THE COMMUNICATIVE METHOD IS THE BASE FOR TEACHING FL

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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 foreigner’sin 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.

Student 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 there of, 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. Kitaygorskskaya, I.A. Zinnaya. This method was not only investigated by Russian scientists, but also met in foreign scientists’ works such as G.E.Pifo, R. Allright, G. Wisdon, U. Littlewood, Savinyon. Scientists from Kazakhstan such as A.I. Abylkaysymova, Yusupova I.V., M.Zh. Zhadrina, Rochina Y.V., K.Zh. Agamina have given much attention to this field (Kargina Y.M. 2014).


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.

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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 fascinated 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 teachers 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 Gumilev 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 ralled 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 Pedagoxy literature full of experience and the most important — love for children.

The younger generation that we observe in recent years, skillfully, has versatile children.

For the investigation and survey, students of the first year were chosen, who study general foreign language, doing their bachelor degree on Religion in Gumilev 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 mastery enough exercises and different methods.

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 connection;
- 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;

1. Text based materials—texts, tasks, given for the text (questions, oral exercises). The text is a complex communicative unit consisting of lexical minim in certain vocation that provides practical knowledge required in future careers (Seitenova S.S. 2013). Interesting tasks, understandable and professionaly 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 topics and students try on technologies, the more they like it. Then, it is possible to use 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 work. 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…. Mov- ing on, I’d like to say something about…. Now we come to….; Refering to visuals: As you can see in this slide….; This slide/transparency shows….4. Concluding: To sum up….; in conclusion….; I’d just like o repeat my main points….; Are there any questions? (Kavagn M. 2009).

3. Authentic materials — materials, taken from real life, magazines, newspapers, news, pictures, internet and etc. Nowadays information technology is being rapidly developing. 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...
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>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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<tbody>
<tr>
<td>Q 1. What is your level of English?</td>
<td>Elementary</td>
</tr>
<tr>
<td>Q 2. Which ways do you prefer learning English?</td>
<td>Individually</td>
</tr>
<tr>
<td>Q 3. Which ways do you think the most effective to learn English?</td>
<td>By remembering conversations and dialogues</td>
</tr>
<tr>
<td>Q 4. Which ways of communicative method give you an opportunity to speak English freely, fluently?</td>
<td>Using mass media materials and tasks for texts</td>
</tr>
<tr>
<td>Q 5. What do you pay attention to when working with texts?</td>
<td>To the size of the text</td>
</tr>
<tr>
<td>Q 6. What does role play teach you?</td>
<td>It improves my activity</td>
</tr>
<tr>
<td>Q 7. What peculiarities do situational questions have?</td>
<td>They are interesting</td>
</tr>
<tr>
<td>Q 8. What opportunities does presentation give you?</td>
<td>To use vocabulary, connecting with the theme</td>
</tr>
<tr>
<td>Q 9. How mass media materials should be selected in foreign language class, in your opinion?</td>
<td>Interesting and understandable</td>
</tr>
<tr>
<td>Q 10. What did you achieve with the help of communicative method?</td>
<td>Enlarged my vocabulary</td>
</tr>
</tbody>
</table>

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 active ness 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 (9%).

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 communic-
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 of the 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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