



# THE COMMUNICATIVE METHOD IS THE BASE FOR TEACHING FL

Alzhanova Ainash

L.N. Gumilyev Eurasian National University, Kazakhstan, Astana

## ABSTRACT

The article is devoted to using communicative method in foreign language class. The author presents integrated materials as the means of communicative method, used in teaching foreign language class. The author tries to prove that the communicative method is the best way to develop students' communicative competence. The aim of the communicative approach is to provide students with real life communication lessons that try to reflect the natural progression of language learning. The emphasis of genuine communication that imitate real life situations is supposedly more fun and more helpful for the students as they are learning a language in situations that it is used every day.

The communicative method is the base for any other techniques that are being used while teaching students of any age the foreign language. It is obvious, every learner gets more information, remember new vocabulary better in positive a little bit relaxing atmosphere rather than being under pressure and in strict frames of behavior. The method that is being observed is the essential in teaching any foreign language: learners become more talkative and sociable while discussing and exchanging the opinions within the group.

The interactive communication that is part and partial of communicative approach makes lessons "alive" bright, whenever students play games aiming development speaking or any other type, sing English songs, play situational role plays in lessons, they always want more.

**KEYWORDS:** Communicative competence, text-based materials, task-based materials, authentic materials, presentation, role-play, situational tasks.

## Introduction

Specialists, known foreign language especially English are much in demand in our country, because Kazakhstan is mastering new technology and developing its international relationship with other countries and business like co-operation with foreign colleagues. Moreover, president of Kazakhstan Nursultan Nazarbayev said in his message to his people "We should work to breakthrough in learning English language. Having this lingua franca of the modern world will reveal new and unlimited opportunities for each citizen of our country" (Nazarbayev N.A. 2014).

Knowing foreign language is necessary for young specialists to run their future work more active and useful, get information from foreign sources, write a report or a scientific work in foreign language, participate in the scientific conference and seminars, communicate with colleagues especially foreigners in their professional and business field. Especially today when the economic crisis only has started, the worst is yet to come, young people, intelligent people, those who really care about the current situation in the country, should do whatever it takes to overcome hard times. There are some ways to deal with the issue; most of them are related to the international relations with the other countries. The President made some trips to foreign countries, to call for intercommunication with the investors from highly-developed countries. Therefore, young citizens of Kazakhstan should know international English language to solve the problems and develop further and make better future for the next generations.

In our country, at our university fresh-comers learn general foreign language the whole first academic year (winter and spring semesters). At schools as a rule they were taught FL, but when students enter the university, we, teachers, are facing the difficulty almost in each group: students have different level of English; sometimes they come with Elementary level. There is a rule for all students of non-linguistic specialties: all must learn Intermediate English.

Students have difficulties to speak foreign language in real environment even if he knows all grammar structures and rules very well, it means he is lack of communicative competence. In order to develop students' communicative competence with the help of communicative method at the lesson, it is necessary to create conditions for students to speak freely, using materials they have learnt. One of the effective methods in teaching foreign language is communicative method, which directs to understanding and mastering foreign language, trains to behave and feel freely in any situations and in foreign environment as well.

The Communicative Approach of teaching English is a method that overtook older and more traditional methods such as the Grammar-Translation Method. These older methods worked on the assumption that students wanted to master the target language and studied for years before being able to use the target language competently in real life situations.

The idea is to make the target language more relevant to real world situations rather than the classroom.

There are many activities that teachers can employ when using this method. As stated above, pair work, group work, and role plays work well. Also, interviews, games, surveys and learning by teaching are also good activities to carry out. Before carrying out any activities, it's advisable to ensure that students have enough vocabulary and understanding of the situation in which they are learning. Students don't really need to be knowledgeable about English grammar or the rules thereof, but instead they need to know what language is used for any given situation. For example, when practising ordering inside a restaurant, students need to know how to make requests, ask for information, etc.

## Literature review

Using of communicative method in teaching foreign languages began in 60s in Great Britain. At that time, English language was formed as an international language. From time to time this method was widely used in teaching foreign languages to improve learners' speaking skills and became actual topic for most methodologists, scientists, educational specialists. Among them we can say the scientists of Russia such as I.L. Bym, Y.I. Passov, A.A. Leontyev, G.A. Kitaygorodskaya, I.A. Zimnaya. This method was not only investigated by Russian scientists, but also met in foreign scientists' works such as G.E. Pifo, R. Allright, G. Widson, U. Littlewood, Savinyon. Scientists from Kazakhstan such as A.I. Abylkasymova, Yusupova I.V., M.Zh. Zhadrina, Rochina Y.V., K.Zh. Aganina have given much attention to this field (Kargina Y.M. 2014).

I.V. Yusupova noted several ways of communicative method to develop students' communicative competence, which may be helpful in foreign language class:

1. Technology of games
2. Situational discussions
3. Interactive teaching
4. Adaptation for the stage
5. Project work
6. Discussion
7. Case study
8. Module teaching (Yusupova I.V. 2012)

Every stage that is mentioned above is needed to be observed and discussed deeper. The communicative method will be not so effective without gaming. We know while gamings in English lesson students are much happier than doing an ordinary exercise from the book.

While discussing an up-to-date topic students become braver, they always have what to say, share opinions with each other and develop speaking skills that is a trigger.

Interactive teaching is a key of successful learning. Much of the information comes with the interaction nowadays. Everybody interacts in order to get useful information. The ways of interaction varies. So interactive teaching is part of the communicative method. It cannot be replaced with the other direct, strict teaching.

Adaptation to the stage is necessary for learners. To have nice and positive results one should understand the task or what is being asked and adapt to the way it proceeds to achieve the goal (in our case the goal is to make students speak as fluently as they can).

Project work teaches each member of project-work member to have a sense of responsibility. Every student is involved in educational process. While someone searches for the proper information the other one can analyze or one should make paper-based part of the project (e.g. make posters or cards). The advantages of project work activity are fascinating for learners. The skills of being able to work in a team will help to learners further on in their growing-up real life.

Discussion is better if it begins naturally during the lesson. They could choose the topic by themselves. Students talk about the things they are interested in. Otherwise sometimes it is also useful if students come to the discussion type of lesson well-prepared (it means that students already have some information, e.g. latest facts, statistics, some newspapers cuts). Teacher may give some ideas considering the themes of the coming discussion.

Case study sometimes is been put aside while teaching English. But it is really worth the time spent on it. Case study includes many types of different exercises plus the creative work as the conclusion.

Module teaching is good for the adult learners, in our opinion. It is when the whole working program is divided into some different parts. For example, this year foreign language teaching process was divided into two modules. Each has an own direction. They are: Generalized political communication sphere and Generalized professional communication sphere.

According to Y. V. Rochina, professionally-oriented materials can establish bilateral links: first student improves his special knowledge, second student masters a language. He stated basic and necessary conditions, taking into consideration that a foreign language is effective instrument for any specialty:

- to define a goal of speaking manner in foreign language;
- to determine social and professional direction of this field;
- to define students' creative abilities through giving them individual tasks;
- to create positive psychological environment for students (Rochina Y.V. 1978).

The third point here is very important. It relates and reflects in the world's best scientists words. Michio Kaku believes that in future there will be no teachers and many other workers we have in present days. The ability to think creatively is essential. Mr. Kaku is right. That is why students should develop their creative skills through the communicative approach.

The Eurasian national university of Leo Nikolaevich Gumilyev is the second house, the second family for thousands of people; for students – it is their groups, for teachers and employees of administration – collective. The current year is special for our native university: in May we celebrate the 20 anniversary. 20 years – the whole life and history filled with loud victories, belief in the best and incredible work of all numerous collective rallied in a uniform family.

In university on Pedagogy lessons we carried out discussions, having got acquainted with classics of pedagogical literature not subject to time: "Pavlyshsky high school" of V.A. Sukhomlinsky, "Flags on towers" of A.S. Makarenko, "Hello children!" Sh. A. Amonashvili. Often, really, 50 precious minutes are not enough to discuss each detail of works which are diamonds of classic Pedagogy literature full of experience and the most important – love for children.

The younger generation that we observe in recent years, skillfully, has versatile thinking, possesses determination of achievement of the objectives. Certainly, this fact can't but please their mentors. Having trained in a teaching experience, there is a wish to note the great motivation of learners. For example, students of "Social Work" specialty Zakirtay U. and Nazhimedenova A. have organized English club for youth, where learners from different faculties, various specialties can deepen knowledge of the English grammar, play thematic games, sing modern songs in English; and everything occurs in the friendly positive atmosphere. Students act as moderators, that's creates comfort for communication.

One more bright example is that learners can think up and develop some interesting elements of a technique of teaching independently caused by their need based on the accumulated knowledge. As the proof the idea of the student of faculty of Information Technologies Imanberdi A., has showed use of the chart of Euler-Wenna for studying and in the subsequent, fixing, phrase combinations (phrasal verbs) of English can serve (in particular consisting of verbs and pretexts). Having made experiment among second-year students of the not language specialties learning the professional focused foreign language (English), this method they have found approval and it is called effective for the learners.

#### Methodology

Foreign language is taught for about 1500 first year students in ten faculties (Economy, Philology, Architecture and design, Natural sciences, Physical tech-

nical, Transport energy, Information system, Social sciences, History) of L.N. Gumilyev Eurasian National University. After finishing this course, they have the following speaking skills:

- to talk about his/her family member, friend and about himself/herself;
- to speak about the location of a thing, an animal and a person;
- to describe a thing or a person;
- to explain a behavior of his/her friend;
- to ask an information or give an information;
- to express his/her ideas;
- to change a theme of the conversation;
- to ask for a help or to offer a help;

Through communicative method we can improve students' speaking skills, developing it with professional direction (professionally-oriented foreign language will be taught at the second year), it means students will be able to:

- to give an information through proving his/her thoughts;
- to state an information logically;
- to make a conclusion and confirmation;
- to keep up a conversation with your partner;
- to ask different questions to get necessary information;
- to answer quickly for the questions;
- to continue a conversation;
- to use active vocabulary of that field correctly;

For the investigation and survey, students of the first year were chosen, who study general foreign language, doing their bachelor degree on Religion in Gumilyev Eurasian National University. Because religion issues are being developing in our country. That is why, today lexis has been integrated in terminology in this field and a lot of texts have been presented. It is essential to attract students' attention to this subject, making them understand how it is important for their future specialty, to fix words, word combinations and texts, connecting with transport and transport technologies in their mind through exercises and different methods. During one term materials, used in general foreign language class were divided into three types to conduct the lesson very useful and effective:

1. Text based materials – texts, tasks, given for the text (questions, oral exercises). The text is a complex communicative unit consisting of lexical minima in certain vocation that provides practical knowledge required in future careers (Seitenova S.S. 2013). Interesting tasks, understandable and professionally directed titles and context of the texts, giving new information to students, connected with their specialties can arouse their interest in this subject. For example, we can take the following themes, connecting with religion: "Types of religion", "Buddhism", "Judaism", "Muslim", "Christianity", "The religion of the future", "Current situations" and etc. These themes must be reflected in the texts, covered not only professional vocabulary but also different information and practiced by the questions and oral exercises.
2. Task based materials – dialogues, role plays, situational tasks, presentations, discussions. For speaking tasks, students are given more time than for writing and reading tasks. Materials, mentioned above need enough time to think, create, and prepare their speech. The more a teacher uses speaking tasks based on topic, the more students try to practice a language. There are a lot of types of games, used at the lesson: role plays, language games, business games. Role plays are one of the effective ways of communicative method. This method can improve the following abilities of the students: to act any person, to use language expressions, to express their ideas, to agree with somebody, to avoid an argument, to solve the problems, to know the strategy of speaking, to know the forms of the language and use them properly (to thank, to offer, to ask, to agree, to excuse, to apologize, to argue, to stand against and etc.). The basic provisions of role plays: a) the problem must be covered, b) the characters must be connected with the problem. Having revised previous theme on transport, teacher used cards with roles and distributed to the students to practice the materials. There were written some roles such as salesman, customer, instructor, learner, manufacturer, supplier, presenter, and colleague. (1. Introducing yourself and your talk: For those of you who don't know me, my name is...; I'm here today to talk about/tell you something about...; I'm going to be speaking about...; Feel free to ask questions as we go along... 2. Structuring the presentation: Firstly/Secondly/Thirdly/Finally...; Let's now look at...; Moving on, I'd like to say something about...; Now we come to... 3. Referring to visuals: As you can see in this slide...; This slide/transparency shows... 4. Concluding: To sum up...; In conclusion...; I'd just like to repeat my main points...; Are there any questions?). (Kavanagh M. 2009).
3. Authentic materials – materials, taken from real life, magazines, newspapers, news, pictures, internet and etc. Nowadays information technology is being rapidly developed. That is why, it is obligatory for us to use information resources in professionally-oriented foreign language lesson. These materials give an opportunity for students not only develop their listening, speaking skills and awake their interest in, but also they make them be

informed about latest news. If the pictures, taken from magazines, newspapers, advertisements are colorful and impressive, students will learn by heart new words by sight. For example, while comparing old car with modern model of the car, they learn exterior and interior parts of the car and memorize them quickly. Students can take necessary information quickly and accurately through internet. If a class has internet access, and students are provided by computers, a teacher can write several questions on the cards and distribute them to search the answers on internet. Students try to find correct answers in few minutes.

During the lesson students showed their activeness and interests. First of all they paid a great attention to the meaning and translation of the words, connected with their specialty. They tried to take part in different tasks, to speak English, to express their ideas. Most of all, learners were fond of interactive communication

in the lessons: they were enjoying playing thematic games (80 per cent of games were aiming developing speaking skills, 20 – for writing; generally speaking, all interactive techniques are for making the lesson less stressful for learners and building the positive rapport between teacher as a mentor and learners as an audience).

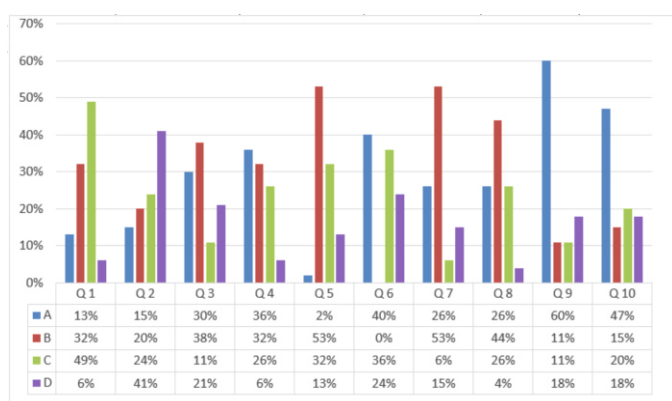
#### Survey analysis

During the term, different ways and tasks of communicative method were used in foreign language class. At the end the first year students, who are majoring Religion Studies (Faculty of Social Sciences), participated in our survey. The goal of the survey is to define the role of communicative method in developing students' speaking competence. The survey consisted of ten questions and each question was given four variants:

| Table № 1                                                                                         |                                                |                                           |                                                                      |                                              |
|---------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------|----------------------------------------------|
| Questions                                                                                         | Answers                                        |                                           |                                                                      |                                              |
|                                                                                                   | A                                              | B                                         | C                                                                    | D                                            |
| Q 1.What is your level of English?                                                                | Elementary                                     | Pre-Intermediate                          | Intermediate                                                         | Upper-Intermediate                           |
| Q 2.How do you prefer learning English?                                                           | Individually                                   | In pairs                                  | In the group                                                         | With teacher                                 |
| Q 3.Which ways do you think the most effective to learn English?                                  | By remembering conversations and dialogues     | By speaking with other students           | By problem solving                                                   | By learning new words                        |
| Q 4.Which ways of communicative method give you an opportunity to speak English freely, fluently? | Using mass media materials and tasks for texts | Role plays                                | Situational questions                                                | Presentations                                |
| Q 5.What do you pay attention to when working with texts?                                         | To the size of the text                        | To the new words in the text              | To the new information in the text                                   | To the given tasks                           |
| Q 6.What does role play teach you?                                                                | It improves my activity                        | It gives an opportunity to prove yourself | It gives an opportunity to use vocabulary, connecting with the theme | It gives an opportunity to work in the group |
| Q7.What peculiarities do situational questions have?                                              | They are interesting                           | They improve thinking skills              | The questions are always different                                   | They teach how to solve problems quickly     |
| Q8.What opportunities does presentation give you?                                                 | To use vocabulary, connecting with the theme   | To speak freely in front of the students  | To establish communication with audience                             | To show computer skills                      |
| Q 9.How mass media materials should be selected in foreign language class, in your opinion?       | Interesting and understandable                 | Rich of vocabulary                        | Full of New information                                              | Provided with new technology                 |
| Q 10.What did you achieve with the help of communicative method?                                  | Enlarged my vocabulary                         | Improved my communicative competence      | Learnt how to speak freely in any theme                              | Improved my activity                         |

The results of the survey is given in Table № 2

Table № 2



According to the 1st question the diagram shows that students' level of English 13% - elementary, 32% - pre-intermediate, 49% - intermediate, 6% - upper-intermediate. It shows that most students can speak, understand and express their ideas in English. This indicator gives an opportunity for students to be active and behave with confidence and for teacher to use communicative method in the class.

For the question "How do you like learning English", 41% of students prefer learning with teacher. It shows that they believe in teacher, and depends on teacher's activity. 24% of students prefer learning in the group, 20% in pairs. A great attention is given to pair and group works in communicative method. The lowest percentage was given to the answer individually 18%. It is more difficult to learn foreign language individually than in whole group.

According to 3rd question 38% of students thought that they can master foreign language through speaking with other students in the class. 30% of students marked the answer through listening other students' conversation. Then they paid much attention to learning vocabulary (21%), because they understand knowing words is necessary for their future specialty. Few students gave their preference for the answer through problem solving (11%). It is defined that students are still lack of confidence and have difficulties in solving problems.

Most students gave their preference for mass media materials and oral tasks for texts (36%), for role plays (32%), for situational task (26%). However, few students do not like making presentations (6%).

Working with professional texts is obligatory in foreign language class. It was necessary to know what for students pay attention to, while reading the text, in order to make students understand the text better. 53% of students try to understand the meaning of new words in the text, 32% of students are interested in new information in the text, they want to take necessary and useful information for them. 13% of students pay attention to the tasks given for the text. It was surprising when it was defined that students do not pay attention to the size of the text (2%).

According to students' opinion, it can be said the role plays develop their activeness at the lesson (40%). Also students think that the role plays can give an opportunity to use more words, connected with the theme (36%) and to work with other students in the group (24%). Unfortunately, students cannot prove themselves through role plays as it was expected (0%).

Next question was what peculiarities situational tasks have. 53% of students think that situational tasks can improve their thinking abilities. It is true because in order to solve problems and make a decision the thought must be well grounded with the help of situational questions. 26% of students chose the variants that they are very interesting and 15% of them teach how to solve a problem quickly. Few students pay attention to the variety of the questions (6%). Survey results show that a presentation makes them to speak easily in front of the audience (44%). Also they can use English words (26%) and establish communi-

cation with the audience (26%). We know that most of students are knowledgeable in computer, but they think that it is not so important while presenting a theme by slides (4%). Because the goal of making a presentation is to speak English properly, attracting others attention.

Modern student tries to master new technologies. That is why, they want mass media materials (internet, radio, newspaper, magazines, television) to be real, understandable and interesting (60%) and provided by new technologies (18%). Materials, mentioned above, must be rich of vocabulary (11%) and covered by modern information (11%).

The last but not least important question what you achieved with the help of communicative method finished our survey. Students enlarged their vocabulary (47%), learnt to speak easily in any environment (20%), they improved their activeness (18%). However, students who developed their communicative competence were only 15%.

### Conclusion

In this paper it was defined that the effective ways of using communicative method in foreign language lesson through dividing materials into three types (text based materials, task based materials, authentic materials) is worth making the experiment. Having used different tasks of communicative method (oral exercises for professional texts, role plays, situational tasks, mass media materials) and analyzed the results of the survey, the following results are demonstrated:

- students enlarged vocabulary, connected with their specialties through working with the texts and role plays;
- students learnt to use terminology and words in any situation with the help teacher, developing their thinking abilities;
- it was defined that using communicative method is not enough for developing students' communicative competence in foreign language class.

To develop students' speaking competence it is convinced to bring in English lessons other methods as well. Different innovative methods ought to be used to develop their communication-making competence and competitive abilities, make them be qualified specialists in future.

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