are following directions in communicative language teaching:

1. Focuses on language as a medium of communication. Recognizes that all communication has a social purpose - learner has something to say or find out.

2. The teacher sets up a situation that students are likely to encounter in real life. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

3. Communicative approach places great emphasis on helping students use the target language in a variety of contexts and places great emphasis on learning language functions. This means that successfully learning a foreign language is assessed in terms of how well learners have developed their communicative competence.

4. More emphasis on active modes of learning, including pair work and group-work

5. Emphasis on oral and listening skills in the classroom. Not just hearing teacher, but having personal contact themselves with language, practicing sounds themselves, per mutating sentence patterns and getting chance to make mistakes and learn from doing so.

6. Makes use of topical items with which pupils are already familiar in their own language - motivates pupils arouses their interest and leads to more active participation.

7. Communicative approach seeks to use authentic resources. More interesting and motivating. In Foreign language classroom, authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, all can be exploited in variety of ways.

8. Communicative approach is much more pupil-orientated, because dictated by pupils' needs and interests.

The principles of communicative teaching are following:

• Teaching is learner-centered and responsive to the students' need and interests.

• The target language is acquired through interactive communicative use that encourages the negotiations of meaning.

• Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making.

• The formal properties of language are never treated in isolation from use language forms are always addressed within a communicative context.

• There is exposure to examples of authentic language from the target language community.

• The students are encouraged to discover the forms and structures of language for themselves.

• There is a whole-language approach in which the four traditional language skills (speaking, listening, reading, and writing) are integrated.

Different aspects of the communicative approach:

Learner-centered instruction: As opposed to teacher centered, it assumes the student is the most importance person in the class.

Cooperative and collaborative learning: This is opposed to a competitive classroom, where students work against each other to achieve a goal.

Interactive learning: Because communication is interactive, so then must be language instruction. This means that we both listen and speak when we communicate, and that both affect each other. Thus, we should prepare our students to be able to engage in negotiation of meaning with another person in a series of gives and takes in the real world.

Content-based instruction: This is the study of content at the same time as the study of language. For example, students can learn about a topic that is

important to them while they develop their language skills.

Task-based instruction: This is a method of instruction that provides for students to problem-solve, write and perform role-plays or come to an agreed conclusion alone, in groups or pairs with the goal always being meaningful communication.

Communicative approach of teaching has the following **three advantages**:

1. The interaction between students and teachers. Communicative teaching is becoming increasingly clear feature is the change in the way as the internship, students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

2. To impart the basic knowledge and ability to skillfully combine the development. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

3. Greatly enhanced the student's interest. Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

CHAPTER 2. COMMUNICATIVE WAYS OF TEACHING DIFFERENT LANGUAGE SKILLS

2.1. Communicative Ways of Teaching Grammar

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

In the years following World War II, great changes took place, some of which would eventually influence language teaching and learning. More opportunities for international travel and business and international social and cultural exchanges increased the need for language learning. Beginning with the 1970s interest in the teaching of 'real-language' has increased as scholars have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from audio lingual and grammar-translation methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative tasks, rather than on discrete structures.

In the wake of this latest integrative approach to language learning there has been a greater stress on authenticity in language learning, meaning that the activities involved in language learning reflect real-world uses of the language. Musumeci [39,76], while mentioning the idea of connecting form and meaning in grammar teaching, points out that students should be able to learn explicit grammar rules as well as have a chance to practice them in the authentic or simulation tasks. Undoubtedly, one of the most suitable authentic materials for grammar practice is songs and jokes. Being certainly ones of the most delightful and culturally rich resources they make up an excellent contextualization, which is

essential to any grammar presentation and meaningful practice of structure.

Grammar is very helpful for effective language learning. It can be taught through different methods of the second language teaching. Although the principles of the methods are different from one another, there is always a focus on grammar. Language teachers and educators, however, seem to disagree on this point as the following quotation illustrates [16,192].

"The important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language" [35,105]

"The language teachers view of what constitutes knowledge of a language is a knowledge of the syntactic structure of sentences. The assumption that the language teacher appears to make is that once this basis is provided, then the learner will have no difficulty in dealing with the actual use of language" [65,82].

"The evidence seems to show beyond that though it is by communicative use in real "speech acts" that the new language "sticks'' in the learner's mind, insight into pattern is an equal partner with communicative use what language teacher now see as the dual process of acquisition learning. Grammar, approached as a voyage of discovery into the patterns of language rather than the learning of perspective rules, is no longer a bogey word'' [36, 24]. This three extracts don't like each other but grammar teaching plays an important role in English language teaching. It is not unusual to find that in senior high schools a lot of problems still exist in the English grammar teaching, especially in the way teachers teach it. There are still problems existing in the current settings which are particularly exam-focused. Students need to achieve fluency as well as accuracy in grammar learning. Teachers have been debating on what method is the best for teaching grammar for generations. Many of us do not wish to teach grammar explicitly but are keenly aware that students need an understanding of the rules to achieve fluency as well as accuracy. Some also indicate that they feel constrained by the system under which they operate, especially those teaching in settings which are particularly exam-focused. To make it even worse, many of the students never use English outside the classroom. As a result, it is not unusual to find that in senior

high schools a lot of problems still exist in the English grammar teaching, especially in the way teachers teach it. In this paper, the importance and methods of grammar teaching and communicative language teaching will be further discussed.

Grammar teaching is by no means an easy task for teacher to accomplish. However hard we tried, it never seems possible to reach the point where we teachers will be satisfied. When our efforts come to nothing, a lot of teachers will just try to teach grammar explicitly as it is, which is the last choice left to be made. We have better ways to teach grammar it is communicative [33, 36]. Since communicative language teaching lay emphasis on communication, some teachers might argue that this method can't be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions. Most importantly, many of a learner's utterances are very formulaic.

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

As so much has been written about grammar we could be forgiven if we admitted to confusion. Each person, whether a learner or a teacher, has an opinion. Starting from the principle that grammar is "a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us", we can say grammar is central to the teaching and learning of all languages. It is also one of the more difficult aspects of language to teach well. In order for students to have a functional knowledge of a language they must have

at least some knowledge about the grammatical constructs of the language in question. This article's introduction is an admirably brief mission statement for the communicative approach to grammar teaching. Today grammar teaching is focused on form and consciousness rise, there is a need to focus on form with learners to facilitate accuracy. With consciousness raising activities, we create a learning environment, where the learner notices new language and exploits it in genuine communication activities.

There are several ways in which the teacher can go about teaching grammar to students. In this article we will look at why grammar is often seen in a negative light, on what more effective method grammar should be taught and whether or not students need to learn grammar at all.

Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non-prestige forms [58,14].

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

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

The nature of the theory of "communicative approach" determines the need for grammar teaching. At any time, at any stage and in any circumstances, grammar teaching cannot be diluted. It ought to be an important part in foreign language teaching. This is the requirement of the basic characteristics and features of language learning and subjective environment for foreign language learning.

Moreover, grammar is an effective way to train students' communicative competence in English language teaching. Grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence are just "castles in the air". With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students' English level [58, 17].

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

Explicit form teaching only serves as a tool for monitoring learners' language. That is, learners learn grammatical rules only to monitor the correctness of their language use, which is in addition to what has been acquired. However, the advocates of explicit grammar instruction argue that it is inadequate to acquire a L2, if meaning is the only focus.

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

engaging in meaning, may have harmful effects.

However, some scholars argue that form-focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable, if students learn them in context. One way to present grammar communicatively is through structured input activities. Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

In the contemporary approach of integrating the form and meaning it is important that teachers use authentic materials as often as possible. The practice is more effective if students work on something which is an actual part of their everyday life. Songs and jokes are such material [62,301]. This factor makes that students approach the grammar activities based on them in a more relaxed way. Music in songs and enjoyable punch lines in jokes get the students involved in the work in a way that probably no other teaching material would measure up to. Undoubtedly, such a kind of involvement enhances the efficiency of practice. It is also wise not to finish the whole activity just with the grammar exercise alone but to give students an opportunity to listen to the song several times and sing it, let them read and remember the joke, which many of them would very much like to pass to others.

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

As far as songs are concerned one can find any amount of this type of material in different sources. They can be found in almost every course book, mainly at the end of each unit. They can be found in song books or in presumably the broadest source of information nowadays - the internet. But there are not many

studies which consider grammar in the context of songs. The most comprehensive one on the English teaching market is the compilation of exercises done by Mark Hancock entitled "Singing grammar" [35,106].

Although the author has covered virtually every grammar point in his work the reader does not exactly meet what the title suggests. In my opinion, the author overlooked the core of his work. The title to what he wrote should rather be Teaching grammar with the accompaniment of songs. All the activities presented in his work are organized into three groups: lead-in pages, grammar exercises and follow-up exercises. It has to be said that it is wise to have some kind of introduction into the grammar point and some final additional exercises making the most of what is being learnt. However, Mark Hancock's mistake lies in that he has made the overwhelming majority of grammar exercises based not directly on lyrics but on follow-up materials not strictly related to the songs [36,107].

In comparison to songs, jokes are virtually a forgotten part of foreign language teaching. Most course books are completely deprived of them. This might be that authors consider them frivolous and unproductive. Some teachers might not want to use jokes during a lesson for the sake of simply not having problems with classroom management and disruptive behavior of students. But when a joke is made into a grammar task and the teacher makes the goals of using it clear to the students the above worries can disappear.

Of course, teachers are not the ones to blame for the infrequent use of jokes in teaching English as there is a real shortage of such a teaching aid. The only comprehensive elaboration on practicing grammar through jokes that can be found among numerous grammar teaching books is George Woolard's "Grammar with Laughter". The author has done quite the opposite to Mark Hancock. He did not dodge the very material-based exercises. In fact, all the jokes are made into joke-based exercises. In addition, one has to admit that the number of grammar points covered in Woolard's work is quite amazing. Everything would seem fine if there were not a shortcoming in his work, too. And that is the virtual deficiency of variety of exercises.

Everywhere there are the omnipresent completion exercises [35,108].

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

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

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

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

The most important quality of songs compared to jokes is the repetition of chorus and sometimes even of verses. To make it more powerful, tune, rhythm and musical instruments all work together. Repetition that naturally occurs in songs can make drill work easier and more pleasant. Songs that contain repetition can be helpful in teaching and expanding grammatical patterns [54,16].

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

can be exploited for the practice of the imperatives, which frequently have the quality of repetitiveness.

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

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

I know you've never seen my

face You've never heard my

name Although I've never

talked to you I've got you on the

brain.

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

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

Everyday language bears the complexity of all the lexis and grammar

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

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

1. Past Simple and Present Simple as narrative tenses (Present Simple often used as a substitute for Past Simple)

2. Reported Speech

3. Passive voice

4. Defining and non-defining clauses

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

2.2. Communicative Activities for Learning Vocabulary

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

Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating. The following statement about the relationship between grammar and vocabulary demonstrated by the British linguist Wilkins argues that "Without grammar, there are few things we can express; while without vocabulary, there is nothing we can express." [64,55] Wilkins verifies the importance of vocabulary in communication. Insufficient vocabulary or vocabulary difficulties will result in communicational barriers or failures. Without the mediation of vocabulary, no amount of grammatical or other types of linguistic knowledge can be employed in second language communication or discourse.

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

This study aims to investigate and evaluate the effectiveness of

Communicative Language Teaching in vocabulary teaching and learning by means of observing an English lesson. In order to investigate and evaluate the effectiveness of Communicative Language Teaching in vocabulary teaching, observations on one English lesson, a dictation exercise after the lesson and an interview with the pupils' English teacher are applied as the research methods [48,19].

In the original formulation of the Interaction Hypothesis, Long inferred that modified interaction is necessary for language acquisition [53,158]. Apart from linguistic simplification, modified interaction may also include elaboration, slower speech rate, gesture, or the provision of additional contextual clues. Some examples of the means of modified interaction consist of comprehension checks, clarification requests, self-repetition, paraphrase and feedback:

1. Comprehension checks—efforts by the native speakers to ensure that the learner has understood (for example, "The bus leaves at 6:30. Do you understand?

2. Clarification requests—efforts by the learner to get the native speaker to clarify something that has not been understood (for example, could you repeat please?) These requests from the learner lead to further modifications by the native speaker.

3. Self-repetition or paraphrase—the native speaker repeats his or her sentence either partially or in it`s entirely (for example, 'She got lost on her way from school. She was walking home from school. She got lost). [53,162]

Research has shown that conversational adjustments can aid comprehension. Modification that takes place during interaction leads to better understanding than linguistic simplification or modification that is planned in advance. Some recent research has shown that specific kinds of interaction behaviors aid learning in terms of immediate production. In version of the Interaction Hypothesis, more emphasis is placed on the importance of corrective feedback during interaction.

Merrill Swan extended this thinking when she proposed the 'comprehensible

output hypothesis'. She observed that it is when they are most likely to see the limits of their second language ability and the need to find better ways to express their meaning. The demands of producing comprehensible input, she hypothesized, 'push' learners ahead in their development in [53, 161].

Interactionists emphasize the role of modification in conversational interactions. This perspective provides insights into the ways in which second language learners can gain access to new knowledge about the second language when they have support from an interlocutor [53,165].

Vocabulary is of great significance in expressing thoughts and ideas in interaction activities. Vocabulary acquisition is the main task of second language acquisition. This section will present vocabulary teaching and learning theory in connection with the study. There are various theoretical studies on exploring the types of vocabulary knowledge related to the familiarity with a word. Richards made the first attempt to list the different types of knowledge that are necessary to fully know a word. He was more concerned with applicability to pedagogical practice than attempting to provide a systematic framework for describing or accounting the word knowledge [38, 133]. In the word knowledge list, there is no attempt to distinguish productive vocabulary from receptive vocabulary. Elaborating on Richards' list, Nation developed a list of various types of vocabulary knowledge that one must possess both receptively and productively in order to have complete command of a word:

1. The spoken form of a word (R (receptive): What does the word sound like? / P 15 (productive): How is the word pronounced?)

2. The written form of a word (R: What does the word look like?/P: How is the word written and spelled?)

3. The grammatical patterns of the word (R: In what patterns does the word occur? / P: In what patterns must we use the word?)

4. The collocational behavior of the word (R: what words or types of words can be expected before or after the word?/P: What words or types of words must we use with this word?)

5. How frequent the word is (R: How common is the word?/P: How often should the word be used?)

6. The appropriateness of a word (R: Where should we expect to meet this word/ P: Where can this word be used?)

7. The conceptual meaning of a word (R: What does the word mean?/ P: what word should be used to express this meaning?)

8. The associations a word has with other related words (R: What other words does this word make us think of? P: What other words could we use instead of this one? [40,31]

Nation also states that knowledge of a word can be divided into knowledge concerning its form (spoken/written), its position (grammatical patterns/collocations), its function (frequency/appropriateness), and its meaning (concept/associations). Thus it is not the case that a word is either known or unknown. A word can be known in all sorts of degrees: from knowing that given form of an existing word to knowledge including all four aspects mentioned above. These degrees of word knowledge apply to native speakers as well as to second language acquisition learners [40,32].

In addition to Richards and Nation, researchers have put forward their own way of categorizing word knowledge. Carter [14, 67] has defined the similar vocabulary knowledge categories such as pronunciation, spelling, grammatical properties, syntactical features, collocations, associations and senses, etc. Laufer [27, 88] categorizes word knowledge as the form, the word structure, the syntactic pattern of the word in a phrase or a sentence, meaning, common collocations, and the lexical relations of the word with other words, such as synonym, antonym, and hyponym, and finally common collocations.

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

most importantly, to explore the links and interrelationships between the different types of word knowledge [38,133].

Vocabulary plays an essential role in expressing ideas and thoughts. The well-known British linguist, Wilkins [64, 59] says people could describe few things without grammar, but they could express nothing without vocabulary. Widdowson [63, 116] thinks that native English speakers can understand language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lord mentions that 'vocabulary is by far the most sizable and unmanageable component in the learning of any language, whether for a foreign or one's mother tongue because of thousands of different meanings'. Lewis [28,92] holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary.

Vocabulary teaching has been developing greatly since 1980s. Several experts and linguists began to pay attention to vocabulary teaching during that period. For example, in the 1980s Terrel proposed the Natural Approach which emphasizes comprehensible and meaning input rather than grammatically correct production [56, 74]. In 1983, Allen mentions the presentation and exemplification of practical techniques in the teaching of vocabulary. He points out that current research would suggest that it is worthwhile to add explicit vocabulary to the usual inferring activities in the for language classroom [8, 191].

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

Repetition is essential for vocabulary learning because there is so much to know about each word that one meeting with it is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well so that they can be fluently accessed [41,74].

There are several ways to show the meanings of an English word, through

such aids as: (1) objects that can easily be brought to class(umbrellas, scissors, tools, buttons of many colors and sizes, etc); (2) drawings by the teacher and drawings by the students; (3) demonstrations to show actions [8,41]. Allen recommends teachers using the real object whenever possible when showing the meaning of an English noun. Real objects are better than pictures. Body language is another useful way in vocabulary teaching. It is easy to demonstrate in class. The meanings of words can be shown through simple dramatic presentations. Even teachers can mime certain actions and gestures well enough to know the meanings of words [8, 38].

Defining words by means of other words is a technique needed by the teacher. The students' dictionary is a good source helper. An example sentence for drown might be, "the dead boy's mother was very sad after her son drowned in the river." [8,46].Often an example sentence can help the student more than a definition. Well-known dictionaries, such as the Oxford Student's Dictionary of American English, the Longman Dictionary of Contemporary English, give helpful example sentences in addition to definitions [8,46].

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

Coady [15,168] suggests that background knowledge may serve as compensation for certain syntactic deficiencies. Students pay attention to the content and show much interest in background knowledge. Some related words are remembered effectively and firmly. While reading, the communicative approach needs to inform and guide classroom practice. As for the communicative tasks, David Nunan [42,10] describes it as " a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on standing alone as a communicative act in its own right".

There are varieties of activities in a classroom to help students learn target language effectively, such as games, music, dramatic stories, amusing anecdotes etc. Role-play is one of them. Role-play helps students learn effectively and use target language as freely and communicatively as they can. Role-play aims at fostering the ability of students and is characterized as mutual teaching and learning. It can realize the teaching model of "students play a principle role and the teacher plays a leading role" [25,122].

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

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

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

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

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

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

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

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

Many British applied linguists have made great contributions to CLT. For example, Berns, an expert in the field of CLT, writes in explaining Firth's view: "Language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use function of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" [10,5].

According to CLT, the learners must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones [30,75].

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

CLT lays emphasis on developing the communicative competence. This view of second language acquisition has influenced language pedagogy in encouraging learner-centered teaching. Learner centeredness, combined with the shift to a focus on communicative competence, has helped to transform the language-teaching field dramatically in the past twenty years. Instead of an explicit focus on language itself, there has been an emphasis on learners' expressing their own meanings through language. The learner must distinguish between the forms which he has mastered as part of his linguistic competence, and the communicative functions that they perform.

Carl Rogers, an influential American psychologist, whose unique humanistic psychology of understanding personality and human relationships is the psychological basis of CLT, advocates learner-centered teaching. In his famous book, Freedom to Learn, Rogers [45,163] points out that humanistic educational thought is based on humanistic psychology, which aims to cultivate the whole person, emphasizes the person-centered, values the development of individual potential and realization of self-value. He further argues that the ultimate goal of education is to promote the development of personality of students. The key of teaching is learner-centered, but not teacher-centered or method-centered. The strength of Rogers' approach lies in part in his focus on relationship.

In 1982 Rogers wrote: 'The facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between facilitator and learner'. [45, 164] However, Rogers had already begun to explore the notion of 'student-centered teaching' in Client-Centred Therapy. In 1983 he offers several hypothesized general principles, namely,

(1) We cannot teach another person directly.

(2) We can only facilitate his learning. The structure and organization of the self appears to become more rigid under threat.

In this section, some strategies in vocabulary teaching used in the English lesson were set forth in light of the presentation order.

In Presentation 1 and 2, the teacher taught ten new words instructed by the relevant second language acquisition research and the theory of vocabulary teaching and learning.

(1) Presentation 1

At the beginning of Presentation 1, she introduced one concrete noun—inkpad, by showing the concrete object. She pronounced the word in a clear way. Her intonation was standard. The pupils took turns pronouncing the word. The following example was the teaching process of the word—inkpad.

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

S1: Um, it's inkpad.

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

All Ss: Inkpad, inkpad(loudly).

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

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

Boy A: Inkpad(clear pronunciation).

Boy B: Inkpad(clear pronunciation).

All Girls: Inkpad(clear pronunciation).

All Boys: Inkpad(clear pronunciation).

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

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

A boy: Sorry, I don't know.

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

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

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

A boy: Inkpad (quite clear).

T: Very good(thumbs up)! [71]

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

Secondly, palm, thumb and nail were presented. This time she taught them by means of demonstrating her own body parts. The following dialogue between

the teacher and the pupils was the process of teaching the word—nail.

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

Girl A: Nail. My mum has red nails.

All Ss: (laugh)

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

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

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

T: Who had colorful nails?

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

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

All Ss: (laugh)

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

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

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

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

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

S1: Thumb(clear pronunciation).

T: Ok, good job.

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

Boy 1: Thumb(clear pronunciation).

T: Very good.

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

With regard to the words - analyze, regulation, fate, trade, tool and rule, the

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

The teacher also knew explanations of meanings should be simple and brief when a word was first met. It meant that words should be explained in a clear way without confusion. Or else, the pupils would be confused with the various meanings of the word. Therefore, when she asked the pupils to look up the words in the dictionary, the pupils were only required to tell her the basic meaning of the word [29,75].

The dialogue above showed that many pupils had understood the meaning of the word—tool with the help of the dictionary. The following word was fate. This time, she taught the new word by putting it into English explanations where other words in the sentences are already shown. The pupils were required to offer an example sentence of the word—fate as well as the basic definition of it. The dialogue between the teacher and the pupils was as follows:

Finocchiaro and Brumfit [17, 201] states that learning words is not learning the linguistic forms only. More important, second language learners should know how to use the word in communication. That is to say, a situational context must be taken into consideration in the second language acquisition because it gives hints to meanings of the new words beyond a linguistic system, thus helping students to learn words appropriate to specific contexts.

Guided by the main features of CLT, the teacher designed an authentic communicative activity for the pupils--describing the pupils' own hand shapes to their partner. Before she declared pair-work, she offered clear and brief explanations about the four new words. Then the pupils were allowed to talk about

their own hand shapes to their partners.

Many pupils were highly motivated since it was in a real situation which aroused their communicative desire greatly. Their attention was centered on the situational use of words of what was being said or written. They dealt with a variety of languages, rather than just spelling forms or grammatical use. They were very active in talking about each other's hand shapes. Two pairs selected from pair-work were analyzed and discussed as follows:

Vocabulary teaching and acquisition has assumed an important role since 1980s in second language teaching. Communicative Language Teaching, as an eminent second language teaching approach, lays emphasis on learning target language through communicative activities [26,18]. The study which aims to evaluate the effectiveness of Communicative Language Teaching in English vocabulary teaching and learning in a comprehensive class in southern Sweden is a new trial to the writer indeed. Guided by the relevant theoretical background, the study which is composed of an English lesson's observation, a dictation and an interview demonstrates that compared with the traditional Grammar-Translation Method, Communicative Language Teaching based on many modern humanistic and communicative theories is effective in English vocabulary teaching and learning in many aspects:

1) In the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

2) CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally. Apart from it, the modified target language input which is gotten from conversational interactions between the teacher and learners enables them to get better understanding of vocabulary knowledge.

3) CLT promotes learners' communicative competence and stimulates their inner motivation since the communicative activities are close and relevant to their daily life.

4) CLT makes learners adopt the responsibility to their own learning and encourages them to discover the forms and structures of target language for themselves.

5) CLT prompts the development of learners' spirit of team cooperation by means of the communicative activities and cultivates learners' individuality by expressing their different views and ideas freely in the conversational interactions between them. Additionally, through the observation of the English lesson, the writer thinks that CLT makes great demands upon the professional skills and competence of teachers. CLT teachers need to have other abilities as well as the proficiency of target language, such as organizing ability, insight into learners [7,62-63]. Therefore, it is recommended that second language teachers should enhance their standard in order to improve the effects in practical teaching. However, there are some limitations to the study. Firstly, only one English lesson was observed. Secondly, dictation was only once. Therefore, there is still a large amount of study to be further conducted.

2.3. Communicative Tasks for Developing Speaking Skills

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

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

Amongst various activities in communicative approach "information gap" enjoys a great deal of popularity for those who try to practice CLT procedures in their classrooms. It is a type of activity which requires students to use the language to exchange some information and get their meaning across. It takes the students' attention away from the form and directs it towards meaning. In other words it makes students to accomplish a task through using the language while concentrating on meaning rather than structure of the language [7,82]. Many scholars have defined information gap, the following section includes some definitions presented by some of them.

Information gap as "a basic concept in contemporary methodology" goes on to elaborate more on information gap: When one student talks to another, we feel that it is important that new information should be transmitted across the 'gap' between them. To do this end, ingenious exercises are devised in which half the class are provided with data to which the other half do not have access; those who

lack the information then have to obtain it by using language in an appropriate way. Information gap exists when one person in an exchange knows something that the other person doesn't. If we both know today is Tuesday and I ask you, 'What day is today' and you answer, Tuesday, our exchange isn't really communicative. This section argues the identified gaps in the body of literature concerning information gap in speaking ability on EFL. Many of the oral-exchange activities proceeding the communicative era were mechanical in nature and have little communicative value because there is no real information being exchanged.

On the other hand, information gap is a questioning technique in which learners respond to a question whose answer is unknown to the questioner in contrast with 'display questions' that both the sender and the receiver know the information. The question is not a real question, and the answer is not a real answer. So, information gaps in this way will be mechanical and artificial.

According to the adherents of Communicative Language Teaching effective communication is the ultimate goal of language learning, Littlewood [30, 59]. Therefore the ultimate goal of language teaching should be to teach the language based on the communicative principles. It means that some communicative activities should be carried out in English classrooms in order for the students to develop their communicative competence, and to make them able to communicate through using the language. This is what has been ignored to a great extent in Iranian English classrooms. That is in these classes the focus is mostly on teaching and learning grammar rules and a certain number of vocabulary, and there is not much attention towards communicative aspects of language.

Perhaps that is why our high school students are not able to speak communicatively in English despite their considerable knowledge of grammar rules and vocabulary. There are various types of activities and tasks assigned to communicative language teaching which make students communicate with one another in order to exchange their ideas or some information. Some of these tasks are based on the information-gap principle [24,96].

In order to see the effect of information gap on speaking ability of EFL learner's quasi experimental method design was adopted. As shown in table 1, two groups of students, experimental group (receiving treatment) and control group (without treatment) whose size estimated and have been selected quite randomly. In the next stage collected data of students' speaking ability using standardized oral test were analyzed. To put research hypotheses to test covariance analysis and t- test for independent groups were done through inferential statistics.

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

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

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

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

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

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

6. The post test of speaking skills was applied upon the experimental and the control groups [4,35].

Figure №1. Mean scores of the control and experimental group in pretest As

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

Figure №2. A comparison of experimental and control groups concerning pronunciation and grammar performance

Figure №3. A comparison of experimental and control groups concerning vocabulary, fluency and reading comprehension performance.

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

1. Tell me about yourself-............

What is your name? ....

How old are you?...............

What do you do?...............

Where are you from? ....

Where do you leave? ....

What do you like?...............

Do you have any pets?...............

What are your favorite possessions? ....

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

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

Hove many cousins you have got? ....

How old is your youngest relative?...............

Who is your favorite relative? ....

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

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

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

When do you have lunch? ....

How do you usually get home? ....

Do you do your homework?...............

What time do you usually go to bed?.............. [73]

Oral communication fulfills a number of general and discipline-specific pedagogical functions. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities.

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

Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop [42,37].

Communication is an exchange of meaning and understanding. Meaning is central to communication. Communication is symbolic because it involves not

only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Communication is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through inter stimulation and response.

At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator. In order to function successfully academically and professionally, one needs to learn effective oral communication skills. For many, conversational speech comes naturally.

However, in more formal speech, effective communication skills are essential. A poorly conducted interview, sales presentation, or legal argument could have ramifications that affect many more people than the speaker. By becoming an effective communicator one will be able to conduct himself in a variety of personal, professional, and academic environments with confidence.

Oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. Oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda [42,76].

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

The Skills are eye contact, body language, style, understanding the

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

Task-based language teaching has a number of purposes and here some of them:

1. to give learners confidence in trying out whatever language they know;

2. to give learners experience of spontaneous interaction;

3. to give learners the chance to benefit from noticing how others express similar meanings;

4. to give learners chances for negotiating turns to speak;

5. to engage learners in using language purposefully and cooperatively;

6. to make learners participate in a complete interaction, not just one-off sentences;

7. to give learners chances to try out communication strategies; and

8.   to develop learners' confidence that they can achieve communicative goals.

The theoretical perspectives suggest that there is a need to distinguish between task-based performance that contributes to effective language use and that which facilitates L2 acquisition, that is, it cannot be assumed that achieving communicative effectiveness in the performance of a task will set up the interactive conditions that promote L2 acquisition. Students may succeed in performing a task successfully without the need to participate in much meaning negotiation or the need to attend to linguistic form. In so doing, they may emphasize fluency over accuracy or complexity by drawing on their lexicalized system, thus failing to stretch their inter language systems. The task may not confront them with the need to collaborate in the joint construction of new

knowledge.

Implicit in this argument, however, is the assumption that it is possible to predict with some degree of certainty what kind of language performance will result from specific tasks. It is precisely, this claim, however, that research based on socio-cultural theory has challenged [39,56]. If it is not possible to establish how students will behave when asked to perform particular tasks, then, clearly it is not possible to design a task-based syllabus based on such constructs as meaning negotiation, fluency, accuracy, and complexity or communicative effectiveness. If the position adopted by some socio-cultural researchers is accepted, there is no basis for the selection or grading of tasks other, perhaps, than the very general idea that a task should afford opportunities for students to perform functions collaboratively that they have not yet fully internalized.

There are, however, good reasons for dismissing this argument. First, while acknowledging that task performances are necessarily always constructed rather than determined, recognition can be given to the propensity of certain tasks to lead to particular types of language behavior. Such a position is not, in fact, incompatible with socio-cultural theory. There is sufficient research to demonstrate that such variables as the inherent structure of a task, the availability of planning time and the opportunity to repeat a task have certain probabilistic process outcomes. Second, given the strong theoretical rationale for task-based courses, teachers need to be able to design such courses. Thus, they need to take principled decisions about what kinds of tasks to include in the course, the balance of the different types of task, and the sequencing of the tasks [32,41].

The Oral Communication Skills Course is offered as an advance level preparatory program. In other words, it is offered to prepare the students to take more advance level course in next semesters and it also prepares the students to use the language in the real-life situations whether it is academic, social or professional situations. This course aims at developing learners' communication skills for specific academic and professional needs such as leadership, organizational, and interpersonal communication skills. The students meet two

times in a week for the class.

It is important that the students become clear about the goals of the course and their relevance to the program goals and the institutional contexts. It is also important to assess students' speaking skills based on their prior knowledge and experience and in direct relation to course activities. Keeping in mind these things, the first class begins with a course syllabus discussion activity. Students are given a copy of the syllabus.

After the initial syllabus discussion, the students are asked to interact with different people such as their classmate, seniors, teacher, and a person from management, a stranger and submit a report on each conversation. They are also asked to point out their strengths and weaknesses.

The first few classes are devoted to activities like individual oral presentations and practice in class participation and discussion skills. The individual oral presentations are designed to serve as pre-tests. Students are instructed to make a five-minute presentation on a topic of their choice. They are given minimum instructions. The participation skills session begins with practice in getting more information. The final activity is an informal discussion, usually on the topic of their choice. These activities give a clear picture of the strengths and weaknesses of the students.

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

Discussion/debate: This core activity runs every week. The students are engaged in a formal/informal discussion/debate activity on an assigned topic. This activity is completely student-led, i.e., students play all the roles (conductor, observer, group presenter, and participating members). It is more appropriate to call this activity a "discussion/debate" activity because it includes both group discussions and debates, including a little bit of oral presentation. After the performance, students are given feedback individually. They are also informed about the errors they committed. And they take care of the errors committed in the next performance. In this way they improve a lot gradually [32,56].

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

Role-play: For this activity, the students are asked to make group of three to five students. In the beginning, they are given the situation and are asked to come to the after preparation.

What is meant by "teaching speaking" is to teach ESL learners to:

Produce the English speech sounds and sound patterns

Use word 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 as fluency. [42,167]

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful

tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Discussion. After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel" [32,101].

Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays

and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility [3, 103].

Information gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas [42, 58].

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also

outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class [32, 106].

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

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

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

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

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

What is the easiest way of earning money?

What do you think about lottery? Etc.

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

Picture work. This activity is based on several sequential pictures. Students

are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

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

Find difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures [32, 107].

Here are some suggestions for English language teachers while teaching oral language:

- ✓ Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- ✓ Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- ✓ Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- ✓ Indicate positive signs when commenting on a student's response.
- ✓ Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- ✓ Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..
- ✓ Do not correct students' pronunciation mistakes very often while they

are speaking. Correction should not distract student from his or her speech.

✓ Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

✓ Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

✓ Provide the vocabulary beforehand that students need in speaking activities.

✓ Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language [20, 270-271].

2.4. Communicative Ways of Teaching Listening

Learning to communicate in a foreign language is the result of a very complex process of language acquisition. When young learners are starting to learn a foreign language, the process of learning resembles the process of learning one's mother tongue: after a period of listening to a foreign language in the classroom (exposure), children try to repeat some of the utterances they hear. Although repetition of set phrases does not mean that children are acquiring language it is still very important. Some linguists argue that repetition prepares children for meaningful communication in several ways: by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a lot of praise [23,61].

Teachers should understand listening as a complex interactive process in which meaning is being attached to sound and two-way communication is being achieved. In order to foster development of listening skills, teachers should include in their lessons a variety of listening activities. These activities should focus on developing micro skills [45, 165] such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules. Listening micro skills also involve distinguishing word boundaries and interpreting word order patterns, processing speech at different speeds of delivery, detecting sentence components, recognizing cohesive devices and communicative functions, developing listening strategies and using nonverbal clues to understand meaning.

Activities that support development of these micro skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful [13, 43]. He emphasizes the delicacy of choosing appropriate materials for listening activities caused by the fact that such materials "need to have an authentic meaning to young learners". He argues that songs have a great teaching

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

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

A very useful and engaging listening activity can be related to teacher's instructions for making an origami (paper folding) object; it can be a very simple one, but its potential for developing listening skill and engaging all children is great. Other ways of checking listening comprehension of young learners involve choosing, transferring information, answering questions, condensing or extending the heard utterances. Drawing on Brown [13, 45], Shin argues that teachers should focus on developing both bottom-up and top-down listening strategies, the former being engaged in processing the message from sounds to words and sentence structure, while the latter employ the schemata (background knowledge) to grasp meaning.

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

comprehension.

Meaningful communication in a foreign language depends on both aural and oral skills. Children like to talk and they seek for opportunities to communicate meaningfully, not through boring repetitions. When developing speaking skills of young learners, teachers should provide the balance between controlled and guided activities and allow children to enjoy natural talk in the classroom. It is very important that language production in controlled and guided activities is correct, and teachers should take care of accuracy by immediately correcting all students' errors. Conversely, no straightforward correction should be done when children are engaged in free speaking activities; correction should follow once the activity is over. Free speaking activities are paths to achieving fluency and developing communicative competence, i.e. confidence in using language in new contexts [15, 203].

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

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

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

classroom atmosphere is informal and non-competitive, the activities will help children get ready for similar real-life contexts. Moreover, in such activities children „don't just use words, but also all other parts of speaking a language - tone of voice, stress, intonation, facial expressions, etc. which contributes to achieving fluency. What I find very important in fluency activities is giving children some time and support to rehearse their speech before engaging in a role play. This is crucial to confidence building and to achieving successful communication in a foreign language [15, 206].

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

Conclusion on Chapter 2

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

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

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

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

Some examples of the means of modified interaction consist of

comprehension checks, clarification requests, self-repetition, paraphrase and feedback:

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

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

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

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

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

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

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

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

Listening strategies can be developed by encouraging young learners to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions. Demonstrating language by using realia in contexts

that are of interest to children or personalizing a context can also be effective. Total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically.

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

CHAPTER 3. ANALYSIS AND OUTCOMES OF EXPERIMENTAL TEACHING

3.1. Practical Research Methods Implemented during Analysis

In this current part of the research the researcher is going to analyze and even make some comparison from the primary research, which were done in literature review of the qualification paper. As it had been explored already about some theories of scientists, the researcher made an experiment on some groups in order to see the results with evidences.

After contemplating a lot the researcher came to that mind that it's essential to detect two groups and by making a comparison to analyze whether those statements and theories were right or wrong. The researcher decided to use some questioners and tests for these groups.

The main purpose of research methods contained to identify whether these materials would be useful or not, whether they would give those results which were expected by the researcher or not.

The reasons of using the researcher methods are to prove that with the help of such variety questioners of identifying learners' learning styles is the most essential part in teaching and at the same time learning any kind of language, because by knowing what the learners keen on doing, teachers can make some changes in schedule in order to improve his or her learners knowledge.

This study was undertaken to investigate the distribution of the prevailing learning styles of students at the Uzbek World Languages University. For my research I've chosen to teach 2 groups of second year in order to make a comparison between their progress of getting the information and improving knowledge.

They all have been studying the group of the Uzbek auditorium and of the same age category (19- 20 years old). Majority of the students had had been learning English since 5th grade, even some of them had started learning it for two and three years.

Nevertheless, multilevel nature of the classes, the level of students' proficiency in English ranged from beginner to Pre- intermediate, was foreshadowing the challenges which needed to be anticipated. One of the experimental group (Group A) consisted of 12 students – 1 male and 11 females and another one included (Group B) 13 students – 2 males and 11 females.

Pre-test was taken from subjects before starting the experiment on them in order to check their knowledge and each participant's learning styles. The following results were taken from the test:

A-   Group 203

Name	Age	Gender	Level	Nationality	Learning Style
Aziza	19	female	Pre intermediate	Uzbek	Visual
Dilnoza	19	female	Pre- intermediate	Uzbek	Visual
Shahnoza	20	female	Pre- intermediate	Khazak	Auditory
Dono	19	female	Elementary	Uzbek	Visual
Maftuna	19	female	Pre- intermediate	Uzbek	Visual
Yulduz	20	female	Pre- intermediate	Khirgiz	Auditory
S. Shakhnoza	20	female	Intermediate	Uzbek	kinesthetic
Mahkamova	19	female	Pre- intemediate	Uzbek	Auditory
Ziyoda	20	female	Intermediate	Uzbek	kinesthetic
Feruza	21	female	Pre- intermediate	Uzbek	Auditory

Madina	19	female	Intermediate	Uzbek	Visual

B – Group 204

Name	Age	Gender	Level	Nationality	Learning Style
Shaxnoza	20	female	Intermediate	Uzbek	Auditory
O'giloy	20	female	Pre-intermedate	Tadjik	Visual
Mahliyo	21	female	Pre-intermediate	Uzbek	Kinesthetic
Gulruh	19	female	Pre-intermediate	Uzbek	Kinesthetic
Gulnoza	20	female	Intermediate	Uzbek	Auditory
Zulfira	21	female		Karakalpak	Auditory
Xurshida	19	female	Pre-intermediate	Uzbek	Visual
Shoxsanam	20	female	Intermediate	Uzbek	Visual
Hilola	19	female		Uzbek	Visual
YusupovaR	19	female	Pre-intermediate	Tadjik	Kinesthetic

Majority of the subjects were always eager to work in group and in pairs, by exchanging their opinions and by giving clear respond for each argument which was mentioned by other group mates.

All the time, students try to help to each other. Based on the learning styles the subjects were divided into several groups. The questionnaire was based on the Learning Style Survey by Andrew D. Cohen, Rebecca L. Oxford, and Julie C. Chi (2003) as it appeared to be the most suitable tool for the purpose of our study.

However, due to its extent not all the categories were examined. The selection of nine main learning style preferences was inspired by the Felder-Silverman Learning style model (2006) which is often used for the assessment of learning styles in all English classes.

Besides this model subjects were taken another test from VAK. With the help of these styles students were divided in to several groups and all participants from each group work in a collaboration based on their styles. Moreover the comfortable sphere in the classroom permitted them to learn from one other.

The Three Perceptual Channels

AUDITORY
Spoken words, sounds...
what is **heard** and **said**

KINESTHETIC
Emotions, actions,
movement, taste, smell...
what is **felt**
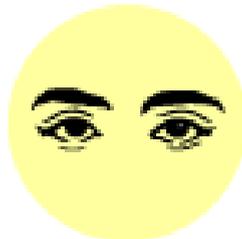
VISUAL
Printed materials, facial
expressions, body language...
what is **seen**

Obviously, the levels of their knowledge are not the same, but students were supportive, they tried to handle out everything, even if the tasks were a bit complicated, they did their best by working on them hard and doing all these activities and tasks by taking into consideration their learning styles. Even the convenient of classroom are also suitable for learning subjects.

But one of the striking point is that these two groups are taken in order to make a comparison between each other. As so B group - 204 only worked with such activities which concerned their learning styles. On the other hand A group - 203 used the same material but only in traditional way without being divided into small groups by their styles. They only worked with the material without acting, participating and learning in their own styles.

However, it was clear that sometimes they were making hard attempts to transform their opinions and thoughts from abstract mental data in their mind into concrete written or spoken codes. Because reading skills is a bit challenging

therefore students' task concerns to be punctual and attentive in order to detect those tiny hints of reading and to explore the exact answers for all questions and matching which were given to them.

3.2. The Material Used in Experiments

To identify appropriate materials for learners based on their learning styles are very important to learn English language accurately. The materials of the course consisted of the following a good number of reading worksheets:

- Reading the text Untruth and Consequences and discussion based on the given questions
- News in the world text and matching exercises
- Peeping Tom Journalism, Nancy Day – to discuss the text and find out the solution
- Quotations and filling appropriate quotes from your own by moving around the class and exchanging the quotes
- Cigarette makers see the future. It's in Asia – to read the text and answer the questions
- Quiz
- Getting the message from the text Cigarette makers
- Watching a video report about statistical drawbacks of Smoking
- Vocabulary tasks. Identifying appropriate words from the context
- Listening task about Asian's future with smoking
- Working with Idioms and Expressions
- The American Fast Food Dream – reading task and true false questioners.
- Matching tasks; improving vocabulary
- Asserting essential words from the context and identifying the definitions
- Listening task; completing a song

- Completing the sentences with appropriate phrasal verbs and expressions from the list which are given

- Analyzing paragraphs of short text and putting them in logical order

- Discussion of several topics which are given in a list and to write a short paragraph

- Describing several pictures which are hanged on the blackboard

- Unfair doubts about the Nanny; to put several strips of the text in order, read and exchange the information with partners

- True /False matching task based on the text about Nannies

- Watching 2 short movies about different Nannies and their process of offering to the job; discussion of both movies

- Vocabulary exercises; new words related to upbringing a child and nannies job

- Role play concerned to Nanny; interview between employer and Nanny

- Working on the idioms and expressions; then practice them on speech and in written form

- Life Map activity; analyzing, whom you'll be if you choose another path

- Final quiz

Some of the formal worksheets were used in the process of games, activities as a main material of the lesson (completing sentences, listening tasks and role plays). Firstly, teacher began to introduce from the simple, easiest worksheets at the beginning of the month of teaching experiment, then she changed her materials

more difficult and authentic ones. The materials were chosen with regard to the level, the age, and the interests of the learners'.

According to University program students in these two months have to cover several unites of reading materials.

The task was intended to develop subjects' reading skills and improve their English language by addressing them different activities which concerns subjects' learning styles.

Each lesson the classroom was equipped with laptops even with an access (modems) to the internet, with modern loud speakers, books, variety dictionaries, handouts and with different visual materials (posters and pictures). Moreover, there are several smart boards installed in some of the classrooms which enable the lessons to make the instruction more interactive.

The purpose of this research was to investigate the impacts of dependent variables associated with the Learning styles designed upon reading achievement. As an independent variables different activities were used, which helped researcher to detect how the subjects were manipulated and to see the effect of the experiment.

Results indicated that age, gender and psyches of learners significantly effects on their learning styles; even socio-economic status and society which surrounds the subjects effects on their learning styles in a process of achievement not only one exact subject but all skills at the university, because in different age learners act different and interact in their own way. Students' academic achievement is a strong predictor of this process. Students' attitudes toward reading were a fairly strong predictor in way of their learning styles.

During the research it was completely clear that there were control variables from each group which didn't attend the classes at all therefore the researcher took them as a control variables.

Besides that as the moderator variables researcher accept video camera which influenced and a bit worried the subjects to work freely and in collaboration,

even in a video it was visible how the subjects confusingly act in front of the camera.

There were some extraneous variables like environmental. While having a first quiz the weather wasn't well as it was rainy and stormy the subjects were not concentrated well enough on their tasks therefore they showed bad results on their quiz.

The research was gone during two month of teaching Reading skill at the Uzbek World Languages University that would meet once a week. The procedure of the research started from preliminary needs analysis session which sought to gather the information about the subjects, their interests, what would prefer to be used more in their language classrooms in comparison with their course book materials as well as the topics they would like to discuss more about within the frameworks of predetermined general themes.

The subjects were also asked to number the given list of reading topics in the order of starting with the more problematic and authentic for them themes and finishing with rather easier ones. Moreover at the beginning teacher checked twice subjects' learning styles in a form of test and questionnaire in order to explore under which style are subjects' interact best.

This information was significant for the teacher to decide which activities needed to be stressed more during the active teaching process in order to make subjects' be motivated and improve their Reading skill.

The questionnaire was divided into several parts and each questionnaire contained 10 – 13 questions. The primary aim of the first set of questions was to collect information on learner's gender, year of study, study group in order to allow easy identification of the student in relation to his preferred learning style and his teacher.

Unfortunately, this information due to the extent of our study was not all processed. Therefore teacher again distribute some questions which assessed the distribution of learning styles amongst students. Students were asked to respond to

each statement representing various learning styles as it applied to their study of English on a 3-point Likert scale (0 never, 1 sometimes 2 often, 3 always).

The first set of questions represented three different modes for perceiving the world: visual, auditory and kinesthetic, in a form of test they chose appropriate answer and calculated.

Next questionnaire assessed students learning style from Felder & Silverman's learning style model which were covered by thirteen statements. In comparison to visual, auditory and kinesthetic category students could score only for two preferences from 0 – 3 points. For the purpose of more accurate interpretation the analyzed data will be presented in two tables according to the mean and frequency score.

The significant action was to identify the subjects' level of English proficiency and to find out whether the proficiency levels of the Group A and B was equal. After having 2 classes the researcher gave to all of the Groups of subjects a pre- test which had been designed to check their knowledge in the target language and the first quiz contained 2 vocabulary tasks and one listening. This was designed to determine to what extent were students´ learning styles accommodated in language instruction and to explore their present knowledge.

In order to investigate this the researcher examined all learners carefully and explored some teaching styles defined on the basis of lesson organization, employed teaching techniques and classroom activities concerned subjects' learning styles that were actually used during the whole two months of Reading skill in my research.

The quiz taken to the Group A and B (being separated tests) had gone through the reliability and validity trails and been found out to be equal according to their content value as well as the level of complexity.

The process of teaching was predetermined to teach subjects by addressing them variety suitable activities for their learning styles and to invest on mastery of reading comprehension.

However, the Group A used their usual reading worksheet as a main material of the course while the Group B was exposed reliable materials. All of the groups were practicing the skills of drawing their background knowledge in constructing the meaning from the text.

3.3. Analysis of the Outcomes from the Experiment

At the beginning of my experiment, there were taken pre- test from the subjects, which were concerned to explore their learning styles. Later after having two reading classes with them pre - quiz was taken in order to check their knowledge on reading skills and the level of their English language. They could manage time and position very truly and had been doing the task by themselves.

Students almost did struggle a bit while passing their quizzes, because they were not ready for as it was warned beforehand and didn't revise any material which had been discussed in the classes during two pairs. Reliable and authentic materials were used in the quiz as well as the overall course also based on their usage, the Group A and Group B were asked to fill some passages by listening a track and also vocabulary tasks were provided to them in order to their not only reading skills even other language skills.

After having to moths of an experiment on these subjects by working on them carefully, doing all activities and tasks based on their learning styles, post mainly final quiz was taken from them again, in order to see the effect of these styles, how did these styles help to subjects to develop their knowledge, skills and abilities.

At the end of the research paper all of the outcomes were compared with each other namely post- test results with their pre- test result record in order to see what progress they had made during the past two months. According to the results, the knowledge of the students was determined how effective the usage of learning styles helped them.

The use of authentic materials which concerned each participant's learning styles in the development of English language reading proficiency was supposed to bring meaningful and productive results. And how to influence on improving new reading approaches to the students' knowledge.

Current part of the research is one of the most essential one, which takes all responsibility from the researcher. The researcher did collection of all these data

with sociability and interest to her research and students, as it was given as a task to identify and prove that with the help of learning styles students and teacher will make a progress in both learning and teaching process. The subjects of the research were the students of the Groups 203 and 204 of The Uzbek State World Languages University. It had been arranged beforehand that throughout the teaching process both groups of subjects should be exposed to the same classroom material and techniques, participate in the same interaction pattern.

The first class of the research was concerned to be closer to students and get acquainted with both groups of second year students. During the two month researcher provided the classes from reading skill. At first researcher tried hard in order to get students' attention and make them feel free while working with her, because it demands a lot, in order to see the best results, relations between teacher and students should be friendly. The data analysis will be divided into two main parts. In the first part, descriptive statistics, correlation analyses and t-test scores will be used in order to describe the distribution of learning styles amongst the students, teachers and the group of male versus female.

This study adopted a quantitative approach with the exception of the last two items in the second questionnaire which sought the students' opinions about the course. These two questions were open-ended. Simple random samplings were employed. The data was collected using two online self-scoring questionnaires. Descriptive statistics such as mean, median, modus and deviation were used to describe the distribution of learning/teaching styles of participants. Correlation analysis identified any possible interrelation of individual learning style modalities. Later pre post-tests were used for the comparisons of gender differences in students´ learning style preferences and students´ learning style preferences with respect to their instructors´ preferred learning styles.

Moreover, researcher focused on presentation of perceived teaching styles from the students' point of view and make comparison between the distribution of students´ learning style and their accommodation in English language instruction. Researcher focus on the presentation of students´ evaluation of language

instruction and explore to what extent possible mismatches of students´ versus lecturers´ learning style preferences might be reflected in the perception of language instruction in relation to course satisfaction and acquired knowledge.

For the first class researcher did some warm up activities in order to see how these students interact between each other and how they work in collaboration. It was clear that from the first lessons it's a bit complicated to identify what students demand from teacher and vice versa, even so researcher could explore some tiny hints from this first class. Researcher could able to encourage all leaners and made them work hard in that friendly atmosphere. Later researcher did quiz from those materials which they had and identify students' flexibility, level of English proficiency and discover their strengths and weaknesses.

As the research was devoted to address learning styles in different English classes, the researcher tried to provide variety activities which concerned learners' learning styles in order to make perfection in the sphere of English language by taking into account students' interests to these all activities which were used during all the research.

As it was said and done in all the class completely different activities were used for each participant's style. First quiz questions were taken from those materials which were provided during the first and second lessons, where the topics were called "Untruth and Consequences" and "Cigarette makers see future". Tasks were based on these topics below and it consisted of one listening task and two vocabulary tasks. The first task from listening was based on the topic "Cigarette maker" where students by listening track completed the sentences where some words were omitted. Only 5 sentences were given to this listening task.

 Next task was vocabulary where the task consisted of to match some words with its definitions. Current words were taken from first lesson "Untruth and Consequences". The last third task also vocabulary one, where students' task was to write the definitions for the given words which were taken from the text which they have discussed during the class about "Cigarette makers". Before taking the

pre-test researcher warned the subjects beforehand in order to give them some time to prepare and revise everything. But majority of them were not ready completely. Unfortunately majority of the students could handle this quiz. From the first group "203" 8 students passed the quiz out of 13, however from the group "204" only 8 students passed out of 12. Therefore researcher was not satisfied with the number of student and the results were average.

However, post- test was quite different from pre quiz. In this final quiz, researcher prepared several tasks with different exercises from all those data which were carried on during two months of the research. Again the content of this final quiz was similar which pre quiz where all tasks were connected to students' different learning styles. In the first task short paragraphs of the text were given and students' task contained to put the right logical order of these strips. Second task was vocabulary, where students practiced their vocabulary why finding the right words synonyms to the given essential words. After that, students watched a video interview about heroes of TV show "Vampire Diaries" and completed the space with what did they watch. Finally, the last task demands students' speaking skills where they would have to describe any one picture from three, which are illustrated in their work sheet. The total score of this final quiz was 30. All data were successfully completed and collected from these works which were done by both groups 203 and 204. Even the results of post- test was successfully as the students did their best, mostly with the help of those all styles which were used during the classes, because it showed those results which were expected the researcher.

This part of the paper concerned to give all results that were collected during two months of teaching. As it was emphasized above current research was carried on by the researcher during two months where two groups were compared by addressing preferred learning styles to each participant. The first group A (203) was taught in ordinary way but with the same material as it was given to the second group B (204). However, B group (204) conducted by addressing to each participant their preferred learning styles. After finishing the experiment,

researcher collected all materials, studied carefully and calculated Pre and post - tests' results and it showed such results:

Pre – test results:

A group 203

Table 1

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Aziza	8	40%
Dilnoza	8	40%
Shahnoza	8	40%
Madina	9	45%
Maftuna	7	35%
Yulduz	7	35%
S. Shakhnoza	6	30%
Mahkamova	6	79%

B Group (204)

Table 2

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Shaxnoza	11	55%
O'giloy	12	60%
Mahliyo	9	45%
Gulruh	9	45%
Gulnoza	13	65%
YusupovaR	8	40%
Xurshida	11	55%
Shoxsanam	13	65%

From these two tables researcher can compare that even their current scores partially were the same. This quiz was taken at the first classes, in order to check their knowledge at that time. So, these results are not high as it was seen. After finishing two months of researcher, researcher took final quiz and post-test results showed completely another results.

The thing is these two groups were taught in different ways, as it was explained, group 203 studied in ordinary way, in comparison group 204 by taking into consideration students' learning styles.

In any case all authentic materials were gathered by considering students' interests, therefore even Group B (203) shows pretty good results if we compare with pre - test. The final results indicate such percentage:

Post-test results:

Group A (203)Table 3

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)
Aziza	24	79%
Dilnoza	23	76%
Shahnoza	20	66%
Madina	23	76%
Maftuna	22	73%
Yulduz	20	66%
S. Shakhnoza	24	79%
Mahkamova	19	63%

Group B (204)   Table 4

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)

Shaxnoza	26	86%
O'giloy	25	83%
Mahliyo	23	76%
Gulruh	25	83%
Gulnoza	27	90%
Yusupova R	24	79%
Xurshida	26	86%
Shoxsanam	28	93%

As the tables indicate the results and percentages of students' score a fluctuating, in order to make them much clear let's have a look to some charts and graphs which will help us with all these statistics.

According to Table 1, A Group (203) showed very low results from pre-test as it was calculated out of 20 score, which gave very low percentage in table. Moreover the second B Group (204) also showed partially the same similar results as it gave Group A. Nevertheless researcher could give such graph which shows clear percentages and with illustration.

Group A (203)

Table

5

Percentage of scores

The scores (out of 20)	8	8	8	9	7	7	6	6
Name	Aziza	Dilnoza	Shahnoza	Madina	Maftuna	Yulduz	S. Shakhnoza	Mahkamova
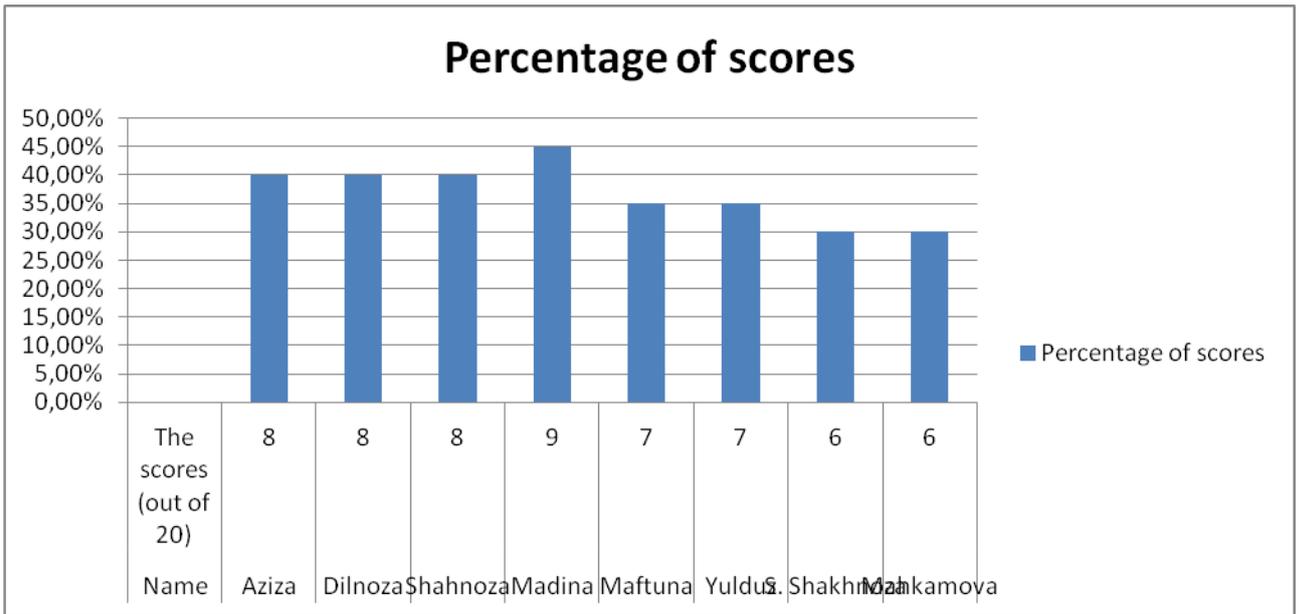
First A group's highest result was indicated in 9 point out of 20, which is in percentage 45% out of 100%. The lowest score was 4 which contained 20% of the pre-test.

Group B (204) Table 6

Percentage of scores

The scores (out of 20)	11	12	9	9	13	8	11	13
Name	Shaxnoza	O'giloy	Mahliyo	Gulruh	Gulnoza	Yusupova R.	Xurshida	Shoxsanam
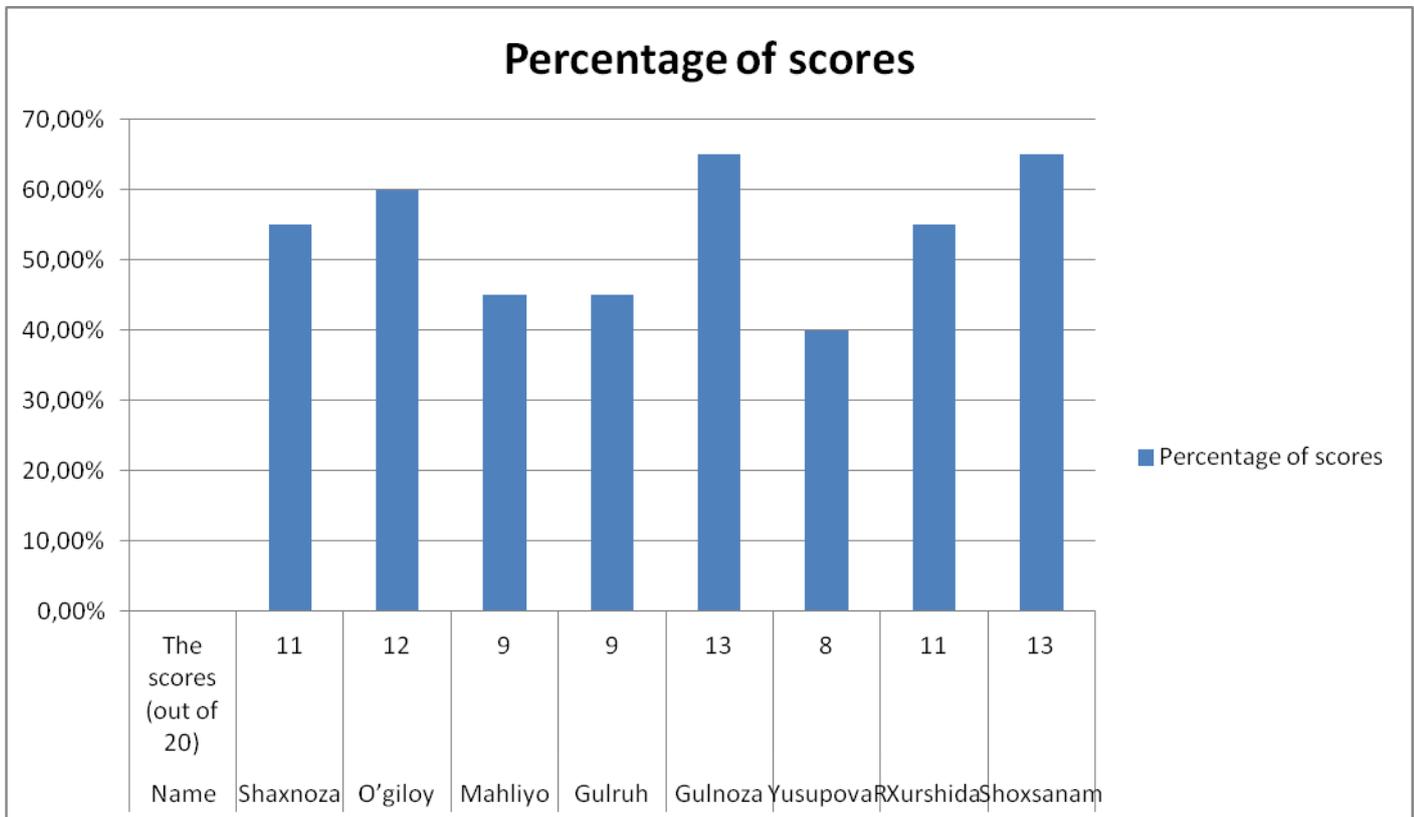
However second B Group (204) showed better results than first group. The pick of the score was pointed 13 point out of 20, in percentage 65% out of 100%. The lowest score 8 was taken by Yusupova R. by dropping the scale to 40%.

The researcher which was carried on during two months was successfully completed as it shows the results of participants. To the Group A (203) conducted the same count of class and the same material as it was given to the second Group B.

However, only Group B (204) was conducted by using different methods of teaching with quite range of activities concerning students' learning styles.

As the researcher wanted to discover and made a claim, that addressing individuals' learning styles to English classes are the most effective way of teaching and learning the target language, she could handle it in her research by working on these students very hard.

On those tables below researcher showed the final results of her experiment.

Post-test results

A Group (203) Table 6

Percentage of scores
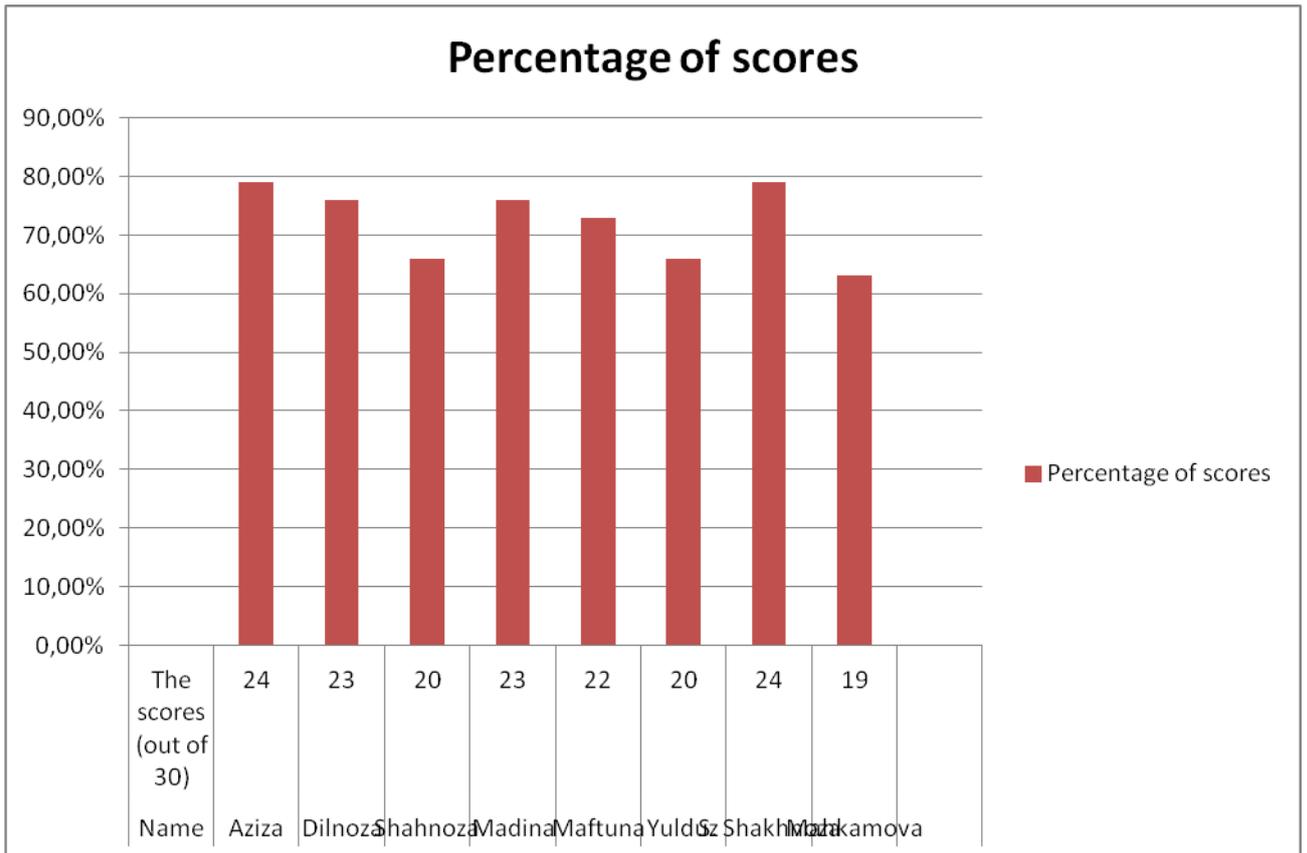
The post - test contained several tasks where the total score was 30. Group A (203) showed normal results for their works as the researcher didn't provide them such classes as to the second Group B (204).

Any way the results were adequate while comparing with the previous quiz Pre- test, it illustrate that these two months of teaching the students and working with this researcher even students could get some information for themselves.

As the highest percentage in pre- test of the Group A was 45% in the final work they did their best by showing 79%, since they worked in ordinary way. Even this is the outstanding results and plus for researcher, because this statistics shows that researcher also did her best.

Group B (204)

Table 7

Percentage of scores

Name	The scores (out of 30)
Shaxnoza	26
O'giloy	25
Mahliyo	23
Gulruh	25
Gulnoza	27
Yusupova R	24
Xurshida	26
Shoxsanam	28
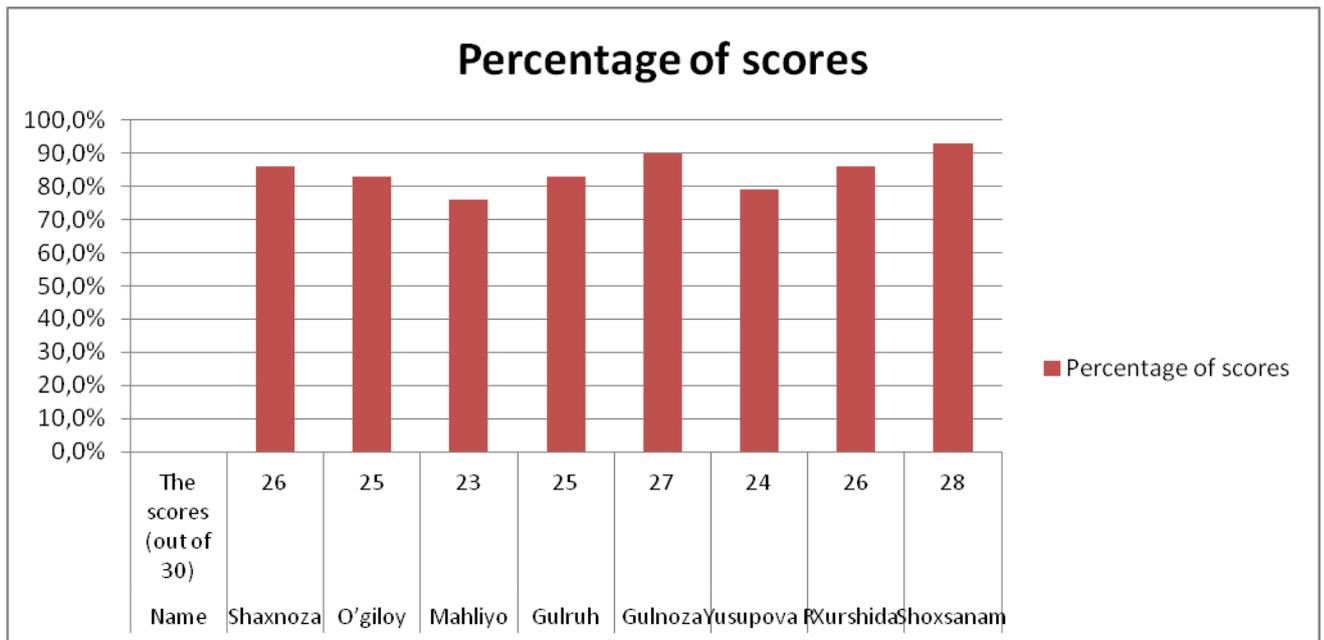
The luckiest group of the research was Group 204 on which the researcher worked hard by trying to detect and create different interesting activities for this group of students in order to see the result and make sure that her works were completed as she has planned beforehand. In the Table 6 it's visible that researcher gained her goals, as the pre-test results of B Group (204) were 65% the highest and 40$% the lowest, in the final Post-test the percentages changed completely, it raised to 93% as the highest one and the lowest indicated 76%.

While comparing these two Groups A and B we can see such chart where post test results are shown:

A Group (203) & B Group (204) statistics of Post-test: Chart 1
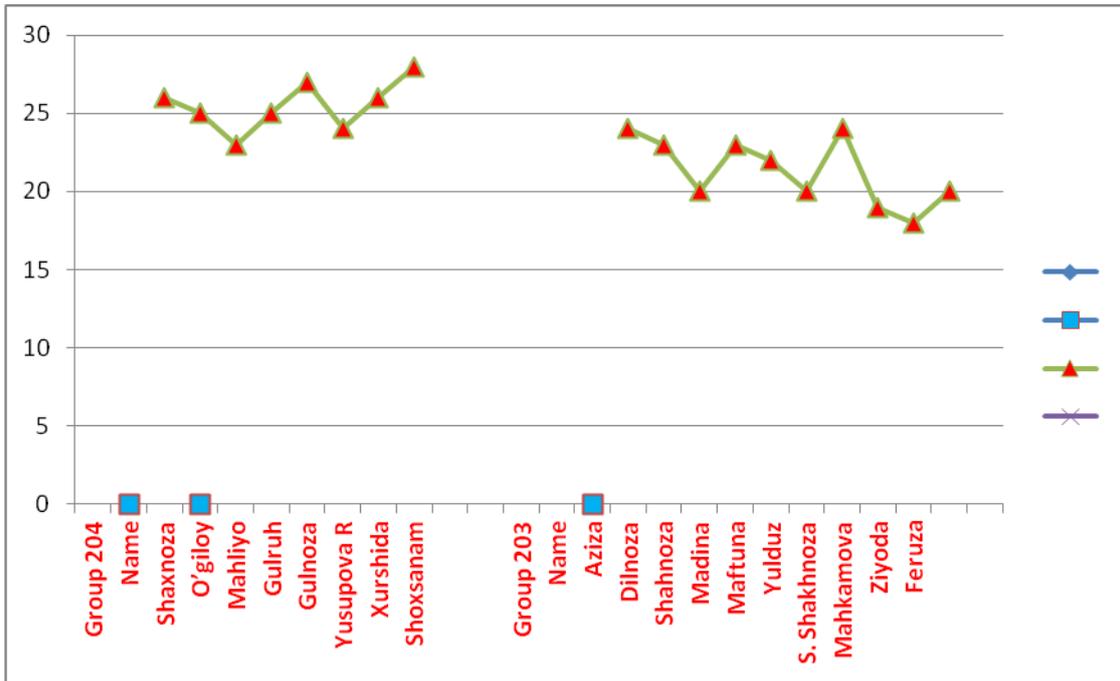
While analyzing these results researcher made some calculations by identifying some data from the research. Now let's see how the researcher analyzed central tendency and dispersion of these both groups.

Table 8

Statistical results of Pre-test in two groups:

Total Score 20

Central Tendency				Dispersion			
Group	mean	mode	median	low	high	range	SD
A (203)	5,9	8	8	6	9	5	0,8
B (204)	10,7	9; 11;13 Trimodal	10,5	8	13	6	9,02

Table 9A

Group (203) Standard Deviation for Pre-test

Name	Score	Mean	Difference	Difference

				Squared
Madina	9	7	2	4
Maftuna	7	7	0	0
Mahkamova	6	7	-1	1
Shakhnoza	8	7	1	1
Dilnoza	8	7	1	1
Shakhnoza	6	7	-1	1
Aziza	8	7	1	1
Yulduz	7	7	0	0

Researcher made small analyses of this table of statistics of pre-test results. As it's shown above in Group A the number of students who participated in researcher consists of 10 students and from the pre - test results the whole class got 70 and the Mean is 7.

Frequency distribution to the value of the score: 6-2; 7-2; 8-3; 9-1;

Mode in Group A is 8. The lowest score in this group is 6 and the highest is 9 so the range is 5. Standard deviation of the group consist of 0,8.

Table 10

B Group (204) Standard Deviation of pre-test

Name	Score	Mean	Difference	Difference Squared
O'g'iloy	12	10,7	1,3	1,69
Gulnoza	13	10,7	2,3	5,29
Xurshida	11	10,7	0,3	0,09
Shohsanam	13	10,7	2,3	5,29
Gulruh	9	10,7	-1,7	2,89
Yusupova R	8	10,7	-2,7	7,29
Mahliyo	9	10,7	-1,7	2,89
Shakhnoza	11	10,7	0,3	0,09

According to the results of Group B the number of students 8 and the total score is 86 where the Mean consist of 10,7. The mode illustrate Trimodal as it has three set of scores 9; 11; 13. As the high score researcher identified 13 and low one is 8 where the range comes to 6. According to the table 10 researcher calculated standard deviation of this group and it shows 9,2.

Table 11

Statistical results of Post –test:

Total Score 30

Central Tendency				Dispersion			
Group	mean	mode	median	Low	high	range	SD
A	21,8	20;23;24 trimodal	11,5	19	24	6	0,79
B	25,3	24; 26 Bimodal	26	23	28	6	1,57

Here comes the final results of the research where showed both groups central tendencies and dispersion of their scores. It's much clear that the difference between pre and post test results were quite different.

Is to make a comparison from post results of two groups, the B group 204 got the highest results in comparison with the A group 203. As the total score of the Group A was 175, the number of students were the same as in the second group, however in the second group B the total score contained 203. According to the results of A group mean is 21,8 and trimodal set of the score 20; 23; 24; as the median score researcher counted 11,5, because the lowest score was 19, high one is 24 and the range comes to 6, therefore this groups' results of standard deviation indication the number 0,79. However in a second group B the statistical numbers were a bit different, mean of the score was 25,3 and bimodal with the score numbers 24 and 26. Moreover, the researcher calculated the median to 26, as the low score in this group indicated 23 and the high one was 28.

In the process of experiment objects were taught with different kind of learning styles, as a consequence A group's knowledge was effective in the development of the subjects' reading proficiency contrary to the group B. Whole subjects' pre- and post- tests results were without any difficulties. Indeed, the subjects' reading abilities have improved considerably. Besides, the authentic and reliable materials have been very useful and effective even in the presence of several complicating factors. Even the interests of the students also help to be funny and useful for themselves, because their sources help to identify some information with facts. Especially students can feel hot to increase their knowledge.

Conclusion on Chapter 3

Two months of incredible, outstanding and at the same time memorable research made every single person who participated with the researcher feel that unforgettable moments of university life. This was the great opportunity for researcher to be and act like a real teacher, conduct all classes and be a part of everything, because it is the best experience to maximize all knowledge and abilities for researcher. Moreover, it takes such responsibility which demands to emphasize and mostly consider to students' learning styles, make them work only by using their styles because it has been examined and explored that it's the best way of improving students' skills and knowledge and etc.

After having an experiment on students, it becomes much clear that some theories of the scientists were coincided with the research that the researcher did. Since literature further suggests that accommodating students´ learning styles might improve the learning process in general. According to R. Felder & Silverman's model in order to learn something or do the best in each sphere it's much convenient and effective to use different learning styles. As it was said by the scientist the researcher could prove all the models with evident in her research, which was done perfectly as she thinks.

The research period contained two months and the aim of it was to prove that by addressing learning styles to different English classes will make a profit and show effective results in Educational system. Educational background did not contribute to any differences in selection of preferred learning style modalities between these two groups. Moreover, all of the period of conducting the classes made researcher to realize that teaching language is an ongoing and challenging process and it demands a lot. It requires a teacher to constantly work on herself, get abreast of every innovation in the field of linguistic methodology and bring every new method into the classroom by thoroughly selecting and adapting course materials is a decisive step in designing a language course, because to these two groups, especially to one who were focused on the research mostly researcher

created most of the tasks by herself in order to select all activities for these different learners. Initially, from the first classes researcher built such friendly and warm atmosphere where both groups felt themselves confident and work and participated in the class freely. However there were some consequences during the research, but researcher tried to omit those uncomfortable situations and made the students work hard in order to forget everything, after for a while all these learners showed very satisfactory results and researcher thinks that she did her best and gained her goal.

As it was emphasized above using learning styles in teaching are the most helpful and effective way of increasing the learners' knowledge and skills, the benefits of which concerned gaining all goals which were put in front of the learners and the teachers.

The researcher's next aim was to claim that during any classes, teachers have to use activities, tasks concerning their students' preferred learning styles, in order to increase their students' abilities even more, because it was proved and examined not only by researcher even by other scientists that with the help of learning styles educational system of our country will rise to the pick.

It was a bit complicated to analyze exactly which style was the most preferred by all learners, because every individual is different from each other, different in terms of personality and interests, therefore all learning styles are preferred by exact learners.

The researcher learnt a lot from this research, especially how the usage of learning styles impact on students' study in terms of their abilities, interests, desires. Moreover, researcher came to that mind that by addressing learning styles to English classes increase the interest not only to this language and to that culture which they're surrounded during the class, but it can influence to these learners' outlook towards all human beings and to their life styles. So, the researcher thinks that addressing variety learning styles to classes can make teaching and learning process productive and joyful.

CONCLUSION

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

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

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

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

make their learning more meaningful and fun for them.

Oral communication fulfills a number of general and discipline-specific pedagogical functions. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities.

There is a number of modern methods and ways of teaching foreign languages in communicative approach. Every teacher chooses them according to the age and interests of learners, level of language (beginner, intermediate, advanced) and according to time left for the activity. For example, presentation takes much more time than a common dialogue.

There below follow a list of the most popular and frequently used communicative activities which create real atmosphere of the learned language.

Role play - is interesting, exciting and effective activity to communicate. Teacher gives roles to students (teacher and student, two neighbours, mother and daughter, etc.) and they have to perform them they choose replicas of their conversation themselves. Knowledge of language is not enough, the task demands artistic skills too.

Interview - is a good way to ask interesting questions to each other and answer them in order to know learners better. One of the learners goes out in the middle of the class, other ask him/her different questions to be answered.

Presentation - a responsible and improving integrated skills task which takes more time to prepare. It demonstrates learners' talent and skillfulness. Different topics can be chosen for presentation (presentation of any perfume,

mobile phone, cafe, etc.) this activity requires not only report speech but also some pictures, photos or posters.

Games - the most interesting and encouraging activities used in language learning process. They decorate lessons, load students with energy and make even back sitting students participate actively. Students compete with each other, improve their reaction to language and relax simultaneously. Games can have different aims and take different period of time. There extremely many games according to the age and level of learners.

Team work - is an excellent way to work together in one team and compete with another opponent team. Students in one team add, help, prompt and improve each others' knowledge and skills.

Attention activities - are those which improve learners' attention and reaction to language.

Dramatization - performing different people or scenes, plots of stories or even films. This activity can tale even one lesson time.

Memorization - all kinds of activities that aim at improving learners' memory. Usually it is based on vocabulary games or picture description.

Another type of communicative approach is the audio-lingual method which means that students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. This method is based on the principles of listening. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context.

Blended learning combines face-to-face teaching with distance education, frequently electronic, either computer-based or web-based. It has been a major

growth point in the English Language Teaching industry over the last ten years. Some people, though, use the phrase 'Blended Learning' to refer to learning taking place while the focus is on other activities.

There are also those online courses where you will find the instructors email addresses on the web site that are posting the assignments; therefore they are doing the **online teaching**. If this is what your intentions are is to use the Internet to become a teacher through Online teaching classes, be sure you find a good university or college that you can actually get a degree or diploma from without a lot of hassle, otherwise, if you are putting money into the online teaching course, it may not be legitimate. There are ways of finding out if an online teaching program is of course truly an accredited course or not.

In conclusion, communicative teaching is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. To conclude, the task-based approach to teach oral communication has much potential, but it has a long way to go before it can claim empirical success in the field of second language instruction. More data is needed, using different quantitative and qualitative research methods.

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APPENDIX

Pre – test results:

A group 203

Table 1

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Aziza	8	40%
Dilnoza	8	40%
Shahnoza	8	40%
Madina	9	45%
Maftuna	7	35%
Yulduz	7	35%
S. Shakhnoza	6	30%
Mahkamova	6	79%

B Group (204)

Table 2

Name	The scores(out of 20)	Percentage of scores (converted into 100 points' grading system)
Shaxnoza	11	55%
O'giloy	12	60%
Mahliyo	9	45%
Gulruh	9	45%
Gulnoza	13	65%
YusupovaR	8	40%
Xurshida	11	55%
Shoxsanam	13	65%

Post-test results:

Group A (203)Table 3

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)
Aziza	24	79%
Dilnoza	23	76%
Shahnoza	20	66%
Madina	23	76%
Maftuna	22	73%
Yulduz	20	66%
S. Shakhnoza	24	79%
Mahkamova	19	63%

Group B (204)

Table 4

Name	The scores(out of 30)	Percentage of scores (converted into 100 points' grading system)
Shaxnoza	26	86%
O'giloy	25	83%
Mahliyo	23	76%
Gulruh	25	83%
Gulnoza	27	90%
Yusupova R	24	79%
Xurshida	26	86%
Shoxsanam	28	93%

Table 5

Statistical results of Pre-test in two groups:

Total Score 20

Central Tendency				Dispersion			
Group	mean	mode	median	low	high	range	SD
A (203)	5,9	8	8	6	9	5	0,8
B (204)	10,7	9; 11;13 Trimodal	10,5	8	13	6	9,02

Table 5A

Group (203)

Standard Deviation for Pre-test

Name	Score	Mean	Difference	Difference Squared
Madina	9	7	2	4
Maftuna	7	7	0	0
Mahkamova	6	7	-1	1
Shakhnoza	8	7	1	1
Dilnoza	8	7	1	1
Shakhnoza	6	7	-1	1
Aziza	8	7	1	1
Yulduz	7	7	0	0

Table 6

B Group (204) Standard Deviation of pre-test

Name	Score	Mean	Difference	Difference Squared
O'g'iloy	12	10,7	1,3	1,69
Gulnoza	13	10,7	2,3	5,29
Xurshida	11	10,7	0,3	0,09
Shohsanam	13	10,7	2,3	5,29
Gulruh	9	10,7	-1,7	2,89
Yusupova R	8	10,7	-2,7	7,29
Mahliyo	9	10,7	-1,7	2,89
Shakhnoza	11	10,7	0,3	0,09