

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

ИСОМИДДИНОВА ДУРДОНА БАХТИЁР ҚИЗИ

**DEVELOPING COMMUNICATIVE COMPETENCE OF B1 LEVEL
STUDENTS WITH STORY TELLING**

**5111400 – Хорижий тили ва адабиёти (инглиз тили) таълим йўналиши бўйича
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**DEVELOPING COMMUNICATIVE COMPETENCE OF B1 LEVEL
STUDENTS WITH STORY TELLING**

**5111400- Philology and teaching languages (the English language) for granting
bachelor`s degree**

QUALIFICATION PAPER

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SCIENTIFIC ADVISOR:

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ABSTRACT

The purpose of my qualification paper is to investigate how communicative language teaching, learning is being implemented and the learning process becomes beneficial with the help of story telling method.

The participants of the research were two groups of the English faculty I of UzSWLU dent with upper-intermediate and advanced level students. The subjects of the study at the age of 22-25. The research prolonged during two months.

At the end of the study, students took post-tests in order to be identified whether they improve communicative skills with the help of communicative approach. The results were analyzed, compared and achieved. It was concluded that communicative approach helps students to enhance speaking skills with the help of audio-lingual method.

After experiment students feel themselves stimulated, became self-confident and their speaking started becoming fluent.

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I. Introduction

Studying a foreign language has been the most significant issue in the fields of education. Various methods are used in order to make the process effective. Different approaches are used in Uzbekistan in teaching a language. In addition, it is seen that teaching with help of interactive methods is making the process of learning more interesting and beneficial. The President of the Republic of Uzbekistan Islam Abduganievich Karimov speaking about the future of Uzbekistan underlines that “Harmonious generations is the guarantee of prosperity”. It is our task to prepare taught, professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan, the National program about training personnel was worked out on the formation of the new generation of specialist “With the high common and professional culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective”.

English, in Uzbekistan, is taught as a foreign language (EFL) within a context through particular course books, which are neutral from cultural point of view. The teachers are managers when the learning process heavily depends on pronouncement and enforcement of rules. The Ministry of Education and so on controls all major educational policies like school systems, curriculum standards, course books, examination system. Learners are highly motivated at the early stages of learning.

Students know a lot about the English language, but can hardly say that they know English. In addition to it, in most educational establishments when learners go to classes they stop learning and must accept what is being taught.

It is believed that family background, materials, teaching methods, homework, timetable, classroom activities, students’ capacity, intelligence, motivation, teacher’s perception of students’ ability, teacher’s knowledge and experience, educational facilities, the number of students in a class and so on, have a great impact on learning process.

By the research I would like to prove once more that learners do not need to stop learning when they go to classes, but can continue learning with communicative teaching. The research work will contain main and significant points of communicative learning teaching.

By this study, I will try to focus on the importance of communicative (top-down) approach and identify how communicative language learning and teaching is being implemented in Uzbekistan. I am going to prepare questionnaires for students of English Faculty I of Uzbek State World Languages University. In addition, I would like to observe the lessons of 2nd year students and see the approaches which are used in the learning process. After that I will conduct lessons in those groups.

It is important to mention that finding the answers to the questions above and achieving the objectives are the main ways to reach the aim of the research.

While conducting the lessons of speaking and listening skills, the teachers can use an interesting teaching methods to show their materials, which are helpful in creating English atmosphere. So, the reason of choosing this theme is that we are interested in the methods of teaching English focusing on the development of language learning skills.

1.1 Literature Review

Having a great capability of speaking in foreign language is main thing to gain future progress and human communication implements it step by step. Obviously, teachers have a great influence on learners to develop language acquisition. Nowadays, teachers are expected to provide their students with useful active knowledge of the foreign language, not only paying attention to the theory

about the language. Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches. Recognised that communication depends on grammar. Disregard of grammatical form will virtually guarantee breakdown in communication.

Language analysis and grammar explanation may help some learners, but extensive experience of target language helps everyone. Students need to hear plenty said about the topic in the foreign language at regular and recurrent intervals, so they are exposed to the topic and can assimilate it. Communicative approach seeks to personalise and localise language, adapt it to interests of learners. Meaningful language is always more easily retained by learners. Communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose goal is to gain confidence in speaking and conversational sphere. Recognises that all communication has a social purpose – learner has something to say or find out.

Producing spoken language has often meant a difficulty and an obstacle for English learners. Why? In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practising conversation in class. Without these, spoken language would sound literal and unnatural. To avoid this, it is important to practise “real” communication with our students within the learning process. If it is ignored, it may be a reason why students are often surprised and disappointed when using a foreign language for the first time whilst interacting in English atmosphere. They have not been prepared for spontaneous communication and could not manage with all demands. The embarrassment is usually caused by students’ inability to adjust to native speakers’ speech. This is natural and adjures patience while learning to speak or communicate in a foreign language. As I mentioned above, native speakers are a great support and the opportunity to communicate with them means even greater encouragement for our students.

Although it is demanding for students to keep up in conversation with them, they take it as an advantage in their studies. Most English learners are actually familiar with the fact that the best way to advance their speaking skills is adjusting to it in an English speaking environment.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then, Situational Language represented the major British approach to teaching English as *a* foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities.

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time - **the functional and communicative potential of language**. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

In 1971 a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into "portions or units, each of which corresponds to a component of a learner's needs and is systematically related to all the other portions"(Larsen, Diane and Freeman. *Techniques and Principles in Language Teaching*. P156-174 London: Oxford University Press, 2000).

The group used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist, D. A. Wilkins (Longman, 1972.p102-115) which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. **Wilkins's contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.**

The communicative competence represents a clear improvement on earlier methods of language learning, in particular the audio-lingual and grammar-translation methods, which were used for the teaching of foreign languages.

Grammar-translation sought to teach the target language by directly translating everything into the learner's own language. The emphasis on finding equivalent words, expressions and grammatical forms was by definition unrealistic, and placed little or no importance on speaking the target language appropriately or even competently.

Audio-lingual teaching is familiar to anyone who has used a "language lab" – listening and repeating is the basic method here, with a consequent de-emphasis on grammar and real-life interaction.

In 1960's, it was felt that students were not learning enough realistic, situational language using these methods, and that they consequently did not know how to communicate in real-life situations. An increase in travel around this time probably helped to highlight these deficiencies.

Since the widespread introduction of the communicative approach in the 1970's, it has become a more or less standard method for teaching foreign languages, with many countries adopting the approach at primary or secondary levels of education.

Communicative language teaching simulates real-life situations in order to promote effective language use. The teacher sets up a situation that is likely to occur in real life and encourages the students to perform a task. Appropriate language is pre-taught using a variety of materials, and practiced in context. The target language is used for all classroom interaction, the classroom itself being a real-life situation in which effective communication takes place. Students are encouraged to ask questions, interact with each other and take control of activities to reach their own outcomes.

The learners are responsible for their learning and the teachers find themselves talking less and listening more than in a traditional classroom. The

teacher makes an activity and then allows the learners to demonstrate – the performance of the activity is the immediate goal, with feedback and further input from the teacher coming later. With the communicative approach, language is seen as a tool for interaction - it is not simply a subject for academic study and analysis. Students look at the use of language both from a linguistic point of view (grammar, lexis, collocation, etc) and from a social or situational point of view (who is speaking, why are they speaking, what is appropriate in this context, etc). Due to the increased encouragement to participate fully, students gain confidence through direct experience in what they can achieve, motivating them to use the language more frequently and allowing them to learn more quickly.

A. Communicative approach

In Britain, since the mid-1970s the scope of Communicative Language Teaching has expanded, *both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.*

Howatt (London: Longman, 2000. - p102-115) distinguishes 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.... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as

'learning to use' English, the latter entails 'using English to learn it.' (1984: 279)

Finocchiaro and Brumfit (*English Teaching Forum*: 1983, p36-38.) Contrast the major distinctive features of the Audio-lingual Method and the Communicative Approach, according to their interpretation:

Audio-lingual Method	Communicative Language Teaching
1. Pays attention to structure and form rather than meaning.	Meaning is predominant.
2. Language items are not necessarily contextualized.	Contextualization is a main premise
3. Language learning is learning structures, sounds, words or forms.	Language learning is learning to communicate.
4. Mastery or "over-learning" is sought.	Effective communication is sought.
5. Drilling is a central technique.	Drilling may occur, but peripherally.
6. Native-speaker-like pronunciation is sought.	Comprehensible pronunciation is sought.
7. Grammatical explanation is avoided.	Any device which helps the learners is available — varying according to their age, interest, level , etc.
8. Communicative activities only come after a long process of rigid drills and exercises	Attempts to communicate may be encouraged from the very beginning.
9. The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.
10. Translation is forbidden at early levels	Translation may be used where students need or benefit from it.

11. Reading and writing are deferred till speech is mastered.	Reading and writing can start from the first day, if desired.
12. The target linguistic system will be learned through the overt teaching of the patterns of the system.	The target linguistic system will be learned best through the process of struggling to communicate.
13. Linguistic competence is the desired goal.	Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
14. The teacher controls the learners and prevents them from doing anything that conflict with the theory.	Teachers help learners in any way that motivates them to work with the language.
15. "Language is habit" so errors must be prevented at all costs.	Language is created by the individual often through trial and error.
16. Accuracy, in terms of formal correctness, is a primary goal.	Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
17. Students are expected to interact with the language system, embodied in machines or controlled materials	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
18. Intrinsic motivation will spring from an interest in the structure of the language.	Intrinsic motivation will spring from an interest in what is being communicated by the language.

B. Theory of learning

Little has been written about learning theory, unlike there has been written about communicative dimensions of language, concerning Communicative Language

Teaching. Neither Johnson (Approaches to Research in Second Language Learning. London: Longman Group Ltd 1979. p.201-214) nor Littlewood offered any discussion of learning theory. Elements of an underlying learning theory can be discerned in some CLT practices, however. One such element might be described as the communication principle: **Activities that involve real communication promote learning**. A second element is the task principle: **Activities in which language is used for carrying out meaningful tasks promote learning** (Johnson 1982). A third element is the meaningfulness principle: **Language that is meaningful to the learner supports the learning process**. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from CLT practices. They address the conditions needed to promote second language learning, rather than the processes of language acquisition.

More recent accounts of Communicative Language Teaching, however, have attempted to describe theories of language learning processes that are compatible with the communicative approach. Savignon (1983) surveys second language acquisition research as a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theorists (e.g., Stephen Krashen, who is not directly associated with Communicative Language Teaching) have developed **theories cited as compatible with the principles of CLT**. **Krashen sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning**. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language

acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills.

C. Significance of communicative approach

The communicative approach in language teaching starts from **a theory of language as communication. The goal of language teaching is to develop** what Hymes (1972) referred to as "**communicative competence.**"

Communicative competence

The idea of **communicative competence** started to develop with the construct of "**linguistic competence**". **Communicative competence** encompasses **the knowledge of how to use the language** in the real world, without which the rules of grammar would be useless.

Communicative competence can be described as including **grammar competence** (knowledge of grammar rules, lexis and phonetics), **pragmatic competence** (knowledge of how to express a message), **strategic competence** (knowledge of how to express a message in a variety of circumstances), **social-cultural competence** (knowledge of social etiquette, national mind-set and values etc.) another description of communicative competence can be found in Canale, M., and M. Swain (A tale of two technical cultures: Foreign language teaching. Teaching and Teacher Education) 1980. Communicative competence divided into the two main components of the knowledge: **knowledge of the language** and **knowledge of how to achieve the goal of communicati**

Competence is not the same as ability. In order to be able to communicate, people need **psycho-physiological mechanisms**, i.e. communicative skills (After Bachman, L. 1990. Fundamental Considerations in Language Testing. OUP. P. 84-85).

Hymes (Chomsky, An Introduction to English Language Teaching. London: Longman 1995.-pp202-212) gave this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky said that 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(Exploring How Texts Work. (pp103-114) London: Primary English Teaching Association, 1965).

For Chomsky, 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 both knowledge and ability for language use with respect to

- . whether (and to what degree) something is formally possible;
- whether (and to what degree) something is feasible in virtue of the means of implementation available;
- whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
- whether (and to what degree) something is in fact done, actually performed, and what its doing entails

This theory of what knowing a language entails offers a much more comprehensive view than Chomsky's view of competence, which deals primarily with abstract grammatical knowledge.

D. The story telling method

Story telling, the specialty of portraying a story from memory instead of understanding it is one of the most established of all artistic expressions, coming to back to ancient circumstances. Story telling includes two components – choice and conveyance. Numerous EFL educators are occupied with story telling as an asset in

instructing. An effective storyteller picks sufficient stories and must be a decent entertainer, for the conveyance is critical and requires both planning and practice. Story telling is the first type of instructing and has the capability of cultivating enthusiastic knowledge and help the tyke pick up understanding into human conduct. Story telling likewise advances dialect learning by enhancing learners' vocabulary and getting new dialect structures. Also, story telling can give an inspiring and low tension setting for dialect learning. The story telling tips given in this article are intended to help the teacher as storyteller as they get ready for a story telling "execution" for understudies.

Childrens learn and make their first language not by sitting at their work areas doing pencil and paper assignments in disengagement from their associates, or boring structures outside the realm of relevance, yet by cooperating with and controlling dialect and by taking part in important utilization of dialect in a group of dialect learners. As a matter of truth, a few instructors guarantee that the customary perusing expertise time is troublesome, and in reality even agonizing for some childrens (Anderson, 2005). On the off chance that divided skilllessons, exercise manuals, and unlimited worksheets are not the most ideal path for L1 learners to build up their dialect and ace the specialty of perusing and composing, they should be a great deal less proper for youthful outside dialect learners who need to take in a radical new dialect. These understudies need to figure out how to tune in, to talk, to peruse, and to write in another dialect, frequently without presentation to English outside school. Since dialect is an intelligent procedure, youngsters taking in a dialect require sufficient chance to communicate in an important, intriguing setting and play with the dialect while creating vocabulary and structures. They require the joint effort of their companions and educators in making significant settings and arranging implications in those specific situations.

The youngsters' own, prompt environment themselves, family, neighborhood and school are, obviously, great wellsprings of subject units, yet notwithstanding these, nursery rhymes and childrens' writing offer a characteristic and intriguing

medium for dialect obtaining. They contain unsurprising, dull examples that fortify vocabulary and structures, give important subjects to youthful learners, and they are frequently profoundly generative. Similarly as childrens procuring their first dialect start creating it orally, youthful childrens taking in a moment dialect need to build up their oral dialect to some degree before they can be relied upon to work in composing. In any case, in many classes youthful childrens duplicate words and expressions they don't comprehend and afterward in chorale "read" them to the instructor. Painstakingly picked childrens' writing enables youngsters to build up their responsive dialect in an engaging, significant setting and actually welcomes them to rehash huge numbers of the anticipated words and expressions, which they step by step take responsibility for add to their open and beneficial dialect. "Childrens' writing will regularly have less intricacy of plot, less significance of mental examination, and more basic joys and agonies than are found in grown-up composing; and it will, as a rule, have the security of the cheerful closure; yet in its manifestations of new universes, its investigations of outsider perspectives, its unpretentious examinations of dialect and transcendentalism, and its consistent profound entrance, it gives us an inventive nation as "develop" as the adult's" (Russel, 2005, 38).

There are various great explanations behind utilizing writing in a dialect class, specifically the capability of writing to sustain enthusiastic insight and minding correspondence. Quality writing gives models to rich, regular dialect and an assortment of various registers. "Writing is a high purpose of dialect use, ostensibly it denote the best expertise a dialect client can illustrate. Any individual who needs to secure a significant information of dialect that goes past the utilitarian will read artistic messages in that dialect" (Bassnett and Grundy, 1993, 7).

Writing can give an inspiring and low uneasiness setting for dialect learning. Youngsters are normally attracted to stories and numerous dialect learners originated from foundations rich in story telling. In spite of the fact that this article concentrates

on instructing English to childrens, very much chose youngsters' writing can be utilized with grown-up learners also.

Story telling is the first type of educating. There are still social orders in which it is the main type of educating. In spite of the fact that endeavors have been made to emulate or refresh it, similar to the electronic story telling of TV, live oral story telling will never leave mold. A basic account will dependably be the foundation of the specialty of educating. Casual or scholarly, unaffected or flowery—the full scope of dialect is available in stories create extraordinarily. The audience members advantage from watching non-polished discourse made on-the-spot. While tuning in to stories, youngsters build up a feeling of structure that will later help them to comprehend the more intricate stories of writing. Truth be told, stories are the most established type of writing.

Through customary stories, individuals express their qualities, fears, expectations, and dreams. Oral stories are an immediate articulation of a scholarly and social legacy; and through them that legacy is valued, comprehended, and kept alive. Through a story, audience members encounter a vicarious feeling for the past and a unity with different societies of the present as they pick up understanding into the thought processes and examples of human conduct.

Individuals have dependably recounted stories; it is the most seasoned type of recalling. In old circumstances, well before composed dialect was created, individuals recounted stories to save the history, customs, longings, and taboos of their social gatherings. Every era recounted their stories to the following, which thusly recounted the stories to the adolescent of the era that tailed them.

Since ancient times, all societies have gone along such stories through the oral convention, and they have dependably been a fundamental piece of our humanness. A few stories were told only for stimulation. Others were utilized to share the historical backdrop of a gathering of individuals and furthermore to show lessons and transmit qualities and convictions. Still others were planned to clarify characteristic phenomena—such as the changing of the seasons and the cycle of night and day—and

typically included the general population's divine beings and different religious convictions. Certain stories were joined by music and were sung rather than recounted. These stories stayed in a steady procedure of variety, contingent upon the memory, ability, or motivation behind the storytellers (Anderson, 2005, 81).

Notwithstanding, numerous storytellers feel that psychological improvement is not the essential point of their craft. Stories have various full of feeling advantages for social and passionate improvement. A story session is an opportunity to share sentiments. A casual, upbeat connection amongst storyteller and audience is built up, drawing them together and building common certainty. Stories help childrens to know themselves and to know others so they can adapt to the mental issues of growing up. Story telling is additionally a living workmanship. Like music and move, it is enlivened in execution. A story will be adjusted by the storyteller's experience: his/her decision of setting and detail, and the compatibility set up with the group of onlookers. Starting storytellers must go past the standards. They should know their own qualities and build up their own special style.

The most critical focal points of story telling might be abridged as takes after:

- Stories are spurring and fun and can help create inspirational dispositions towards the outside dialect and dialect learning. They can make a craving to keep learning.
- Stories practice the creative energy. Childrens can turn out to be by and by required in a story as they relate to the characters and attempt to decipher the account and representations. This innovative experience builds up their own inventive forces.
- Listening to stories in class is a mutual social affair. Perusing and composing are regularly singular exercises; story telling incites a mutual reaction of giggling, bitterness, energy and expectation which is charming as well as can help develop youngster' s certainty and empower social and passionate advancement.
- Children appreciate tuning in to stories again and again. This successive reiteration enables certain dialect things to be obtained while others are as a rule excessively strengthened.

Numerous stories additionally contain characteristic reiteration of key vocabulary and structures. This help youngsters to recall everything about, they can steadily figure out how to expect what is going to occur next in the story. Redundancy additionally empowers investment in the story. Taking after significance and foreseeing dialect are critical abilities in dialect learning.

– Listening to stories enables the instructor to present or reexamine new vocabulary and sentence structures by uncovering the youngsters to learn.

So, the storyteller's building materials are words, sounds, and dialect designs. The apparatuses are the voice, face, and hands. The item is the making of a mutual human ordeal in light of words and creative energy. Story telling is an individual workmanship, and a forced strategy or ready to use plan will demonstrate insufficient.

E. Learner roles

When students learn a foreign language, they acquire a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they cannot actually use this language while communicating. Lightbown and Nina.

Spada (Lightbown, Patsy and Nina Spada. *How Languages Are Learned*. (Second edition) Oxford: Oxford University Press. 2000.-pp15-26) claim that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience of using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

Nevertheless, the teacher is not the only one whom the students' success in speaking is based on. There are also motivational factors, differing from student to student, which influence his progress in the spoken language. Harmer distinguishes extrinsic and intrinsic motivation. He claims that students' attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students' willingness to learn to speak a foreign language, which may be influenced by the teacher's methods. Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language.

Speaking is considered as one of the four basic skills in learning foreign language. It has been taught since the students entered a junior high school, however, there are some difficulties appeared by high school students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teacher, friends and so on) to communicate. Since speech is power, act, manner of speaking (Hornby, As. 1995:828) Some teachers state that they still have obstacles to teach speaking to freshman students since students are not able to express what is on their minds because their lack of actual language.

To help the teachers in teaching speaking to freshman students, teachers can use an interesting teaching method to present their teaching materials that help them in creating fun class. Audio-lingual teaching method is good choice. Audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. The purpose of the repetition/drills is to breakdown the difficult sentences into smaller

part. There are some good points that teachers may find when they use audio-lingual method in their teaching :

1. the classroom activity, which is the teacher's centered so that it makes the teacher easier to manage the students

2. the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have.

3.the classroom activity, which focuses on pattern drills so that the teacher only gives brief explanation, and focus on oral skills leading to good pronunciation and speech. It is very important for me to contribute on implementing communicative approach in freshman students”, because nowadays, teachers want their students to be able to use the target language communicatively. They believe students should learn the target language, to learn to use it automatically. Language learning is a process of habit formation. The more often something is repeated, the stronger the habits and the greater the learning. We must do lots of practices to be able to speak in a certain language. Nevertheless, most of students have little opportunity to practice speaking English outside the classroom. So, I am going to provide my students with speaking activities to develop their speech. One of the ways to solve this problem is by enhancing the quality of teaching method/technique. This fact motivates me to use communicative language teaching method in order to improve the students' speaking skills.

F. Teacher's roles

The importance of teachers' roles are determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a

resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

Other roles assumed for teachers are needs analyst, counselor, and group process manager.

Freeman (1986, 131) describes teachers as *a manager* of classroom activities. In this role, one of his major responsibilities is to set up activities that promote communication. During the communicative activities, he acts as *a consultant* answering students' questions, offers advice and provides necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively. These roles are called *a conductor* and *a monitor*.

Considering the facts mentioned above we can conclude that the teacher's personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher's less dominant role in communicative activities offers the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations.

G. The role of materials

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials have the prior role of promoting communicative language use. We will consider three kinds of materials currently used in CLT and label these text-based, task-based, realia.

Task-based materials

The simulations, a variety of games, role plays, and task-based communication

activities have been prepared to support Communicative Language Teaching classes. They are: activity cards, exercise handbooks, cue cards, pair-communication practice materials, and student-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Next one is language-based realia, such as signs, magazines, advertisements, and newspapers, or visuals around which communicative activities can be organized.

There are **numerous textbooks** designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's *Communicate* (Communicative language teaching (CLT): Practical understandings. The Modern Language Journal 83: 1979.-p15-26) for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate.

For the preliminary work and for large portions of the exercises identified with the narrating, just the educator requires a duplicate of the storybook. This is because a greater part of the assignments depends on the understudies' anticipating what comes next in the story or recapping it from memory. On the off chance that they see the storybook at this stage a significant part of the unexpected component and dynamic contribution is lost. You may find that toward the finish of a lesson you should be particularly careful to stop your understudies peeping in the book when your back is turned. Understudies emphatically appreciate hearing stories repeatedly. Their certainty develops, as they understand that they can recall to an ever-increasing

extent. It likewise gives them the test of recalling new dialect. Taking an interest in the narrating turns into a sort of amusement action. For stories with fledgling students, you may need to utilize the primary language every now and then. In the event that your class shares a typical language, this is very characteristic. Indeed, you would deny your students an extremely valuable learning procedure in the event that you demanded dependably utilizing English. In any case, you ought to consider deliberately when and why you would utilize the primary language. Clearly, the more you utilize English, the more your students get better at, and more comfortable with the dialect, the less you should utilize the mother tongue. Utilizing storybooks effectively in the classroom needs cautious arranging. Essentially recounting a story to a class without planning can be terrible with the loss of student consideration, inspiration and self-confidence. Despite the fact that youngsters are accustomed to tuning in to stories in their primary language, understanding a story in an outside dialect is diligent work. Understudy's delight will increment gigantically if the educator guarantees that their comprehension is upheld in a few ways. The accompanying rules give a structure to make story-based lessons more open:

- Provide a setting for the story and present the primary characters. Help your understudies feel included and interface their involvement with that in the story to set the scene. Relate the story to parts of their own lives, for example, where they live, the creatures they know about, what they like or aversion, going shopping, having picnics, and so forth. Once the setting has been comprehended and the kids can relate to the characters, then inspire key vocabulary and expresses, and include understudies in foreseeing and taking part in the story.

After analyzing all the data, communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author's viewpoint. However, all of them mention the same or similar communicative tasks but in different extent. I created the following my categorization of communicative activities which is given below, supported by a sufficient amount of literature and helpful tip of improving language learning.

2.1. Research plan

2.1.1. Statement of purpose

Nowadays, the Government of Uzbekistan is paying particular attention to learning English language as our first President proclaimed a law “On measurements enhancing teaching English” on December 10, 2012. It proves once more that the Uzbek government is paying a great and particular attention to learning the language. It is fact that English, in Uzbekistan, is taught as a foreign language (EFL) within a context through particular course books, which are neutral from cultural point of view. The teachers are managers when the learning process heavily depends on pronouncement and enforcement of rules. The Ministry of Education and so on controls all major educational policies like school systems, curriculum standards, course books, examination system. Learners are highly motivated at the early stages of learning; because of the simplicity of input, they learn English easily, so they have a good start in learning. However, the more they learn, the more the matters get difficult. Students are more and more encouraged of mastering the language as a means of communication. As a result they find that they know a lot about the English language. Now as the law is about to be in use, various approaches in teaching and learning the language will be more widely used. As learner-centered teaching approach puts a learner at the center of teaching and learning process, the approach will be applied in most teaching places. Also, it is believed that family background, materials, teaching methods, homework, timetable, classroom activities, students’ capacity, intelligence, motivation, teacher’s perception of students’ ability, teacher’s knowledge and experience, educational facilities, the number of students in a class and so on, have a great impact on learning process.

Therefore, the purpose of my qualification paper is to show the communicative competence of students in B1 level by using story telling.

The main goal of the study is to investigate how communicative competence is being implemented and the learning process becomes beneficial with the help of story

telling approach. The research work will contain main and significant points of learner-centered teaching.

By this study, the investigator will try to focus on the importance of communicative (top-down) approach or story telling and help all students improve their English.

The objectives of the research are that:

- ✓ To help B1 level students effectively in learning English.
- ✓ To develop students' communicative competence by using story telling.
- ✓ To know how teachers reach achievements while dealing with B1 level students by stories.
- ✓ To improve the students' communicative skills by using various teaching strategies.

The hypothesis of the research is that various story-telling strategies will be effective for teaching B1 level students. By using story-telling method in teaching speaking, it will enhance the speaking achievement of freshman students of English Faculty 1, Uzbekistan State World Languages University in second semester of the academic year 2016-2017.

The research questions were:

- *Which strategies does it help to develop communicative competence?*
- *How to teach B1 level students by using story telling?*
- *How to choose suitable material?*

2.1.2. Method

The main method, which is used in conducting the current research, is story telling and comparing the speeches of the students about different stories. The most problematic part of investigating the study is evaluating the communicative competence of the students. It could be tried to use interactive methods, such as feedback and engagement.

A. The subjects

The second year students were taught in the survey, which was to identify the communicative competence in teaching B1 level students. They were students of ESL at different levels. They were two groups: group 224 and group 228. One of them there were 13 students, the other there were 14 students. They are native speakers of Uzbek and Russian. Their level was defined using a placement test at the beginning of the academic year. The subjects belonged to the age of 19 and 23 students. Researcher also did questionnaire with teachers in order to find good ways to deal with the different ability levels.

The Tables 1 and 2 include relevant information about the students in the study.

Table 1. Personal Information of Group 224

	Name	Age	Gender	Native language
1	Abdullayeva S	19	F	Uzbek
2	Botirova M	20	F	Uzbek
3	Ibragimova K	21	F	Uzbek
4	Jo'rayeva Z	19	F	Uzbek
5	Nabiyeva Sh	22	F	Uzbek
6	Nabiyeva P	19	F	Uzbek
7	Mahmudova N	21	F	Uzbek
8	Matkarimova N	20	F	Uzbek
9	Xolbekova D	22	F	Uzbek
10	Uralova M	19	F	Uzbek
11	Xolboyev I	19	M	Uzbek
12	Tursunova M	21	F	Uzbek

13	Shermatova N	23	F	Uzbek
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Table 2. Personal Information of Group 228

	Name	Age	Gender	Native language
1	Baratov A	21	M	Uzbek
2	Baxromova N	19	F	Uzbek
3	Inoyatova Z	23	F	Uzbek
4	Ismoilova S	19	F	Uzbek
5	Ishoqova R	21	F	Uzbek
6	Ma'murxo'jayev A	20	M	Uzbek
7	Maksumova D	22	F	Uzbek
8	Misirova M	19	F	Uzbek
9	Qiyomiddinova N	19	F	Uzbek
10	Sarsenbayeva M	21	F	Karakalpak
11	Xasanova M	23	F	Uzbek
12	Xurramova N	22	F	Uzbek
13	Sanmadova B	19	F	Uzbek
14	Kamolova D	19	F	Uzbek

B. Materials and Equipment

Materials

The researcher developed questionnaire for students. The purpose of this questionnaire is to find out the process which makes the learning beneficial.

As it was already mentioned in the introduction, the researcher taught the students who were B1 level. Students were taught for two months. Materials for students were taken from different sources according to their levels and needs. The subject materials were suitable for students' level, age, interest and needs as well as they were useful and necessary.

According to the University plans, students have subjects which can help to improve four skills such as reading, writing, listening and speaking. In addition, all themes and projects were wasted to make the tasks based on these four skills. At the end of 2nd month students have Achievement test. Test was used to compare knowledge about what kind of benefit they got from the course. While judging students' performance the following criteria were used:

- Grammar
- Vocabulary
- Writing
- Reading
- Speaking
- Listening

By calculating the means of the groups, teacher would determine which group worked better in setting classroom management.

The materials for teaching students were taken from the practical books "English vocabulary in use", "Successful writing", "Destination ", and "Improve your IELTS skills", "New English file" and so on.

In addition, other materials and books were used. For example, English films in order to improve students' listening skills, English stories for reading, materials by IELTS-BLOG.COM. Moreover, to make lessons more interesting, the teacher adapted some authentic materials from the Internet and magazines.

Equipment

Observation instruments: A pen, a sheet of paper. There must be made some notes by the investigator. Later it may help the investigator while making a lesson plan for two group.

Teaching instruments: handouts, visual aids, slide show presentation, audio recording. All the instruments, which are counted above plays significant role in order to make the investigator's lesson student-centered. The handouts will be distributed so that the students can take responsibility for their learning and look through the data without the instructor's help. The slide show presentation is presented during the lesson in order to explain detailed points of the topic. With the help of the audio recording tape, the students discuss the problems that are put in the recording.

2.2. Procedure

2.2.1. Variables

In teaching B 1 level students, these four variables are available. The focus of the study process was dependent variable; the approach to learning process was the independent variable, which was used to see the effect on the dependent variable. The moderator variable was the age, gender and cognitive ability of the students, as it could influence the understanding of themes, and students could usually understand more readily than other types of tasks. Control variable could be formulated as these strategies, which were used dealing with B1 level students.

1. The specific steps in the experimental process.

The aim of the research was to define story-telling influences to communicative competence well. In order to achieve this goal, the following steps are used:

1. Administer the Pre-Test

The researcher organized pre-test to students in order to check their knowledge. The duration of the test was 45 min. In addition, each student had 5 minutes oral interview. After that, the researcher determined the level of each group.

2. Teach the lesson

The classes were conducted for period of two months, and the duration of each class was 120 minutes. All classes were conducted by interactive method. The students used their usual course book as a main material of the course. Besides, the researcher used some other materials for teaching by games and other interesting activities. Students were taught in IELTS program too, especially in writing. They learned how to speak about themselves, experiences and general information in telling a story.

a. Group 224

The researcher explained rules, structures, some tips and gave instructions in their native language, Uzbek. As for their level lower and mixed, the teacher sometimes had to explain in their mother tongue, too. New words were given with translations.

b. Group 225

The researcher focused on the four skills: listening, speaking, reading and writing. This group's level is higher than group 224, so classes were conducted in English. Lessons were conducted in an interactive way. Students were very active and tried to learn more as possible as they can. Teacher paid more attention to their speaking and listening.

3. Administer the Post-test

There was a achievement test after two months of study. The duration of the test was total 60 minutes, from this time 20 minutes for reading which include grammar and vocabulary, 15 min. for listening, 20 min. for writing paragraph and five minutes for oral speaking. Both groups were to write the same test with two level variants. In giving the paper-based examination the researcher did the following:

1. The researcher created a silent atmosphere by sitting students separately.
2. Students were informed not to speak to each other during the exam.
3. Students checked their use of grammar and vocabulary covered in class as well as fluency, coherence as the result of their two months study.

4. No books, papers, or notes of any kind were allowed to be used during the exam.

5. The process was controlled by other teacher too.

Then the researcher calculated their score and evaluated the students' knowledge given by his scale.

2.2.2. Analysis of the data

Analysis means the categorizing, ordering, manipulating, and summarizing of data obtain answers to research questions. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem can be studied. The main goal of the analyses was checking the test with certain characteristics for speaking skills by using several methods for improvement student' oral skills: story-telling, rehearsal, feedback, engagement. Getting students to have a free discussion gives them a chance to story telling. Some communication situations are associated with a predictable set of spoken exchanges a script. Beginning of the story, share experiences, compliments, invitations and other functions that are influenced by social and cultural norms often follow patterns or scripts. Speaking tasks where students are trying to use all and any language they know provides telling a story to each other, both teacher and what language problems they are having; students also see how easy they find a particular kind of speaking and what they need to improve. At the same time, good speaking activities should be highly motivated (story telling, discussion, jigsaw, and so on).

In scoring the test, the students called out in turn and the writer tested them by giving the dialogues relating to their experiences. In giving scores, the writer followed rating scale developed by Walter Bartz (Bartz cited in Valette, 1983:150). It showed four items that were important to be scored: fluency, quality of communication, amount of communication, and effort to communicate. Nevertheless, in this study, reearcher did not give score on amount of communication because the students did not create the dialogue. They only memorize the given dialogues.

Analysis of the Pre-test

As stated in the previous chapter, before conducting this action research, the researcher gave a pre-test. The purpose was to know how far the students could speak English fluently by performing the dialogue relating to the material was given

The Analysis of the Teaching-learning Activity 1

According to the writer, all activities could run well. All of the students were paying attention to each other seriously and attentively while presenting the lesson. The students seemed to be worried when they performed the dialogue. They looked anxious, because probably they rarely did conversation in the class.

In teaching-learning activity 1, the investigator presented Audio-lingual teaching as the method in teaching speaking. She showed some pictures and gave the copies of dialogues to each student. Teacher drilled the students by using the combination drill in Audio-lingual teaching method. The students practiced and performed the dialogue in a group and in front of the class.

The Analysis of the Teaching-learning Activity 2

As researcher thought, all activities could run well. All students were paying attention to the teacher seriously while presenting the lesson. The students did not seem to be worried and nervous anymore and they participated in the class well. The same as in previous activity, in teaching-learning activity 2, the researcher used Audio-lingual teaching as the method in teaching speaking with different material given. Teacher drilled the students by using the combination drill in Audio-lingual teaching method. Teacher motivated the students to be more active in practicing the dialogue. The students practiced and performed the dialogue in group and in front of the class.

The Analysis of the Post-test

In the last activity, the students did a post-test. The activities could run well. The students came forward one by one and got the turn in performing the dialogue.

The students performed the dialogue and answered the questions, which was put in recordings. The investigator noted the students' scores for each indicator of assessment.

After the observation, the researcher interviewed the home teacher of the students. Before the interview, she prepared a special list of questions that helped her to get information that she needed. The interview with the teacher was also a source of valuable information. After the interview the researcher knew the topic to include in the test: Simple, Continuous, Perfect tenses and conditionals.

Moreover, the students have covered rules about articles, degree of comparison of adjective and adverbs, determines- much, many, a little, a few, enough, a lot of. Some of the listed topics were used in the test. The home group teacher said that the students were almost of the same level. Only two or three students knew a little bit more than others did.

2.2. Data collection

One of the aims of the research paper was to develop or improve speaking skills with story telling. In order to make these, the researcher had to know the level of proficiency in English of the students. First step in data collection was class observation. The researcher prepared a special form, which was filled out during the lesson. A list was divided into 3 columns. In the first column the researcher wrote the names of all students, in the second column-mistakes and errors that they made during the class and in the last column-the rules of English language in which the mistakes and errors were made.

The researcher had to provide students with non-distracting conditions, as it was one of the points of the thesis statement. The student had to do the tests in quiet atmosphere, so that nothing could disturb them. The students were assessed on March 23 during the second class. They have finished the test until the end of the class. The total time that test took was one hour and thirty minutes.

When the students have finished pre-test, they were warned about post-test that they would do at the end of the semester on April 20.

Table1

<u>Method</u>	<u>Procedure</u>
<i>Story telling method</i>	Good speaking activities can and should be highly motivating (story telling, discussion, share experiences, jigsaw and so on).
<i>Feedback method</i>	Teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kind of speaking and what they need to improve
<i>Rehearsal method</i>	Getting students to have a free discussion gives them a chance to rehearse.

Of course, there are other methods to develop and improve speaking skills, but the researcher has founded these three methods to be the most convenient for the research.

Research Schedule

Table 2.

DATE	ACTIVITY
MARCH, 9	CLASS OBSERVATION. INTERVIEW WITH TEACHER.
MARCH, 17	LESSON BEFORE THE TEST
MARCH, 23	PRE-TEST
APRIL, 1	ANALYSES OF RESULTS OF PRE-TEST
APRIL, 7	QUESTIONNAIRE
APRIL, 14	ANALYSES OF THE QUESTIONNAIRE ANSWERS
APRIL 20	POST-TEST
APRIL 26	ANALYSES OF RESULTS OF POST-TEST

Scoring Technique

In this study, I gave oral tests and analyzed the scores to measure the improvement and only gave scores on fluency quality of communication, pronunciation, and effort to communicate.

In this study, several procedures would be used in order to get the empirical data required. The research would be conducted in three ways are as follows:

1) Questionnaire

According to Kern, Richard G. (Kern, Richard G. Students' and teachers' beliefs about language learning. *Foreign Language Annals* 28: 1995.-p72-92) questionnaires hold a number of attractions for the researcher who wishes to collect information from a large number of people, but has limited time and resources. They also said that questionnaires are particularly useful for gathering simple information on what people do or have done (although care must be taken to allow for the limitation of memory in the question asked) and what people find alternative. Meanwhile, a questionnaire is a number of written questions, which are used to gain information from the respondents about themselves or their knowledge, belief etc.

From the assumptions above, the researcher had reasons for choosing questionnaires as an instrument. The reasons were as follows: it could collect information from a large number of students; on the other side, the students as respondents could complete and return it in certain period.

The teacher used this method to measure how communicative approach influence on the students' speaking skill improvement.

2) Observation

This method would be used to observe the teaching-learning process and the students' activities.

3) Test

This study would be carried out through four activities. The two activities were teaching-learning process. In the third activity, the students did the post-test and questionnaire. Before giving the three last activities, the researcher gave a pre-test.

Pre-test

Pre-test was the first activity before the teacher did the teaching-learning activities and a post-test. The students would perform the dialogue. The teacher would record their voices. Because it was the first meeting, the investigator introduced herself to students.

a. Planning

- 1) Making lesson plan based on the teaching-learning activity
- 2) Preparing the test instrument (a series of dialogues consists of four different dialogues)
- 3) Preparing teaching facilities (board marker, eraser, and tape recorder)
- 4) Preparing hand-rolled paper and assessments sheets.
- 5) Preparing students' attendance list

b. Acting

- 1) Teacher introduced herself to students.
- 2) Teacher called the students' name.
- 3) Teacher explained her aim in conducting an action research in the classroom.
- 4) Teacher introduced the texts.
- 5) Students read the texts
- 6) Teacher asked students to retell the stories and continue the with own experiences.
- 7) Teacher recorded the test, analyzed the result of the test and gave scores to the students.

c. Observing

- 1) Observing the students' activities
- 2) Observing the students' cooperation in their groups

d. Reflecting

In this step, I evaluated the steps in pre-test and discussed the results of the observation for the improvement in post- test.

Post-test

In the last activity, the students did a post-test. In this test, the students performed the dialogue that given in the three previous meeting and fill up the questionnaire. The teacher recorded the students' voices and distributed the questionnaire. The following procedures were as follows:

a. Planning

- 1) Making lesson plan based on the teaching learning activity
- 2) Preparing the test instrument (a series of stories)
- 3) Preparing teaching facilities (board marker, eraser, and tape recorder)
- 4) Preparing hand-rolled paper and assessment sheets
- 5) Preparing students' attendance list

b. Acting

- 1) Teacher distributed the handout to students
- 2) Teacher introduced the texts
- 3) Students read the stories
- 4) Teacher called students' name
- 5) Students performed their experience related to the dialogue
- 6) Teacher recorded the test and noted the score for each category

c. Observing

- 1) Observing the students' activities
- 2) Observing the students' cooperation in their groups

Each student had to speak 5 minutes by answering some given tasks. During the exam, teacher followed some rules: Everybody should be present on time, no cheating, speaking without permission while exam and so on.

Questionnaire of teachers.

Researcher also did questionnaire with teachers in order to find good ways to deal with the B1 levels. Questionnaire was among three teachers who were from three

faculties. They were different ages and teachers of different English courses. One of them was a male teacher of stylistic department; the other one was a female teacher from theoretical grammar department and the third one was supervisor of the researcher who teaches first year students at the English faculty I.

Results and Discussion

3.1. Results and analysis

Spoken language production, learning to talk in the foreign language, is often considered one of the most difficult aspects of language learning for the teacher to help students. The practical problems are obvious. In written production, each writer can get himself, without disturbing the rest of the class, at his own speed. In this production of speech, however, each speaker needs to speak. He needs to speak individually and, ideally, he needs someone to listen to his speaking and to respond to him. The language he produces is, typically, evaluated by the teacher for its correctness, either with respect to pronunciation or to grammar, or both. The student should be able to “express themselves” in the target language. That is why, the ways for developing and improving speaking skills that were written in hypotheses are important for the matter-extending learners’ competence in speaking, talking enough samples of behavior, giving clear instructions, making a proficient test, and providing students with non-distracting conditions. Teacher should know when to relax control over classroom interaction to give learners chance to practice free talk. Taking enough samples of behavior is that teacher should provide as many items, examples as possible both in test and in classroom along with clear instructions that are necessary in order to avoid misunderstanding. Making proficient tests means that tests should be reliable and proficient in order to objectively evaluate learners’ speaking skills in cooperation with objective scoring. Moreover, the last way: providing with non-distracting condition is very important. The atmosphere should be

appropriate for improvement and development of speaking skills, so that students could concentrate only on these, and nothing else.

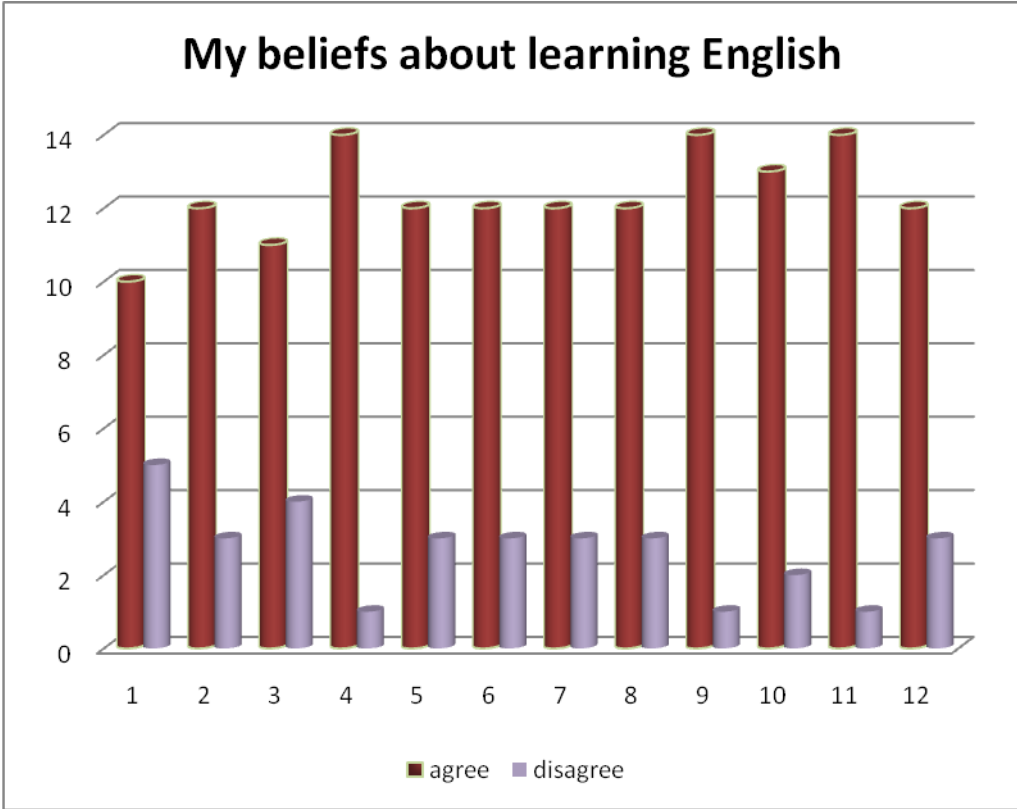
The researcher used all the ways, which are described above, while she was developing and improving students' skills. In order to prove effectiveness of the ways, the tests were used for checking students' speaking skills through other important skills-grammar, vocabulary, writing, reading, listening skills that directly responds the level of language performance.

Story telling method provides with getting students to have a free speaking gives them a chance to speak about their experiences. Some communication situations are associated with a predictable set of spoken exchanges-a script. Telling a story, share experiences, invitations and other function that are influenced by social and cultural norms often follow patterns or scripts. The transactional exchanges are involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follow it can often be anticipated. Students can be aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having; moreover, students can see how easy they find a particular kind of speaking and what they need to improve. Engagement method provides with good speaking activities that can and should be highly motivating (story telling, discussion, problem solving, jigsaw and so on).

The result of the post-test, which were estimated with the help of story telling method, show the hypothesis is true. The ways written in hypothesis (extending learners' competence in speaking, talking enough samples of behavior, giving clear instructions, making a proficient test, and providing students with non-distracting conditions) could develop and improve students' speaking skills.

The questionnaire could also help the investigator to find and use the ways and methods for improving learners’ language performance because she could see that most students really needed these skills, and were very motivated to be taught.

The developing and improving of speaking skills is a part of teaching. I hope that this research paper will make teacher pay more attention to the ways and methods, which should be taken into consideration.

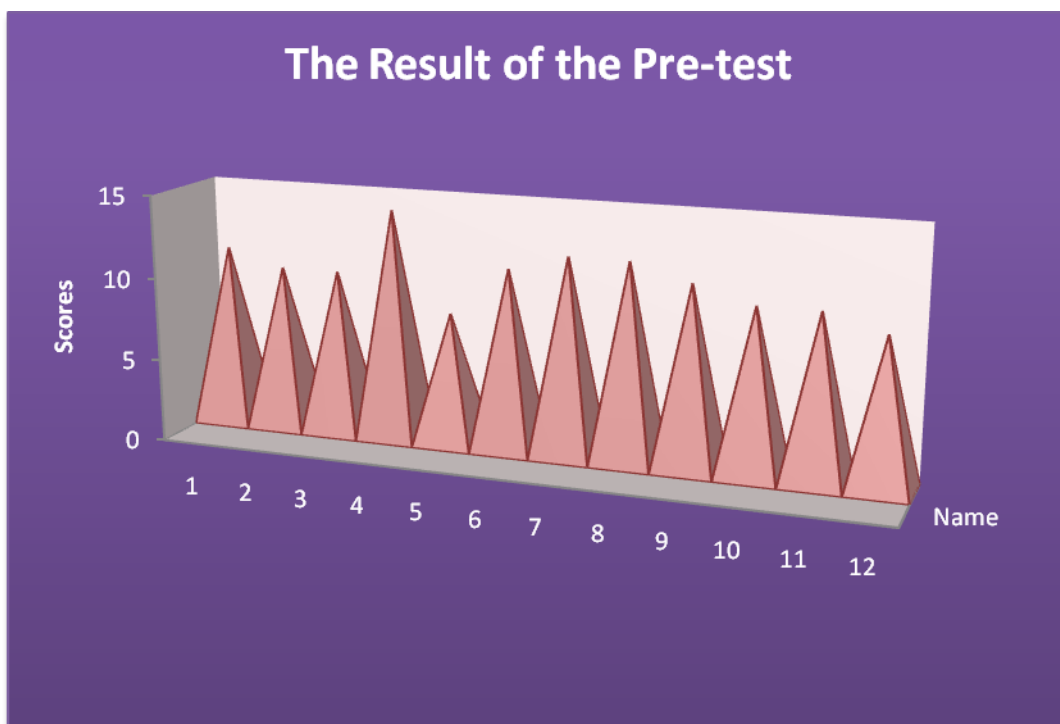


The diagram illustrated that the average number of the students are being taught by grammar-based teaching and learning. The majority of the students believed that language teaching should focus on communication and reveal highly positive attitudes toward English.

A. The Result of the Pre-tests

The Result of the Pre-test (Group 1)

NO	Name	Scores
1	Abdullayeva S	11
2	Botirova M	10
3	Ibragimova K	10
4	Jo'rayeva Z	14
5	Nabiyeva Sh	8
6	Nabiyeva P	11
7	Mahmudova N	12
8	Matkarimova N	12
9	Xolbekova D	11
10	Uralova M	10
11	Xolboyev I	10
12	Tursunova M	9
13	Shermatova N	12



The mean of the group:

$$\bar{X} = \frac{\Sigma X}{N} =$$

$$\frac{11+10+10+14+8+11+12+12+11+10+10+9+12}{13} = 10,76$$

The median of the group : 8,9, 10, 11,12, 14

$$10+11=21/2= 10,5$$

The mode is 10.

The range 14-8= 6+1= 7

It is obvious that the standard deviation is the average of the

NO	Name	Scores	Mean	Difference	Difference squared
1	Abdullayeva S	11	10,76	-0,24	0,05
2	Botirova M	10	10,76	0,76	0,57
3	Ibragimova K	10	10,76	0,76	0,57
4	Jo'rayeva Z	14	10,76	-3,24	10,49
5	Nabiyeva Sh	8	10,76	2,76	7,61
6	Nabiyeva P	11	10,76	-0,24	0,05
7	Mahmudova N	12	10,76	-1,24	1,53
8	Matkarimova N	12	10,76	-1,24	1,53
9	Xolbekova D	11	10,76	-0,24	0,05
10	Uralova M	10	10,76	0,76	0,57
11	Xolboyev I	10	10,76	0,76	0,57
12	Tursunova M	9	10,76	1,76	3,09
13	Shermatova N	12	10,76	-1,24	1,53

differences of all of the scores from the mean. The following formula is used to calculate the standard deviation for a set of scores:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

$$SD = \sqrt{28,21/13} = \sqrt{2,17} = 1,5$$

From the analysis above, the average achievement of the students' pre-test was 10.76. The investigator concluded that the students had difficulties to speak English fluently and communicate with each other .

Result of the pre –test (group 2)

NO	Name	Scores
1	Baratov A	13
2	Baxromova N	17
3	Inoyatova Z	10
4	Ismoilova S	13
5	Ishoqova R	11
6	Ma'murxo'jayev A	14
7	Maksumova D	14
8	Misirova M	19
9	Qiyomiddinova N	12
10	Sarsenbayeva M	12
11	Xasanova M	19
12	Xurramova N	17
13	Sanmadova B	20
14	Kamolova D	19

The mean of the group:

$$\bar{X} = \frac{\Sigma X}{N} =$$

$$\frac{13+17+10+13+11+14+14+19+12+12+19+17+20+19}{14} = 15$$

The median 10,11,12,13,14,17,19,20

$$13+14 = 27/2 = 13,5$$

The mode of the group :

$$13:2, 12:2, 19:2, 14:2, 17:2 .$$

It should be noted that a set of scores have more than four frequently occurring score, in which case the set would be described as being polymodal.

The range : $20-10=10+1=11$

From the analysis above, the average achievement of the students' pre-test was 15.

The investigator concluded that in second group have reasonable difficulties to speak English fluently in performing the tasks ,too.

NO	Name	Scores	Mean	Difference	Difference squared
1	Baratov A	13	15	2	4
2	Baxromova N	17	15	-2	4
3	Inoyatova Z	10	15	5	25
4	Ismoilova S	13	15	2	4
5	Ishoqova R	11	15	4	16
6	Ma'murxo'jayev A	14	15	1	1
7	Maksumova D	14	15	1	1
8	Misirova M	19	15	-4	16
9	Qiyomiddinova N	12	15	3	9
10	Sarsenbayeva M	12	15	3	9
11	Xasanova M	19	15	-4	16
12	Xurramova N	17	15	-2	4
13	Sanmadova B	20	15	-5	25
14	Kamolova D	19	15	-4	16

The standard deviation is the average of the differences of all of the scores from the mean. The following formula is used to calculate the standard deviation for a set of scores: _

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

$$SD = \sqrt{150/14} = \sqrt{10,7} = 3,2$$

Data on central tendency and dispersion are especially useful to a researcher who is comparing the behavior or performance of groups.

PRE-TEST EXAM DATA FOR GROUPS 1 AND 2.

GROUP	CENTRAL TENDENCY			DISPERSION			
	MEAN	MODE	MEDIAN	LOW	HIGH	RANGE	SD
1.	10,76	10	10,5	8	14	7	1,5
2.	15	12	13,5	12	19	11	3,2

B. Results of the post-tests

Result of the post-test (group 1)

NO	Name	Scores
1	Abdullayeva S	13
2	Botirova M	12
3	Ibragimova K	12
4	Jo'rayeva Z	15
5	Nabiyeva Sh	9
6	Nabiyeva P	13
7	Mahmudova N	14
8	Matkarimova N	14
9	Xolbekova D	13
10	Uralova M	12
11	Xolboyev I	13
12	Tursunova M	11
13	Shermatova N	14

The mean of the group 1 :

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\frac{13+12+12+15+9+13+14+14+13+12+13+11+14}{13} = 14,84$$

The median : 9,11,12,13,14,15
 $12+13=25/2=12,5$

The mode is
 13=3
 12=3
 14=3

The range:
 $15- 9= 6+1=7$

From the analysis above, the average achievement of the students' post-test was 14,84. It can be concluded that the students' achievement in speaking skill by using Audio-lingual teaching as the alternative method had a significant improvement.

It is obvious that the standard deviation is

NO	Name	Scores	Mean	Difference	Difference squared
1	Abdullayeva S	13	-14,84	1,84	3,38
2	Botirova M	12	-14,84	2,84	8,06
3	Ibragimova K	12	-14,84	2,84	8,06
4	Jo'rayeva Z	15	14,84	-0,16	0,02
5	Nabiyeva Sh	9	-14,84	5,84	34,1
6	Nabiyeva P	13	-14,84	1,84	3,38
7	Mahmudova N	14	-14,84	0,84	0,7
8	Matkarimova N	14	-14,84	0,84	0,7
9	Xolbekova D	13	-14,84	1,84	3,38
10	Uralova M	12	-14,84	2,84	8,06
11	Xolboyev I	13	-14,84	1,84	3,38
12	Tursunova M	11	-14,84	3,84	14,74
13	Shermatova N	14	-14,84	0,84	0,7

the average of the differences of all of the scores from the mean. The following formula is used to calculate the standard deviation for a set of scores:

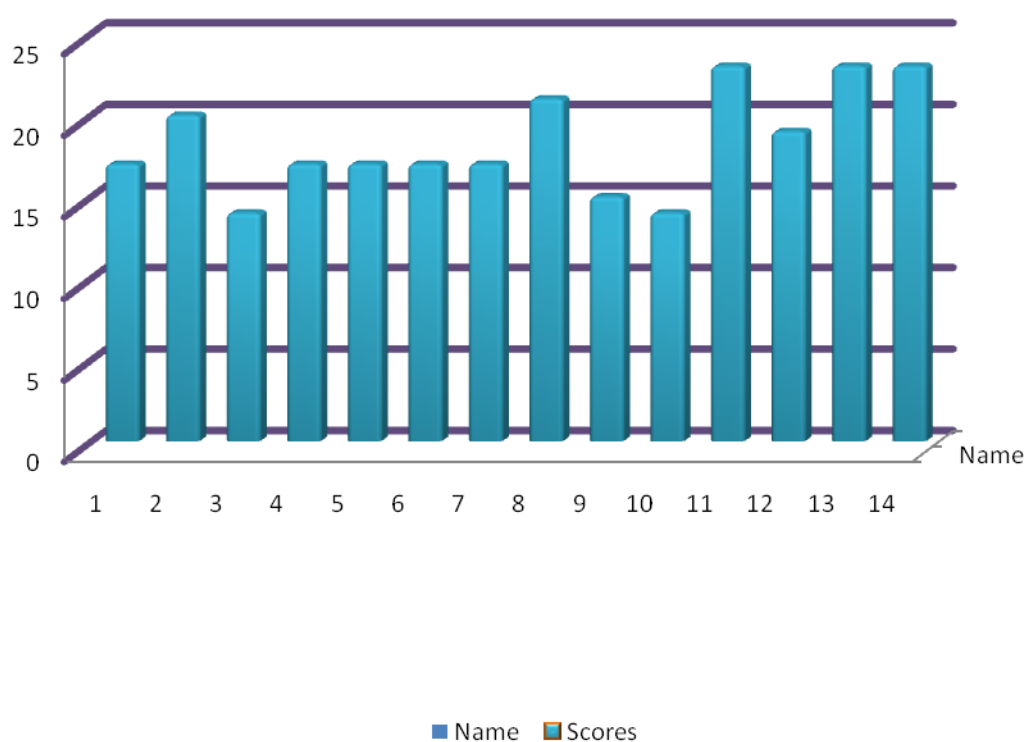
$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}}$$

$$SD = \sqrt{88,96 / 13} = \sqrt{6,84} = 2,6$$

The result of the post-test (group2)

NO	Name	Scores
1	Baratov A	17
2	Baxromova N	20
3	Inoyatova Z	14
4	Ismoilova S	17
5	Ishoqova R	17
6	Ma'murxo'jayev A	17
7	Maksumova D	17
8	Misirova M	21
9	Qiyomiddinova N	15
10	Sarsenbayeva M	14
11	Xasanova M	23
12	Xurramova N	19
13	Sanmadova B	23

The Result of the Post-test



The mean of the group:
 ΣX

$$= \frac{\Sigma X}{n}$$

N

$$\frac{17+20+14+17+17+17+17+21+15+14+23+19+23+23}{14} = 18,35$$

The median of the group : 14,15,17,19,20,21,23

$$19+20 = 39/2=19,5$$

The mode is 17 .

The range is $23-14=9+1=10$.

From the analysis above, the average achievement of the students' post-test was 18.35. It can be concluded that the students' achievement in speaking skill by using Audio-lingual teaching as the alternative method had a significant improvement.

The

NO	Name	Scores	mean	Differen ce	Differen- ce squared
1	Baratov A	17	18,35	1,35	1,8
2	Baxromova N	20	-18,35	1,65	2,7
3	Inoyatova Z	14	18,35	-4,35	18,9
4	Ismoilova S	17	18,35	-1,35	1,8
5	Ishoqova R	17	18,35	-1,35	1,8
6	Ma'murxo'jayev A	17	18,35	-1,35	1,8
7	Maksumova D	17	18,35	-1,35	1,8
8	Misirova M	21	-18,35	2,65	7
9	Qiyomiddinova N	15	18,35	-3,35	11,2
10	Sarsenbayeva M	14	18,35	-4,35	18,9
11	Xasanova M	23	-18,35	4,65	21,6
12	Xurramova N	19	-18,35	0,65	0,42
13	Sanmadova B	23	-18,35	4,65	21,62
14	Kamolova D	23	-18,35	4,65	21,62

following formula is used to calculate the standard deviation for a set of scores:

$$SD = \sqrt{\frac{\Sigma (X - \bar{X})^2}{N}}$$

$$SD = \sqrt{132,96/14} = \sqrt{9,49} = 3$$

Data on central tendency and dispersion are especially useful to a researcher who is comparing the behavior or performance of groups.

POST-TEST EXAM DATA FOR GROUPS 1 AND 2

GROUP	CENTRAL TENDENCY			DISPERSION			
	MEAN	MODE	MEDIAN	LOW	HIGH	RANGE	SD
1.	14,84	14	12,5	9	15	7	2,6
2.	18,35	17	19,5	15	23	10	3

The table describes that both groups generally performed better results on the exam, because the scores gained : high score in group1 is 15 out of 15; high score in group 2 is 23 out of 25. The results were achieved.

Researcher's recommendation

From the advantages of using communicative teaching method in teaching speaking English to the freshman students, I would like to give some suggestions to be considered by English teachers as follows:

1. Story telling teaching method as an alternative method of the teaching process is a good way to be applied in the first year students to improve their ability in speaking.
2. The students are more likely to be shy and afraid of taking risks in speaking the target language causing them to reach the satisfied levels of English comprehension and production should conduct a study using the story telling teaching method for their speaking class with a larger number of subjects.
3. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.
4. High appreciation from the students does not make the teachers in a hurry to add more words, sentences, and or stories building to learn. The teacher should

not rush to add new material before their students internalize the words, sentences, and or dialogues given before.

Competent teaching is only good communication, thus, English teachers should make the communicative teaching by communication.

3.2. Final reflections

In my diploma, I tried to deal with speaking as one of four basic skills and highlight its importance in everyday situations. My aim was to distinguish speaking and conversation since these terms are commonly used, but often get mixed up. I pointed out that conversation plays a crucial role in our lives and without it, we would not be able to exchange the information and share our knowledge.

Moreover, I dealt with motivation as an essential factor for language learners. To feel confident while learning to speak a foreign language, the students are supposed to be put in a „safe environment“. This prevents them from embarrassment or anxiety when they are asked to express themselves. I tried to explain this term and suggested possible ways to decrease students' concern about speaking. Due to students' different personalities and abilities to speak a foreign language, I dealt with pair work and group work as the ways of organizing the class. I mentioned the advantages of this kind of work, especially reducing tension in class, creating a pleasant atmosphere and building up students' independence and confidence. Pair

work was evaluated as more useful since it is closer to real-life situations and dealing with them is the main aim that the students are heading for.

Another area I focused on, were communicative activities and their categorization: continuing the story activities, share experiences, create a story, simulations and guessing games. I characterized them and evaluated the interaction they offer to prepare students for real-life language use. In connection with them, I dealt with terms accuracy and fluency and explained the importance of distinguishing them due to teacher's objective within the lesson. I introduced different techniques for correcting mistakes in either accuracy or fluency communicative activities and described the roles of a teacher and requirements, which he or she has to fulfill to manage the their story successfully. I presented a set of pre-taught communicative activities which I have already used in my lessons, described their objectives and provided them with my evaluation. All activities were aimed at practicing speaking in English lessons, focusing on either fluency or accuracy.

By means of this thesis, I realized how important it is for the teacher to have a great amount of information concerning teaching speaking to be able to provide the students with efficient conversational lessons. The methodology literature I was reading through enabled me to have a look at a speaking skill from a different point of view and think about this issue more deeply. All the theoretical information I gained from this literature was used in the practical part of my thesis. Based on that, I gained various, valuable findings.

One of them was realizing how important role motivation plays in the learning process. It was proved that students' progress in speaking a foreign language depends on motivation and encouragement from their teachers. I found out that if there are no stimulating factors and the students are not motivated, it leads to boredom in class. To prevent this, entertaining communicative activities and interesting topics proved to be very useful and effective. Another fact, which I found reasonable while evaluating presented activities, was distinguishing them according to the teacher's objective. The fluency activities proved to be essential while practicing fluent

conversation to prepare students for the real world. On the other hand, the accuracy activities focused on grammar and due to them, the students were given the opportunity to practice the correct use of foreign language. Since using various types of communicative activities proved very beneficial in my classes, I would like to recommend them to all teachers whose aim is to improve their students' communicative skills.

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Appendix

Teaching-learning activity I

Describe the best present/gift you have received :

Who send it? What is the gift? What is it for?

When did you receive it?

Detail information about the present.

Last year , my wife celebrated my birthday at home. She bought a electronic dictionary as birthday gift. I like the electronic dictionary very much. It's blue and quite small. It fits into my pocket. I remember at that time, my wife said to me : "she decided to immigrate to Canada with me. In future, we must study very hard .And she hoped that the electronic dictionary could help me to improve my English." On that day, I was very happy because my wife agreed to immigrate to Canada finally. Also, with the help of the electronic dictionary , I made such rapid progress that before long I began to write articles in English.

Teaching-learning activity II

Describe your latest interesting travel in detail.

When and where you go?

Whom you go with?

What things you do?

Last year, I went to Shilin with my wife. Shilin, is located about 80 kilometers from Kunming. Kunming is the capital city of Yunnan Province .It took us 3 days to get Shilin. Shilin is famous for its large areas of stone forests. All stones in Shilin are vividly shaped, resembling various figures. Some stones look like a monkey, and some stones look like a bird. In a word, the stones are fantastic. In addition, I met a classmate of Chongqing University in Shilin. We talked about the

