

**O'ZBEKISTON RESPUBLIKASI XALQ TA'LIMI VAZIRLIGI**

**NAVOIY DAVLAT PEDAGOGIKA INSTITUTI**

**“Multimedia means in teaching English at secondary school”  
mavzusidagi**

# **BITIRUV MALAKAVIY ISHI**

**Bajardi:**

**4-kurs talabasi Ganieva Dilnoza**

**Navoiy 2014**

**Navoiy davlat pedagogika instituti Xorijiy tillar fakulteti**

**Ingliz tilshunosligi kafedrasining**

2011 yil 2 - sentabr № 2-sonli majlis qaroridan

**KO'CHIRMA**

*Qatnashdilar: Kafedraning barcha a'zolari (18 kishi)*

**KUN TARTIBIDA**

2011-2012 o'quv yilida Xorijiy tillar fakulteti Ingliz tili va adabiyoti ta'lim yo'nalishi talabasi **G`aniyeva Dilnoza Shaxobiddinovnaning** bitiruv malakaviy ishi mavzusini tasdiqlash to'g'risida

**Eshitildi:**

Kafedra mudiri, katta o'qituvchi N.P.Shodmonova so'zga chiqib, kafedra a'zolarini bitiruv malakaviy ishi mavzusi bilan tanishtirdi va mavzuning dolzarbligi, bugungi kundagi ahamiyatini hisobga olib, "**Multimedia means in teaching English in Higher Educational Establishments**" nomli bitiruv malakaviy ishi mavzusini tasdiqlash uchun tavsiya qildi.

**Majlis qaror qiladi:**

1. Ingliz tili va adabiyoti ta'lim yo'nalishi bitiruvchisi **G`aniyeva Dilnoza Shaxobiddinovnaning** "**Multimedia means in teaching English at secondary school**" nomli bitiruv malakaviy ishi mavzusi tasdiqlansin.
2. Ilmiy rahbar etib **dots. M. Sulaymonov** tayinlansin.

**Kafedra mudirasi:**

**k.o'qit. N.P.Shodmonova**

Kotiba:

o'qit. M.Yu.Jo'rayeva

**Navoiy davlat pedagogika instituti Xorijiy tillar fakulteti**

**Ingliz tilshunosligi kafedrası**

*“Tasdiqlayman”* \_\_\_\_\_

**Kafedra mudirasi: k.o’qit. N.P.Shodmonova**

**2011 yil 2- sentabr**

**BITIRUV MALAKAVIY ISHI BO’YICHA TOPSHIRIQ**

**1. Talaba G`aniyeva Dilnoza Shaxobiddinovnaning bitiruv malakaviy ishi mavzusi “Multimedia means in teaching English at secondary school” 2011 yil 2- sentabrda o’tkazilgan kafedra majlisida ma’qullangan.**

**2. Bitiruv ishni topshirish muddati: 05. 05. 2012 yil**

**3. Bitiruv malakaviy ishni bajarishga doir boshlang’ich ma’lumotlar**

- a) Adabiyotlarni to’plash
- b) To’plangan adabiyotlarni turkumlash
- c) Bitiruv malakaviy ish rejasini tuzish

**4. Bitiruv malakaviy ishning tuzilishi (ishlab chiqiladigan masalalar ro’yxati)**

- a) Kirish
- b) Boblar
- c) Xulosa
- d) Foydalanilgan adabiyotlar ro’yxati

**5. Ko’rgazmali qurollar va didaktik materiallar ro’yxati.**

- a. Slaydlar

b. Jadvallar

c. Videoproyektor, ekran, proessor

6. Bitiruv malakaviy ishni bajarish rejasi:

<b>№</b>	<b>Bitiruv malakaviy ish bosqichlari nomi</b>	<b>Bajarilish muddati (sana)</b>	<b>Tekshiruvdan o'tganlik belgisi</b>
	<b>INTRODUCTION</b>	2011 dekabr	
	<b>Chapter I. Theoretical foundations of teaching speaking</b>	2012 fevral	
1.1.	<b>Prepared and unprepared speech</b>	2012 fevral	
1.2.	<b>The most common difficulties in aiding and speaking pupils of the senior forms</b>	2012 fevral	
	<b>Mistakes in speaking and how to correct them</b>	2012 fevral	
	<b>Chapter II. The communicative approach to teaching speaking pupils at the intermediate level of high school</b>	2012 mart	
2.1.	<b>The communicative approach to teaching foreign languages</b>	2012 mart	
2.2.	<b>The use of the communicative approach in teaching speaking</b>	2012 aprel	
2.3	<b>Teaching speaking of high school pupils at the intermediate level using the</b>	2012 aprel	

	<b>communicative approach during the teaching practice</b>		
	<b>Conclusion</b>	2012 aprel	
	<b>The list of the used literature</b>	2012 aprel	

**Bitiruv malakaviy ishi rahbari:**

**dots. M. Sulaymonov**

**Topshiriqni bajarishga oldim:**

**D.Sh.G`aniyeva**

**Topshiriq berilgan sana: 3- sentabr 2011 yil**

**Navoiy davlat pedagogika instituti Ingliz tilshunosligi kafedrasining  
2012 yil 10-maydagi №10-sonli majlis qaroridan  
KO'CHIRMA**

*Qatnashdilar: Kafedraning barcha a'zolari (18 kishi)*

## KUN TARTIBIDA

### 1. Bitiruvchi kurs talabalarining bitiruv malakaviy ishini himoyaga tavsiya etish

#### Eshitildi:

Kafedra mudiri, **k.o'qit.D.J.G'afurova** so'zga chiqib, ingliz tili va adabiyoti ta'lim yo'nalishi bo'yicha bitiruv malakaviy ishlari talablarga muvofiq tayyorlanganligi, ilmiy rahbar va tashqi taqrizlar ijobiyligini, tegishli me'yoriy hujjatlar rasmiylashtirilganligini ta'kidlab o'tdi.

Shundan so'ng bitiruvchi **G'aniyeva Dilnoza Shaxobiddinovna** bitiruv malakaviy ishi mavzusi "**Multimedia means in teaching English in Higher Educational Establishments**" mavzusida bajargan bitiruv malakaviy ishining dolzarbligi, maqsadi, vazifalari va bajarilgan ishdan olingan natijalar bo'yicha xulosa va tavsiyalarini so'zlab berdi.

Talaba bitiruv malakaviy ishi mavzusi bo'yicha berilgan savollarga javob berdi.

#### Majlis qaror qiladi:

1. Bitiruvchi **G'aniyeva Dilnoza Shaxobiddinovnaning** "**Multimedia means in teaching English at secondary school**" mavzusida bajargan bitiruv malakaviy ishi tugallangan tadqiqot deb hisoblansin.
2. Bajarilgan bitiruv malakaviy ish himoyaga tavsiya etilsin.

*Kafedra mudirasi:*

*Kotiba:*

*k.o'qit. D.J. G'afurova*

*o'qit. M.Yu. Jo'rayeva*

**DAVLAT ATTESTATSIYASI KOMISSIYASI RAISIGA**

**Navoiy davlat pedagogika instituti Xorijiy tillar fakulteti**

**Ingliz tilshunosligi kafedrasining bitiruv malakaviy ishi haqidagi**

## **XULOSASI**

Bitiruvchi kurs talabasi **G`aniyeva Dilnoza Shaxobiddinovnaning** “**Multimedia means in teaching English at secondary school**” mavzusidagi bitiruv malakaviy ishi kafedra yig`ilishida muhokama qilingan va Davlat attestatsiyasi komissiyasiga himoyaga tavsiya etiladi.

**Kafedra mudiri:**

**k.o`qit. D.J. G`afurova**

Navoiy davlat pedagogika instituti Xorijiy tillar fakulteti Ingliz tili va adabiyoti ta`lim yo`nalishi 4-kurs talabasi **G`aniyeva Dilnoza Shaxobiddinovnaning** “**Multimedia means in teaching English at secondary school**” mavzusidagi bitiruv malakaviy ishi himoya uchun yuborildi.

Reyting qaydnomasidan ko`chirma, bitiruv malakaviy ishi rahbari, kafedraning ishni himoyaga tavsiya etish haqidagi xulosalari, taqrizlar va boshqa barcha me`yoriy hujjatlar ilova qilinadi.

**Fakultet dekani:**

**dots. Q.D. To`xtayeva**

**BITIRUV MALAKAVIY ISHNI BAHOLASH MEZONI**



## **CONTENTS**

### **INTRODUCTION**

#### **CHAPTER I. THEORETICAL FOUNDATIONS OF TEACHING SPEAKING**

**1.1 The most common difficulties in aiding and speaking pupils of the senior forms**

**1.2 Prepared and unprepared speech**

**1.3 Mistakes in speaking and how to correct them**

#### **CHAPTER II. THE COMMUNICATIVE APPROACH TO TEACHING SPEAKING PUPILS AT THE INTERMEDIATE LEVEL OF HIGH SCHOOL**

**2.1 The communicative approach to teaching foreign languages**

**2.2 The use of the communicative approach in teaching speaking**

**2.3 Teaching speaking of high school pupils at the intermediate level using the communicative approach during the teaching practice**

### **CONCLUSION**

### **THE LIST OF USED LITERATURE**

*“...it is not possible to separate the education from discipline, they are like a pair of wing of a flying bird.”*

## INTRODUCTION

Communicative language teaching focuses on language as a medium of communication. We use language to get things done. It recognizes that there is something that we need find out, or something that we want to say and communicate and it takes that as the reason why we speak language, why we want to communicate with others. For this reason communicative language teaching concentrates in fulfilling specific language functions or tasks, for example such as greeting, introducing yourself, you may want to express likes and dislikes, you might want to enquire about somebody's hobbies, interests, you might want to find directions to someplace. They are actually very concrete things that you want to do with language. So the theme of our diploma work is the communicative approach to teaching speaking pupils at the intermediate level of high school.

Our work is devoted to the method of teaching the speech. But for the beginning let's examine what is speech. Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. So because of that we can say that the actualization of our work is high.

In the given work we tried to explain that represents the communicative approach and how to train speaking with its help. The aim of the given degree work is working out of the concept of a complex of exercises for training speaking in English by means of the communicative approach.

To achieve the aim we have to execute the following objectives:

- theoretically substantiate the meaning of the communicative approach as a whole;
- to define the role of a teacher and a learner in the realization of teaching speaking;
- to analyze the effectiveness of the communicative approach in teaching speaking at the intermediate level at a secondary school.

**Theoretical significance** for this work is methodological research on the work of advanced foreign language teachers.

---

<sup>1</sup> I.Karimov Yuksak ma'naviyat yengilmas kuch.Ma'naviyat .: 2008

Practical significance of this paper is determined by the fact that the developed material and proper tasks and exercises make available the use of this work as a manual in teaching a foreign language at classroom or as a given homework, or as a useful material for elective additional courses of foreign language at school.

**The novelty** of the research is in the use of the innovational methods in teaching speaking at the intermediate level.

**The object of research** is a speech act as a communicational action that speakers perform by saying things in a certain way in a certain context.

**The subject of research** is the process of teaching speaking.

**Material under analysis:** works of prominent Methodists , experimental work at school during the teaching practice.

**The methods** applied: descriptive, experimental, and analytical.

**The paper consists** of introduction and two chapters followed by conclusion. The first chapter is about the most common difficulties in aiding and speaking a foreign language. Also it consists of psychological and linguistic characteristics of the speech. Further we find differences between prepared and unprepared speech and in this chapter we learn to find mistakes of pupils and how to correct them. In the second chapter are given the exercises, which help the teachers to obtain results in teaching speaking by communicative approach.

## **CHAPTER I. THEORETICAL FOUNDATIONS OF TEACHING SPEAKING PUPILS OF SENIOR FORM**

### **1.1 The most common difficulties in aiding and speaking**

Aiding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When aiding a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in aiding: (1) linguistic material for aiding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented.

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in aiding. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. [1, 13].Phonetic difficulties appear because the phonic system of English and Russian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English:

И -- s tr -- tr A -- o s -- z a: -- o

И -- f dr -- dg d -- z t -- tr o: -- ?:

w -- v d -- v n -- rj ae -- e

Pupils also find it difficult to discriminate such opposites as: o: -- o, a -- A, i: -- i, u: -- u. They can hardly differentiate the following words by ear: worked -- walked; first -- fast -- forced; lion -- line; tired -- tide; bought -- boat -- board.

The difference in intonation often prevents pupils from comprehending a communication. For example, Good morning (when meeting); Good Morning (at parting).The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: The horse is slipping. The horse is sleeping. They worked till night. They walked till night. The opposites are often misunderstood, for the learners often take one word for another. For example: east-- west, take -- put; ask -- answer. The most difficult words for aiding are the verbs with postpositions, such as: put on, put off, put down, take off, see off, go in for, etc.

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: to work -- work; to answer -- answer; -ed as the suffix of the Past Indefinite and the Past Participle.

The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for aiding: The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology, etc).

The voice of the speaker also influences pupils' comprehension. Pupils who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when aiding in a foreign language. Speaking a foreign language is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a new language in school. The stimuli the teacher can use are often feeble and artificial. The pupil repeats the sentence he hears, he completes sentences that are in the book, he constructs sentences on the pattern of a given one. These mechanical drill exercises are, of course, necessary; however, when they go on year after year without any other real language practice they are deadening. There must be occasions when the pupils feel the necessity to inform someone of something, to explain something, and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language.<sup>2</sup>

Another factor of no less importance is a psycho-linguistic one; the pupil

---

<sup>2</sup> Rogova G. Methods of teaching English. Leningrad, 1975. - 312p.

needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his pupils to unprepared speaking through prepared speaking.

### 1.2 Prepared and unprepared speech

Pupils' speech in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form. He can speak on the subject following the plan made either independently at home or in class under the teacher's supervision. His speech will be more or less correct and sufficiently fluent since plenty of preliminary exercises had been done before.

Speech and oral exercises. We must distinguish speech and oral exercises for they are often mixed up by the teacher. Speech is a process of communication by means of language. For example, (1) a pupil tells the class a story about something which once happened to him; (2) the teacher asks questions on the story read by the pupils at home and starts a discussion; (3) pupils speak on the pictures suggested by the teacher, each tries to say what others have not mentioned; (4) pupils listen to the story and get some new information from the text; (5) they see a sound film and learn about something new from it, etc. Oral exercises are used for the pupils to assimilate phonetics, grammar, and vocabulary. They are mostly drill exercises and the teacher turns to them whenever he works at enriching pupils' knowledge in vocabulary and grammar, at improving pupils' pronunciation, etc. For example, reciting a rhyme or a poem is considered to be an excellent oral exercise for drilling pronunciation and for developing speech habits. Making up sentences following the model is an excellent oral exercise for fixing a sentence pattern and words which fit the pattern in the pupils' mind. Making statements with the words or phrases the teacher gives is another valuable oral exercise which allows the teacher to retain them in his pupils' memory through manifold repetitions.

Oral exercises are quite indispensable to developing speech. However, they only prepare pupils for speaking and cannot be considered to be "speech" as some teachers are apt to think and who are often satisfied with oral exercises which pupils perform following the model; they seldom use stimuli for developing pupils' ausing and speaking in the target language. In order to get a better understanding of what speech is we are to consider the psychological and linguistic characteristics of speech.

### 1.3 Mistakes in speaking and how to correct them using computers

It is natural while learning a foreign language that pupils make mistakes. They make mistakes in auditing when they misunderstand something in a text. They make mistakes in speaking when pupils mispronounce a word, violate the order of words in a sentence, misuse a preposition, an article, use wrong intonation, etc. The teacher's main aim is to prevent pupils' errors. There is a good rule: "Correct mistakes before they occur." In other words, careful teaching results in correct English, i. e., pupils make very few mistakes. However, they make them, and the problem is how to correct pupils' errors.

If a pupil misunderstands something when auditing, the teacher should do his best to ensure comprehension. He suggests that the pupil should either listen to the sentence again; if he does not understand it properly the teacher or the classmates help him to paraphrase the sentence or translate" it, or see it written. The latter often helps if pupils do not get used to hearing, if they are eye-learners. As far as speaking is concerned it is the teacher who corrects pupils' mistakes. It is a bad habit of some teachers to ask pupils to notice mistakes when their classmate is called in front of the class to speak.

This is due to the following reasons. Firstly, pupils' attention is drawn, not to what the classmate says, but to how he says it, i. e., not to the content, but to the form. If we admit that the form may not always be correct, then why should we concentrate pupils' attention on the form? Moreover, when pupils' attention is centered on errors, they often do not grasp what the classmate says, and that is why they cannot ask questions or continue the story he has told them.

Secondly, the pupil who speaks thinks more about how to say something instead of what to say. No speaking is possible when the speaker has to concentrate on the form. He makes more errors under this condition. More than that, he often refuses to speak when he sees the classmates raise their hands after he has uttered his first sentence. This does not encourage the learner to speak.

Accordingly when a pupil is called to the front of the class to speak, the class is invited to follow what he says so that they may be able to ask questions or to go on with the story when he stops.

There is a great variety of techniques at the teacher's disposal. He selects the one that is most suitable for the occasion.

1. If a pupil makes a mistake in something which is familiar to him, it is preferable to correct it at once. But in order not to confuse the pupil and stop his narration the teacher helps the child with the correct version.

Pupil: My mother gets up at 7 o'clock.

Teacher: I see, your mother gets up earlier than you.

Pupil: Yes, my mother gets up at 7.

2. If a pupil makes a mistake in something which he has not learned yet the teacher corrects his mistakes after he has finished speaking.

Pupil: She first visited us in 1960.

She is a good friend of ours since.

The teacher gives the correct sentence: She has been a good friend of ours since.

If many pupils make the same mistakes, for instance, in prepositions (go in instead of go to), articles (the Moscow instead of Moscow, or Volga instead of the Volga), in tense forms (the Present Continuous instead of the Present Indefinite) the teacher makes note of them and gets the pupils to perform drill exercises after answering questions.

The teacher should not emphasize incorrect forms in any way or they will be memorized along with the correct ones, for instance: Books is. Do you say "books is"? You shouldn't say "books is". What should you say?

## CHAPTER II. THE COMMUNICATIVE APPROACH TO TEACHING SPEAKING PUPILS AT THE INTERMEDIATE LEVEL OF HIGH SCHOOL

### 2.1 The communicative approach to teaching foreign languages

Short survey on the history of the communicative approach. With the rapid development of politics, economics, science & technology, direct contact among nations has become more and more frequent, people are forced to seek perfection, simplicity and practicality in learning. The coming of information era has shifted people's attention to language function from language structure in a way that language is a communicative vehicle to convey information. Studies on FLT methodology must focus on the social and vocational or academic needs of adult learners of foreign languages, rather than on the psychological procedure of learning or simply on language structures or forms. Most researchers in FLT methodology concentrated their studies from social-linguistic perspective upon the social features of language and social needs for language learning. This ideological trend in theory is the seed out of which the communicative Approach grew. The goal of learning a language is to help learners master the communicative competence but not merely get high marks in exams. In modern times, it is well-known that a foreign language is playing an important and passive role in international exchange. In order to develop economics, cooperate and compete with others, every country must first be able to share its ideas, information material quickly with one another. Naturally, it has an urgent need for its personnel to get rid of language barriers and to master a commonly -used foreign language. English

is just the very representative that best suits the situation. Thus, the communicative approach was first used in its teaching. This method appeared in Western Europe in the 1970's, which helps learners improve the capacity of communication. During the process of its coming into being, it had some other nicknames. Because it laid emphasis on the social function of language learning, it was once called the Functional Approach. Moreover, it advocated using notion to organize teaching, which was named the Notional Approach. As time went by, especially, language was using to communicate with each other, function and notion were in harmony. Therefore, it was called the Functional-Notional Approach. For instance, where is the post office? The inquiry is function, and the location of this post office is notion. Like any scientific invention history, the communicative approach has experienced a long history of maturity and it had been surveyed by many people before it was formally known to the world. From the appearance and historical facts mentioned above, to some extents we do know that to learn a foreign language is to acquire a vehicle to communicate. Emphasis should be laid on its practical use, learning must meet the needs of pupils, who are led to learn in use or for application and that verbal actions of language can't be divorced from situations and situations stay with social and cultural lives .The rise of the communicative approach benefits from the development of modern social psychology, morphology, sociology and linguistics. That is to say, their experimental research becomes the firm and solid theoretical foundation of this method. After World War II, some super national groups were formed for economic reasons, such as European Economic Community (EEC), council for mutual Economic Assistance (CMEA), Association of Southeast Asian Nations (ASEAN) and so forth, kinds of people with professional skills are in great demand. At the urgent time, most schools adjusted their syllabus and pedagogy. The communicative approach is characterized by such facts that language teaching is based on communication and opposed to systematization and gradation, texts are well constructed and can meet the needs of different pupils, i.e. English for Special Purpose (ESP). The teacher's leading role is to prepare teaching materials so as to instruct pupils to communicate in practice consciously and create some language situations to practice language freely. This means considers the pupils' mistakes in grammar to be normal. They are like inter-language when we began to learn our native language, which marks the levels of language learning. Thus, when we find the pupils made mistakes in language learning, we don't have to point them out hastily or hurriedly so as not to bother their attention. In actual fact, the final and essential purpose of learning a foreign language is to communicate with others. Maybe some people want to ask if it is necessary to explain grammar in high schools. As an effective & reasonable approach, grammatical explanation is unavoidable, including mother tongue and

translation.

The procedure of communicative teaching method can be divided into three steps: contact, imitation & drill and free expression. The Communicative Approach is composed of many elements, such as the social, cultural, psychological elements and that of daily life. Most of them do not belong to the category of language itself. Teaching English should follow the principles of English language teaching. Writing and translating should be based on reading and speaking lessons. From basic sentences to composing essays, writing is a long process. The teacher is supposed to work from simple to complex, such as using given phrases to make sentences then link the sentences into paragraphs. The pupils must remember some important structures and own some amount of vocabulary, especially, the usage of five kinds of simple sentence. In the beginning, the teacher may advise the pupils to imitate, retell or rewrite some learned materials. In another way, the sentence translation is necessary, the pupils may write an essay on a given situation or on a certain topic when we find some versions useful, we can ask the pupils to recite some fabulous expressions. Each week, the teacher may get them to accomplish a composition and give them a detailed evaluation, particularly error -correction .In fact, the pupils who are experienced at writing and translating are also good at grammar and language. The Communicative Approach is becoming popular. Whereas, there are still many obstacles to the implementation of it .The popularity of this approach must result in the improvement of the English teacher's quality. An English teacher must have standard oral English, rich knowledge of linguistics and terrific experience in the use of teaching methods or aids. What's more, the redaction of a suitable textbook is necessary. Nowadays, this is the turning point from exam-oriented education to quality-oriented education. The concept and policy for education should be transformed without any delay.

"Communicative Approach" has been quite popular recently.

"Communicative Approach" sounds perfect in theory, but it will have some problems after being put into practice. From the literal meaning, we can know that the main emphasis of "Communicative Approach" is "communication". So the main task of teachers is to teach pupils how to communicate in English efficiently. Under this precondition, "communication" is divided into several kinds of "functions", such as asking directions, ordering dishes at restaurants, buying airline tickets or chatting on the Internet. Each one is regarded as a function. When introducing one function, teachers give pupils some key words, sentences or phrases and design some activities for pupils to practice what they learn. The purpose is to train pupils to ask directions, order dishes at restaurants in English by themselves.

However, there is a big problem here. "Communicative Approach" is

conditioned to ESL (English as a Second Language). There is a condition of this approach: there should be an environment of ESL. That is, pupils have to use English to order dishes at restaurants so that they can get enough practice. However, the environment is different, and it is an environment of EFL (English as a Foreign Language). Nobody orders dishes in English. If we do not take this difference into consideration and still imitate the western style to teach pupils to order dishes in English at the local classrooms, pupils will lose many opportunities of practicing repeatedly.

The way to solve this problem is to rearrange the orders of language functions according to the local environment. For example, how can you do when a foreigner ask you directions? How to chat with foreigners at pubs? How to ask your superior for a raise of salary in a foreign company? In other words, teachers should teach pupils the functions that they can use immediately after learning in native environment. Besides, teachers can also make good use of classroom environment to provide pupils with communicative learning activities. For instance, teachers can use "paired practice", "group work", "problem-solving and information-gap activities", "role-playing and dramatization", "playing games", "singing songs" and so on. There are so many activities for teachers to choose from. If those activities can be really exercised in classrooms, pupils surely will like learning English.

Another problem is how to correct pupils' mistakes in pronunciation, grammar and so on. Many pupils are too concerned about their mistakes in pronunciation and grammar when speaking English. In order to break this mental barrier of many pupils and encourage them to speak English, many teachers encourage pupils to put grammar and pronunciation aside first and speak English. Then teachers would gradually correct pupils' mistakes. This kind of encouragement is also one of the basic points of "Communicative Approach." The spirit of encouragement sounds ideal, but it may result in some problems. The toughest one is how and when to correct pupils' mistakes. How long can teachers allow pupils to speak incorrect English? What mistakes should be corrected? When to correct pupils' pronunciation and grammar? How to solve all these problems depends upon teachers' judgments and choices. To sum up, a well-trained and experienced teacher plays an important role in "Communicative Approach." When pupils play activities like "paired practice", "group work" or "role-playing", a good teacher knows how and when to move around, provide immediate help and collect pupils' mistakes to discuss late after the activities are over.

Moreover, another problem of "Communicative Approach" is that teachers may have difficulty in evaluating pupils' performance. Usually at schools, pupils'

grades mainly come from the results of written tests. However, as long as "Communicative Approach" is put into practice, pupils' performance of listening, speaking, reading and writing should all be taken into consideration. Otherwise, the evaluation of pupils' performance will not be that fair. However, we all know that it is not quite easy for teachers to evaluate pupils' performance of speaking and listening. There is a method to solve this problem.

"Communicative Approach" is aimed at training pupils' listening and speaking, so it relatively ignores the training of reading and writing. The ability of writing and reading is quite important for an intellectual to enter universities, study abroad, read plenty of original books, hoop up into the international webs looking for information, write papers or dissertations in English, etc. All these cannot be acquired merely from "Communicative Approach". Therefore, "extensive reading" can compensate for the fault of "Communicative Approach" and the two can work side by side. Let's take vocabulary for example. According to the spirit of extensive reading, teachers provide pupils with reading materials that they are interested in. The vocabulary of the reading materials should be arranged according to the frequency and difficulty. Teachers can ask pupils not to check the dictionary for every new word, and encourage them to comprehend from the context. The main principle of extensive reading is speed, quantity and consistency. It is unnecessary for pupils to understand every word. So is the same with "Communicative Approach." If you order dishes at restaurants in America, you may hear something you do not understand. But you do not check the dictionary. As long as you understand the main idea of what you hear, the communicative function is achieved. So is the same with extensive reading. What teachers should do is to find reading materials suitable for pupils and encourage them to read consistently.

What are some examples of communicative exercises?

In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the pupils to introduce themselves and ask their classmates for information. They are responding to a question. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

Later during the class, as a reinforcement listening exercise, the pupils might hear a recorded exchange between two English freshmen meeting each other for the first time at the Gymnasium doors. Then the teacher might explain, in English, the differences among greetings in various social situations. Finally, the teacher

will explain some of the grammar points and structures used.

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called "Eavesdropping," is aimed at advanced pupils.

Instructions to pupils: Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.

Who was talking?

About how old were they?

Where were they when you eavesdropped?

What were they talking about?

What did they say?

Did they become aware that you were listening to them?

## 2.2 The use of the communicative approach in teaching speaking

Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as separate subjects within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perspective. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class.

‘Machure M’ in his book named as ‘Oracy-current trends in Context’ (1988) termed this process as “oracy” means ‘oral communication’ or “oral language”. It includes both listening and speaking.

Willbrand M. L. & Riecke R.D. in their book named as ‘Teaching oral communication in Elementary schools’ (1983) defined ‘Oral Communication’ as

the process of interacting through heard and spoken messages in a variety of situations. And instruction which integrates the teaching of listening and speaking over various situations has been termed “the communicative approach to language teaching.”

The communicative approach is relative new, as most of the teachers and prescribed texts separate the instruction of listening and speaking. Usually when listening and speaking are separated, specific skills are identified in each area and a sequence of these skills is established. No particular attention is given to the situation, or context, in which a specific skill is to be used, as the focus is on teaching listening and speaking and not on communication. We can develop listening skill by conducting the entire lesson in that language only. We may make use of Audio-Visual aids such as tape-recorder, gramophone etc. we may make the pupils to listen to Radio lessons to develop the skill. Moreover we may develop the listening skill by ear-training exercises, by articulation exercises, by mimicry exercises or by exercises in fluency. We may develop the speaking skill by giving picture lessons, by saying and doing exercises, by arranging oral composition, by developing the ideas on the topic within their range, by reproducing telling or completing a story, by dramatization, by arranging talks and discussions, by asking questions. But special attention is not given to the situation or context, in which a specific skill, listening or speaking, is to be used. When specific attention is given on a situation or a context and develop these skills we follow communicative approach.

Classroom Implementation. Little research has been done to indicate how the above characteristics might best be operationalised in the classroom, but some literature does exist on the subject.

1. Fundamentally it is important to establish an appropriate physical and psychological atmosphere in the classroom. Instructors must be dedicated to the belief that oral communication is an important for learning and be willing to arrange classroom furniture so that talk between pupils in large and small groups is convenient. The psychological atmosphere should be one in which pupils feel comfortable and take increasing responsibility for their own learning.

2. Students suggested specific ways in which teachers effectively model listening in the classroom. So that they should follow communicative approach. These include the following:

- (a) Providing a wait time for pupils to answer.
- (b) Engaging in attending behaviors such as eye contact and responsive facial expression.

- (c) Giving pupils undivided attention when they are speaking.
- (d) Providing a supportive climate by being approachable.
- (e) Not interrupting pupils.
- (f) Withholding judgments until pupils have finished speaking and
- (g) Giving prompt and thoughtful responses to pupils' questions.<sup>3</sup>

3. Robinson S. in his book named as “Oral language Developing pragmatic skills and communicative competence” has suggested that instructors can model the use of various speaking skills within appropriate classroom settings so that they should follow communicative approach. Important conversational skills include turn taking imitation strategies maintenance strategies and termination strategies. Coakley and Wolvin (1991) have viewed one of instructor's role as that of presenter, and with that role such practices as speaking clearly with adequate volume and engaging listeners by means of appropriate nonverbal behavior can be modeled.

4. Many authors have suggested creative activities for involving pupils in various kinds of talking experiences. Drama, role-playing, puppetry, debate, formal reporting and small and large group discussions have been covered in language arts text books.

5. There are two types of communicative activities that can be implemented in the class. One controlled communicative activities and the other, free communicative activities. Controlled communicative activities include situations creation, guessing games, information gap exercises, exchange of personal information etc. and free communicative activities include pair work and group work, eliciting, role play etc.

6. To follow communicative approach in the class, one should use workouts. Workouts are language learning and language using activities, which enhance the learner's overall acquisition process, providing by the teacher with variety of ways through which to make this process engaging and rewarding. Samples of such workouts are presented here under different categories.

6. 1. Operations/ Transformations enable learners to focus on semantico-grammatical features, which are necessary when aiming at accuracy in language use. All learners require such predictable and controlled workouts at times if their goal is to achieve accuracy in language production an interpretation. For example element of language are added, deleted, substituted, recorded, or combined; alternative language elements are presented so that learners must make a choice.

6.2. Warm-ups/Relaxes are motivational workouts, which add an element of enjoyment and personal involvement. They can be used at various points during

---

<sup>3</sup> Coakley and Wolvin in their book named a “Listening in the educational environment” (1991)

the examinations, especially when a relief of tension or a change of pace is called for. For example, games, songs, physical activities, puzzle.

6.3. Information-Centered Tasks enable learners to use the language naturally while being fully engrossed in fact gathering activities. For example, share-and-tell in the classroom, gathering information outside the classroom, treasure hunts outside the classroom, interviews with peer and others.

6.4. Theatre Games encompass all activity types, which simulate reality within the classroom situation. These workouts are especially important since they enable the language session to broaden its context beyond the four walls of the classroom. For example, improvisation (creating a scene based on a given setting or situation); role playing (assuming the role of someone else, or playing oneself in a typical situation); play enacting; story telling.

6.5. Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language. For example, interacting with another or others based on incomplete information; interacting with others to change their opinions; talking one's way out of difficult situation.

6.6. Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self.

6.7. Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a "whole-task" process. For example, small group discussions around topical, political or local issues; posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement.

6.8. While similarly "whole-task" focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms; providing language to complete visual display such as a cartoon or photograph; making judgement about people's motives and intentions; putting sentence elements in sequence (the strip story.)<sup>4</sup>

---

<sup>4</sup> Robinson S. in his book named as "Oral language Developing pragmatic skills and communicative competence" (1988)

Considerably more research has been done on how to teach specific listening skills than on how to teach speaking skills. More research has defined listening either as unitary skill or a series of sub skills such as noted by Lundsteen in his paper 'Listening : Its Impact at All Levels on Reading and the Other Language Arts'. These sub skills include (a) selecting facts and details (b) sequential ordering (c) selecting a main idea (d) summarizing (e) relating one idea to another (f) inference making and (g) critical listening which includes analyzing comprehension is viewed as a set of sub skills , it appears that these skills can enhance the learning of these skills. Little or no research exists as to whether these specific sub skills are needed to cognitively structure a speaker's message, but reviews of listening research have indicated that elementary pupils' receiving direct instruction in specific listening skills do improve in those skills. It is noted by person D & Fielding L. in their research .

#### Communicative Speaking Tasks.

A communicative task is a "goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms" (Willis 1996: 36). Several classifications of communicative speaking tasks have been proposed. For example, Harmer (1982) distinguishes between communicative tasks and uncommunicative tasks in terms of their communicative purpose, communicative desire, focus, range of language, teacher role, and degree of control in material. Gower et al. (1983) classify speaking into three types: controlled activities, guided activities, and creative communication.

#### Types of communicative exercises.

Warming-up exercises. When people have to work together in a group it is advisable that they get to know each other a little at the beginning. Once they have talked to each other in an introductory exercise they will be less reluctant to cooperate in further activities. One of the pre-requisites of cooperation is knowing the other people's names. A second one is having some idea of what individual members of the group are interested in. One important use of warming-up exercises is with new classes at the beginning of a course or the school year. If you join in the activities and let the class know something about yourself, the pupils are more likely to accept you as a person and not just as a teacher. A second use of warming-up activities lies in getting pupils into the right mood before starting on some new project or task.

#### Self-directed interviews

Aims: Skills -- writing, speaking

Language - questions

Other -- getting to know each other or each other's points of view

Level: Intermediate

Organization: Pairs

Preparation: None

Time: 10-30 minutes

Procedure:

Step 1: Each pupil writes down five to ten questions that he would like to be asked. The general context of these questions can be left open, or the questions can be restricted to areas such as personal likes and dislikes, opinions, information about one's personal life, etc.

Step 2: The pupils choose partners, exchange question sheets and interview one another using these questions.

Step 3: It might be quite interesting to find out in a discussion with the whole class what kinds of questions we asked and why they were chosen.

Variations: Instead of fully written-up questions each pupil specifies three to five topics he would like to be asked about, e.g. pop music, food, and friends.

Remarks: This activity helps to avoid embarrassment because nobody has to reveal thoughts and feelings he does not want to talk about.

Jigsaw tasks. Jigsaw tasks use the same basic principle as jigsaw puzzles with one exception. Whereas the player doing a jigsaw puzzle has all the pieces he needs in front of him, the participants in a jigsaw task have only one (or a few) piece(s) each. As in a puzzle the individual parts, which may be sentences from a story or factual text, or parts of a picture or comic strip, have to be fitted together to find the solution. In jigsaw tasks each participant is equally important, because each holds part of the solution. That is why jigsaw tasks are said to improve cooperation and mutual acceptance within the group. Participants in jigsaw tasks have to do a lot of talking before they are able to fit the pieces together in the right way. It is obvious that this entails a large amount of practice in the foreign language, especially in language functions like suggesting, agreeing and disagreeing, determining sequence, etc. A modified form of jigsaw tasks is found in communicative exercises for pair work. Jigsaw tasks practice two very different areas of skill in the foreign language. Firstly, the pupils have to understand the bits of information they are given (i.e. listening and/or reading comprehension) and describe them to the rest of the group. This makes them realize how important

pronunciation and intonation are in making yourself understood. Secondly, the pupils have to organize the process of finding the solution; a lot of interactional language is needed here. Because the language elements required by jigsaw tasks are not available at beginners' level, this type of activity is best used with intermediate and more advanced learners. In a number of jigsaw tasks in this section the participants have to give exact descriptions of scenes or objects, so these exercises can be valuable for revising prepositions and adjectives. Pair or group work is necessary for a number of jigsaw tasks. If your pupils have not yet been trained to use the foreign language amongst themselves in situations like these, there may be a few difficulties with monolingual groups when you start using jigsaw tasks. Some of these difficulties may be overcome if exercises designed for pair work are first done as team exercises so that necessary phrases can be practiced. The worksheets are also meant as stimuli for your own production of worksheets. Suitable drawings can be found in magazines. If you have a camera you can take photographs for jigsaw tasks, i.e. arrangements of a few objects with the positions changed in each picture. Textual material for strip stories can be taken from textbooks and text collections.

Some of the problem-solving activities are also a kind of jigsaw task.

The same or different?

Aims Skills -- speaking, listening comprehension

Language -- exact description

Other -- cooperation

Level: Intermediate

Organization: Class, Pairs

Preparation: One copy each of handout A for half the pupils, and one copy each of handout S for the other half.

Procedure: Step 1: The class is divided into two groups of equal size and the chairs arranged in two circles, the inner circle facing outwards, the outer circle facing inwards, so that two pupils from opposite groups sit facing each other. All the pupils sitting in the inner circle receive handout A. All the pupils in the outer circle receive handout S. They must not show each other their handouts.

Step 2: Each handout contains 18 small drawings; some are the same in A and S, and some are different. By describing the drawings to each other and asking questions the two pupils in each pair have to decide whether the drawing is the

same or different, and mark it S or D. The pupil who has a cross next to the number of the drawing begins by describing it to his partner. After discussing three drawings all the pupils in the outer circle move to the chair on their left and continue with a new partner.

Step 3: When all the drawings have been discussed, the teacher tells the class the answers.

Variations: The material can be varied in many ways. Instead of pictures, other things could be used, e.g. synonymous and non-synonymous sentences, symbolic drawings, words and drawings.

Techniques the teacher uses to develop hearing.

To fulfill the task the teacher must train his pupils in listening comprehension beginning with the first lesson and throughout the whole period of instruction. These are the techniques the teacher uses for the purpose:

1. The teacher uses the foreign language:
  - (a) when giving the class instructions;
  - (b) when presenting new language material (words, sentence patterns);
  - (c) when checking pupils' comprehension;
  - (d) when consolidating the material presented;
  - (e) when checking pupils' assimilation of the language material covered.

These are the cases when the target language is used as a means of communication and a means of teaching. There is a great deal of auding in all the points of the lesson. This raises the problem of the teacher's speech during the lesson. It should be correct, sufficiently loud, clear, and expressive. But many of the teachers are too talkative. We can hear them speaking most of the time. Moreover, some teachers speak a great deal in mother tongue. Conducting a lesson in a foreign language gives the teacher an opportunity to develop pupils' abilities in hearing; to train them in listening to him attentively during the lesson; to demonstrate the language as a means of communication; to provide favorable conditions for the assimilation of the language; to perfect his own speaking skills; to keep his own speech under control, i. e., to keep himself from undue talkativeness.

2. The teacher uses drill and speech exercises for developing listening comprehension. We can group drill exercises into exercises designed for

overcoming linguistic difficulties, and exercises which can eliminate psychological difficulties.

The first group of drill exercises includes:

(a) phonetic exercises which will help the teacher to develop his pupils' ear for English sounds:

- Listen to the following words and raise your hands when you hear the words with [ae] (The teacher says: desk, pen, ten, bag, etc.)

- Listen to the following pairs of words and say in what sound they differ: pen -- pin; bed -- bad; eyes -- ice; white -- wide.

(b) lexical exercises which will help the teacher to develop pupils' skills in recognizing words:

- Listen to the words and recognize the word boy among other words: a baby, a toy, a boat, a boy, a girl.

- Listen to the following words and raise your hands when you hear the words referring to plants: street, tree, grass, class, flower, tower.

- Listen to the following sentences and say whether the word country has the same meaning in both sentences:

I usually spent my holidays in the country.

The Soviet Union is a large country.

(c) grammar exercises which help the teacher to develop pupils' skills in recognizing grammar forms and structures:

- Listen to the following words and raise your hands when you hear words in plural: desk, tables, book, box, pens, books, boxes, etc.

- Listen to the following sentences and say in which one the word help is used as a noun.

He can help you. I need his help.

The second group of drill exercises includes:

(a) exercises which help the teacher to develop his pupils' auditory memory:

- Listen to the following words and try to memorize them. (The teacher pronounces a number of words pointing to the object each denotes: a carrot, a potato, a cucumber, a tomato. Afterwards pupils are told to point to the object the teacher names.)

- Listen to the phrases and repeat them. The teacher says: on the table, in the box, near the blackboard.

- Listen to the sentences and repeat them. (The teacher says: I like tea. Ann doesn't like tea. She likes milk.)

- Listen to the sentences and repeat them in the same sequence. (The teacher says: In the evening we have tea. I like it very much. The teacher may increase the number of sentences for pupils to memorize.)

(b) exercises which are designed for developing pupils' attention:

- Listen to the following text: I have a sister. Her name is Ann. Mike has no sister. He has a brother.

Now say what the name of Mike's sister is.

- Listen to the text. (The text follows.) Now say which sentence was omitted (added) when you listened to it a second time.

(c) exercises which develop pupils' visual imagination:

- Listen to the following definition and give it a name: We write with it on the blackboard. We take it when it rains.

- Listen and say which season it is: It is cold. It often snows. Children can skate and ski.

(d) exercises which help the teacher to develop his pupils' logical thinking:

- Listen to the sentences and say whether they are logically arranged: Her name is Mary. This is a girl.

Drill exercises are quite indispensable to developing pupils' skills in listening comprehension.

Speech exercises are designed for developing pupils' skills in auditing. Several groups of exercises may be suggested:

1. Exercises which teach pupils to understand texts different in content, form, and type. Pupils are asked to listen to a description or a narration; the text may be a dialogue, it may deal with the life of people whose language the pupils study, or with the pupils' environment.

- Listen to the story. Your task is to define its main idea. You should choose one among those suggested by the teacher.

- Listen to the story. Your task is to grasp as much information as you can. While auditing try to put down key words and sentences; they will help you to convey the context of the story.

2. Exercises which develop pupils' skills to understand a text under different conditions. Sound producing aids should be extensively used for developing pupils' auditing, as pupils are supposed to understand not only their teacher's speech, but other people speaking the target language, including native speakers. Besides, sound producing aids allow the teacher to supply pupils with recorded speech different in speed and voice. Before pupils are invited to listen to the text the teacher should ensure that all the words and grammar are familiar to the pupils otherwise language difficulties will prevent them from understanding the story. Thus, if there are some unfamiliar words, the teacher introduces them beforehand; he either puts them down on the blackboard with the mother tongue equivalents in the sequence they appear in the text, or he asks pupils to pronounce the words written on the blackboard if he plans a talk on the text afterwards, and pupils are to use these words in their speech. Then the teacher should direct his pupils' attention to what they are going to listen to. This is of great importance for experiments prove that if your aim is that your pupils should keep on talking on the text they have heard it stimulates their thinking and facilitates their comprehension of the text.

The following tasks may be suggested to draw pupils' attention to what they are auditing:

- Listen and try to grasp the main idea of the story. You will be asked questions later on.

- Listen and try to grasp the details. You will have to name them.

- Listen and make a plan of the story.

- Listen to the story and try to finish it (think of the end of the story).

- Listen to the story. You will ask questions on it afterwards.

- Listen to the text. You will retell it afterwards.
- Listen to the story. We shall have a discussion on it. Etc.

When pupils are ready to listen, the text can be read to them. If it is the teacher who reads or tells the story, he can help pupils to comprehend the text with gestures. If the text is recorded, a picture or pictures can facilitate comprehension. The pupils listen to the text once as is usually the case in real communication. Then the teacher checks their comprehension. If they have not understood it, they are told to listen to the text again. The teacher can use a dialogue to help pupils to understand the text after they have listened to the story for the first time, i. e., he may ask questions, make statements on the text for pupils to agree or reject them.

Checking pupils' comprehension may be done in many ways depending on the stage of instruction, pupils' progress in the language, and other factors. In any case, however, it is necessary to proceed in order of complexity from mere recognition to reproduction. The procedure may be:

general questions

special questions

wrong statements

The teacher checks his pupils' comprehension only.

a) pupils' questions on the text

b) making a plan

c) telling the text according to the plan (it may be done in a chain-like way)

d) reciting the text

e) giving the gist of the text

f) written reproduction of the text

g) discussing the text

The teacher checks pupils' comprehension and develops their speaking skills on the basis of the text heard. Skills in hearing must be built up gradually. The teacher begins with a story containing 3--4 sentences. He uses pictures, gestures to help pupils to understand it. Gradually he can take longer sections and faster speeds with less visual help and in more difficult language. The teacher must

bear in mind that careful grading in all these ways is of the utmost importance. Texts, stories to be read or recorded should be interesting and fairly easy.

Techniques the teacher uses for teaching speaking.

There are two forms of speaking: monologue and dialogue. Since each form has its peculiarities we should speak of teaching monologue and teaching dialogue separately. In teaching monologue we can easily distinguish three stages according to the levels which constitute the ability to speak: (1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until pupils learn how to make up sentences in the foreign language and how to make statements. To develop pupils' skills in making statements the following procedure may be suggested:

Pupils are given sentence patterns to assimilate in connection with situations.

The sentence pattern is filled with different words. Thus pupils can express various thoughts. For example:

I can see a....

P u p i l 1: I can see a blackboard.

P u p i l 2: I can see a picture.

P u p i l 3: I can see a map, etc.

I am fond of ...

P u p i l 1: I am fond of music.

P u p i l 2: I am fond of classical music.

P u p i l 3: I am fond of pop music, etc.

We are proud of...

P u p i l 1: We are proud of our country.

P u p i l 2: We are proud of our sportsmen.

P u p i l 3: We are proud of our school, etc.

Pupils are invited to perform various drill exercises within the sentence patterns given:

- substitution: I have a book (a pen);
- extension: I have an interesting book,  
I have an interesting book at home;
- transformation: He has a book,  
He has no book;
- completion: If I have time I'll ... .

Pattern practice, of course, makes no pretence of being communication. However, pattern practice for communication is what playing scales and arpeggios are to a musician. Each pattern will have to be repeated many times with a great variety of changes in its contents until the pattern becomes a habit. Pupils make statements of their own in connection with the situations suggested by the teacher.

Give it a name.

Teacher: We write with it.

Pupil: It is a pencil (pen).

Make statements on the picture.

Teacher (silently points to the picture of a cat)

P u p i l 1: This is a cat.

P u p i l 2: This is a black cat.

Say the opposite.

Teacher: I live in Gorky Street.

Pupil: I do not live in Gorky Street,

Teacher (pointing to the boy): He likes to play hockey.

Pupil: I don't like to play hockey.

When pupils are able to make statements in the foreign language within grammar and vocabulary they have assimilated their speech may be more complicated. They should learn to combine statements of various sentence patterns in a logical sequence.

2. Pupils are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, and then they do it without any help.

Therefore the pupil's utterance involves 2--4 sentences which logically follow one another. At this stage pupils learn to express their thoughts, their attitude to what they say using various sentence patterns. Thus they learn how to put several sentences together in one utterance about a subject, an object, etc.

3. After pupils have learned how to say a few sentences in connection with a situation they are prepared for speaking at discourse level. Free speech is possible provided pupils have acquired habits and skills in making statements and in combining them in a logical sequence. At this level pupils are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own; of course, this being done within the language material (grammar and vocabulary) pupils have assimilated. To help pupils to speak the teacher supplies them with "what to speak about". The devices used for the purpose are: visual aids which can stimulate the pupil's speaking through visual perception of the subject to be spoken about, including a text read; audio aids which can stimulate the pupil's speaking through auditory perception of a stimulus; audio-visual aids when pupils can see and hear what to speak about.

Modified. Pupils enact the dialogue with some modifications in its contents. They change some elements in it. The more elements (main words and phrases) they change in the pattern the better they assimilate the structure of the dialogue:

- Will you help me, sonny?
- What shall I do, Mother?
- Will you bring me a pail of water?
- Certainly I will.

The use of pictures may be helpful. Besides pupils use their own experience while selecting the words for substitutions. The work should not be done mechanically. Pupils should speak on the situation. As a result of this work pupils master the structure of the pattern dialogue (not only the contents), i. e., they can use it as a model for making up dialogues of their own, that is why pattern dialogues should be carefully selected.

The first two stages aim at storing up patterns in pupils' memory for expressing themselves in different situations, of course within the topics and linguistic material the syllabus sets for each form.

3. Pupils make up dialogues of their own. They are given a picture or a verbal situation to talk about. This is possible provided pupils have a stock of patterns, a certain number of phrases for starting a conversation, joining in, etc. They should use those lead-response units they have learned in connection with the situation suggested for a conversation.

2.3 Teaching speaking of high school pupils at the intermediate level using the communicative approach during the teaching practice.

Teaching speaking of high school pupils at the intermediate level using the communicative approach was applied by us during our teaching practice. The theoretical results of our research were used in the teaching practice at school-lyceum №15 in 9th grades.

We had two grades - the 9 "a" and the 9 "b", one of them was taught according to the teaching programme, while the second one was taught by communicative approach. It means that the first grade read the texts, got acquainted with the grammar, made the exercises according to the theme of the lesson; and the second grade answered for the questions for the text they had read, retold it, gave their own opinions about it, there were the kind of exercises that could be employed to teach learners about the cultural background of the target country, and of course simply introducing a few new rules, e.g. a limit on the number of questions or a time-limit they are transformed into games. We used some activities that help us to achieve the results and to prove the effectiveness of the communicative approach in teaching foreign language. We want to share our experiences with you. Here are some of them.

Holding communicative activities aimed at the development of communicative skills, was a significant event in the life of this class, since it is, on the one hand, the culmination of a lot of work of class, and with another - a serious test for pupils on self-reliance and resourcefulness. After all, along with the implementation of predefined communicative acts, they had more than once during the lesson to respond to the communicative actions of other characters, most often produced, but often quite unexpected for the other learners.

During the practice, as well as in the process of training for foreign language was drafted by the characteristics of the above class. But due to the fact that the lessons were conducted in only one grade over which the experiment was conducted, consisting of 24 persons, it is this grade we have developed a detailed description.

A grade of 24 people consisted of 14 girls and 10 boys. The class observed the community of social interests, not only on training activities, but also the visits to various clubs and sections. It turned out that most boys attend martial arts

circles. And the girls attend the language courses. It was determined that the group has no obvious leader, and this contributed to the cohesion and organization of the class in the implementation of general affairs, how to collectively plan and distribute tasks among themselves. The overall level of behavioral discipline is high, and to the individual violators of discipline the grade is negative. It should be noted also that each pupil has a free moral-psychological position. All the above was taken into account in the preparation and conduct of the class in different communicative activities. The lessons significantly increased the interest and the personal ownership of pupils to attend classes. It should be noted also that, focusing primarily on the pleasure derived from the process of the communication, the pupils can aware of the inherent purposes, directed at developing the skills of dialogic and monologic speech, consolidation of vocabulary and grammar on new topics, training, interpersonal communication. Communicative activities were held in class on a regular basis and pupils are accustomed to them, so at the beginning of the new topics they found out the prospect of a new activity.

Communicative activities we used during the lesson of English language helped to develop pupils' cognitive skills, the ability to independently construct their knowledge, analyze information and make the learning process creative, concise and focused as the pupils relaxed and lively.

In our work, we often ask pupils to hold impromptu "radio - TV" on certain subjects, to serve as a guide or a travel agent (the study of so-cultural character), replacing the original game such a boring monologue utterance, using the mini-quizzes and mini - contests. For example, when fixing vocabulary theme "Country and the City" and testing designs there is \ there are, we have pupils prepare a "radio - television program" whose purpose was to attract tourists in any city at any resort or in some any country. Also with this game, pupils consolidate the skills of the education degrees of comparison adjectives and use of comparative constructions.

The competition consisted of several tasks: 1. For a limited time to make the largest possible number of proposals with a comparative constructions, using adjectives in the comparative degree, of course, defend the advantages of living in their city, country, region. 2. Make a mini-description of "their" city, country, region, using superlatives and designs there is \ there are. 3. Think of the quatrain of "his" city, country, region, etc., using the vocabulary on the topic "Countries and cities", and construction there is \ there are.

During the teaching practice we have regularly applied also to role activities. Analyzing the methodological literature, we selected the following types of role-playing activities:

\* communication games;

- \* communicative situations in role-plays and problem-solving;
- \* socialization.

1. Activity Based essence of the communicative-based language teaching is implemented in the "here and now". The situation "here and now" is carried out in the lesson: \* Create opportunities for speech-cognitive creative learners; \* the process of foreign language speech-cognitiveness materializes directly at the time of the speech situation; \* foreign-language communication is a spontaneous experience.

Along with this increased the importance of the methodical organization of the learning process (it's-the-process-that-matters). At the present time three-part form of communicative performance-oriented tasks are becoming more common (three-phase framework). Almost any task can be done (and it increases the efficiency of work) in 3 phases: preparatory (pre-activity), executive (while-activity), outcome (post-activity). Work-based tasks, including execution of tasks - the isolation of the desired language material - the inclusion of new material in the practice of speech (Fulfillment-Focus-Facilitation of use). The humanistic approach to learning creates a positive environment for the active and free development of personality in action. In general terms, these conditions are as follows: each participant group communication remains the focus of attention than others; contradictory, paradoxical, even the "wrong" judgments, but showing the independence of pupils on their active positions let be encouraged; academic norms are considered separate violations of language rules (errors) and random errors (mistakes).

It should be noted that speech errors in communication not only possible, but normal. Conversational Grammar (spoken grammar) permits certain deviations from the grammar of writing. Communicative-oriented teaching IYA means forming a school of communicative competence (CC). As its components can be distinguished linguistic, discursive, conversational, pragmatic (practical), socio-linguistic, strategic, thinking competencies (L. Bachmann).

Communicative-oriented teaching FL possible in an authentic process of socialization of the learners. In this context, the notion of "authentic" involves not only the use of the lesson "taken from life" of educational material, but also create appropriate conditions for natural methodically study communication. To this end, training is provided under a rehearsal of real use of language - rehearsal of actual language use.

The principle is carried out: 1. using tasks of speech interaction (interactive activities); 2. with tasks involving the "digital divide" of participants (information gap). Assignments can take various forms: picture gap>> matching tasks; text gap>> jigsaw reading; knowledge gap>> complete-the-table tasks; 3. with the use

of problem-speech-cogitative mental tasks (sequencing, cause-and-consequence reasoning, guessing, comparison and contrast, discovery ...); 4. using organized role-based communication; 5. with the use of spontaneous communication.

During the FL lesson we used organized RPG communication. It allowed us to build the trainees' communication skills in a number of specially selected "real life" situations. Role-playing organized in accordance with the developed plot, distributed roles and relationships.

These and some other tasks form the trainees have the necessary social skills of communication. For the success of role-playing games pupil must learn at least a minimum of dialogue unity in the English language, which develop during the exercise. Before you enter the reception given in the educational process, it is necessary to work hard. Consequently, to organize the communication within the role-playing you should build those skills in the learning process. To achieve these goals are used:

1. a) exercises to practice expressions of the etiquette character; b) exercises aimed at developing skills in talking on the phone.

2. Exercises to train pupils in the preparation a microdialog in pairs within the proposed situation.

3. Pupils are invited to a dialogue sample, which is the basis for drawing up their own dialogue. Work is conducted in stages: read the dialogue on the roles, paying attention to the replica to be assimilation; read the dialogue, in order to restore the missing replica; staging of a dialogue with the reproduction replicas for his roles; separate compilation of dialogue, similar to this, but in other situations of communication.

#### Useful Shopping Phrases

- Do you give credit?
- Do you have a loyalty card?
- Does it have a warranty?
- Can I pay by cheque?
- Do you offer a cash discount?
- Could I have a VAT receipt, please?
- Could I leave my bags here and pick them up later?

## Answers/Comments

- We take all the major credit cards.
- We only accept cheques with a cheque card.
- We are offering 6 months free credit with no deposit.
- Sorry, no.
- Yes, certainly.

There are personal changes of pupils (they become more sociable, easier to go to a frank conversation, more independent in making decisions, etc.) The activity level of pupils of 9b rose to 39%. All this shows a good performance role-playing games in class English. Thus, the opinions and interests of pupils contributed to an atmosphere of cooperation, which, in turn, was an important condition for increasing the motivation of pupils to study a foreign language and, in general, improved learners' achievement. Each student, even the weakest, shows off his skills and abilities. Excitement of competition leads to achieve better results. These lessons are aimed at achieving a positive result, improves the quality of education, raise the motivation to study a foreign language. Today we should keep pace with the times and it is these methods of teaching, we believe, helped us make our lessons effective, exciting, colorful etc. Therefore, we believe that the modern English lesson should be progressive, interesting, informative and creative. And this requires a great desire, creativity, knowledge of information technology, faith in themselves and in their intelligent and inquisitive learners.

Diagnostic quality of knowledge held in the form of final testing. To do this, pupils are asked to perform a test in English. Test results showed the growth of pupils' achievement. Growth of the quality of pupils' knowledge in 9 "A" in English was 100%. You can track and see how much has improved pupils' achievement in the diagram shown by us below. This results of the five week study.

Diagram № 1. The progress of 9 "A" grade's learners.

Comparing the results of testing the 9 «B» grade, where we have not conducted any research, we can trace the following results:

Diagram № 2. The progress of 9 "B" grade's learners.

In reaching the conclusions we can certainly say that our research is successful. So, with the help of communicative technology, we managed to make

our lessons interesting, useful, effective and contributed to improving the quality of pupils' outcomes.

At the end of our study the pupils were offered the questionnaire to identify the relationship to the English language. Q: What subjects do you like to learn, and what not to like? A positive response on the English language gave 99% of the pupils. Application forms suggest that there is a comfortable situation for English lessons and an interest in the subject for most pupils. The second questionnaire was aimed at identifying preferred forms of work in the classroom of English language learning of new words, i.e. a new lexical material, and grammar. Q: What forms of work in class do you like? The results show that the communicative activities are the favorite form of pupils in class in English.

Diagnosis of learning outcomes showed that in the parallel grades the grade, where classes are held regularly with the communicative activities, pupils' performance is higher. At the end of the study were the sectional works, testing to determine the level of assimilation of the material. The results showed that pupils significantly better able to absorb those subjects were used the communicative activities. Performance on lexical and grammatical topics studied in the traditional manner, were significantly lower.

## CONCLUSION

In the early lessons of many language courses, pupils are encouraged to concentrate heavily upon pronunciation and grammar, while vocabulary is introduced only very slowly. The idea seems to be that even if one has very little to say, that little bit should be said correctly. Pupils can worry a great deal about the machinery of language, but they worry rather little about real communicating much of anything. Under such circumstances, learners have to think about an awful lot of things in order to construct even a simple sentence. They are supposed to force their mouths to produce sounds that seem ridiculous. They have to grope desperately for words that they barely know. They have to perform mental gymnastic trying to remember bizarre grammatical rules. All these challenges are a fatal distraction from what skillful speakers worry about - the message that they want to convey. If early learners have to worry about getting everything correct, they cannot hope to say anything very interesting. They simply cannot do everything at once and emerge with any real sense of success.

We are definitely in favor of the communicative approach. However, we have seen very competent teachers who don't follow it. For example, they teach grammar the old-fashioned way by giving example sentences and explaining the meaning of the structure, formation rules, etc. They use colors and examples from the pupils' lives, and eventually they have some drilling exercises.

The teacher's personality and effectiveness plays a central role in the method's success. Nevertheless, we think the communicative approach is a theoretically sound but that doesn't mean the traditional grammar drilling exercises are not effective especially if used after a communicative activity in which pupils might be later directed to an important structure that they should have used or did not use correctly. Many ESL/EFL authors argue for a mixture of focus on grammar and also focus on communication.

Challenging yet pleasurable communicative approach promotes positive attitude toward the daily study in language learning. Pupils working in groups have comprehension activity, journal sharing, question discussion and role-playing of the characters in the books or plays. Communicative approach not only lightens classroom anxiety but also promotes pupils cooperative learning and enhances their communication abilities.

A predominantly communicative activities produce fluency but not accuracy. And a predominantly grammar course produces accuracy but no fluency. Therefore, a peaceful merge produces the best results.

In the course of this work we investigated the theoretical framework of communicative teaching methods speaking, and provide practical examples from our practice. It was made an attempt to reveal the communicative method of teaching, with a view to its practical application in teaching English. In order to ensure the mastery of the English language as a means of communication and learning tool, to develop skills of understanding speech in English at a normal pace with unlimited topics.

In the theoretical part of the work the next points are considered:

1. the basics of speaking, as a means of communication, as a kind of verbal activity: there were considered the most common difficulties in auding and speaking, the types of speech and its characteristics.
2. the origin of the communicative approach, its features, its use in teaching speaking and its pros and cons.

According to the theoretical study on the theme of this thesis allowed to make the following conclusions:

1. The advantage of the communicative teaching method may include the following: pupils are still supposed to interact with each other, they are given a chance to speak and this is what should be of primary importance.
2. The disadvantages of the communicative teaching method may include the following: giving pupils the possibility of uncontrolled practice may result in lack of discipline and disorder during the lesson. If the pupils are required to communicate with each other it always produce a certain level of noise, and this not tolerated by all teachers as it goes against their traditional belief that a good class is a quiet one.

During the passage of the state teaching practice in school-lyceum №15 in high school we made the following findings that the main difficulties in teaching speaking should include motivational issues, such as:

- pupils hesitate to speak a foreign language, afraid to make mistakes, to criticism , afraid to make mistakes, undergo to criticism;
- students do not understand the speech backside;
- pupils have a lack of language and speech resources to the task;
- students do not involved in brainstorming the subject of the lesson, for whatever reasons;

· students do not withstand the required number of lengthy communication in a foreign language

The communicative methodology is centered in helping the pupil develop certain skills and abilities: oral interaction and expression, hearing and reading comprehension, and writing expression. In each class pupils will be lead to practice English in contextualized, practical and everyday situations through activities with predefined goals.

In conclusion it should be said that the communicative teaching method views language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or to find out. In this teaching method importance is placed on helping the pupil get the message delivered. This is what really matters: if the pupil can understand and be understood. So we hope that we proved the usefulness and the effectiveness of the communicative approach in teaching speaking at the intermediate level at a secondary school.

## THE LIST OF USED LITERATURE:

1. I.Karimov Yuksak ma'naviyat yengilmas kuch.Ma'naviyat .: 2008
2. Alexander, P., J. Kulikowich and T. Jetton (1994) The role of subject - matter knowledge and interest in the processing of linear and non linear texts. Review of educational Research, 64, 2, pp. 201-252
3. Anitchkov I., SaakyantsV. Methods of teaching English. Moscow, 1966. - 248p.
4. Бугаев Н.И. Обучение - это общение.// Народное образование Якутии- 1992 №2 с.37-49
5. Berns, M. S. (1984). Functional approaches to language and language teaching: Another look. In S. Savignon & M. S. Berns (Eds.), Initiatives in communicative language teaching. A book of readings (pp. 3-21). Reading, PA: Addison-Wesley.
6. Ben-Barka, A. C. [1982]. In search of a language teaching framework: An adaptation of a communicative approach to functional practice. (EDRS No. ED239507, 26 pages)
7. Dobson, J.M. (1974). Effective Techniques for English Conversation Groups. Rowley, Mass.: Newbury House.
8. Dubin, F and M. Margol (1977). It's Time To Talk: Communication activities for learning English as a new language. Englewood Cliffs, New Jersey: Prentice - Hall.
9. Finocchiaro, M. & Brumfit, C. (1983). The Functional-Notional Approach. New York, NY: Oxford University Press.
10. Gerngross, G., & Puchta, H. (1984). Beyond notions and functions: Language teaching or the art of letting go. In S. Savignon & M. S. Berns (Eds.), Initiatives in communicative language teaching. A book of readings (pp. 89-107). Reading, PA: Addison-Wesley.

11. Heyworth, F. (1978). *The Language of Discussion. Role-play exercises for advanced students*. London: Hodder & Stoughton.
12. Harmer Jeremy. *The practice of English language teaching*. L. - New York, 1991.-296p.
13. Henry. J. 1994 *Teaching through projects*. London. Kogan Page Limited.
- Johnson, K. and K. Morrow (eds.) (1981). *Communication in the Classroom*. London: Longman.
14. Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge University Press.
15. Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
16. Littlewood, W. (1981). *Language teaching. An introduction*. Cambridge: Cambridge University Press.
17. Littlewood, W. T. (1983). *Communicative approach to language teaching methodology (CLCS Occasional Paper No. 7)*. Dublin: Dublin University Trinity College, Centre for Language and Communication Studies. (EDRS No. ED235690, 23 pages)
18. Moskowitz, Y (1978) *Caring and Sharing in the Foreign Language Class*. Rowley, Mass.: Newbury House. Das, B. K. (Ed.) (1984). *Communicative language teaching. Selected papers from the RELC seminar (Singapore)*. Anthology Series . (EDRS No. ED266661, 234 pages)
19. Omaggio, A. (1976). "Real communication: Speaking a living language." *Foreign Language Annals* Vol.9. No. 2, pp. 131 - 133.
20. Pattison, P. (1987). *The communicative approach and classroom realities*. (EDRS No. ED288407, 17 pages)