ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

ЖАС ҒАЛЫМДАР КЕҢЕСІ

Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016» атты
XI Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XI Международной научной конференции
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2016»

PROCEEDINGS
of the XI International Scientific Conference
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«SCIENCE AND EDUCATION - 2016»

2016 жыл 14 сәуір
Астана

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ

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Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

of things such as, a diary of personal events or thoughts; a list of fascinating websites; a list of exciting computer games and so on, the list is endless, it allows individuals to communicate about certain topics of interest.

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COMMUNICATIVE APPROACH IN TEACHING ENGLISH FOR ESL STUDENTS

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The ability to communicate effectively in English is now a well – established goal in ELT [English language teaching]. It is by no means the only possible goal for all ESL [English as second language] students for studying English. However many adults can identify personal needs to communicate in spoken and written English and many schoolchildren are aware of future needs for international communication and mobility. Even in contexts where it is harder to see future purposes for English language communication among schoolchildren, it is often nevertheless thought to be sensible to build potential for this.

A brief review of statements from syllabus specifications and introductions to course books will demonstrate the extent which communicative ability has become a goal and communicative exercises have become part of classroom procedure.

"To be able to operate effectively in the real world, students need plenty of opportunity to practise language in situations which encourage them to communicate their needs, ideas and opinions" [1]. "To develop an ever improving capability to use English to communicate with others; to acquire, develop and apply knowledge; to think and solve problem; to respond and expression to experience; and within these contexts, to develop and apply an ever-increasing understanding of how English is organised, used and learned" [2].

Where possible, language practice should resemble real life communication with genuine exchange of information and opinions [3].

Note that reference is made here to both spoken and written English to producing as well as receiving language. The effusive movement in ELT encompasses all modes of language use. It has, as one of its bases, a concept of what it means to know a language and to be able to put that

knowledge to use in communicating with people in variety of settings and situations. One of the earliest terms for this concept was "communicative competence" which was proposed by Dave Hymes [4]. In coining the term, Hymes demonstrated a shift of emphasis among linguists, away from a narrow focus on a language as a formal system, a focus most clearly seen in the work of Chomsky who used the term "competence" to describe knowledge of language: We thus make a fundamental distinction between "competence" (the speaker-hearer's knowledge of the language), and "performance", the actual use of the language in a concrete situation.

Thus these competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics. We can judge, then, that a learner who is able to list orally and in writing the objects in a bowl, such as an apple, an orange, two tomatoes and a bunch of grapes, is developing the ability to select specific vocabulary and knows its pronunciation and graphic forms. A learner who can add prefixes correctly, for example, to "understanding", "perfect", "happy", "legal" etc, to make the negative equivalents, is developing competence in using word-formation rules correctly. A learner who can describe recent events by using "have/has" and the past participle of the main verb is developing grammatical competence in forming the present perfect tense. In these various ways the learner is acquiring linguistic competence in the second language.

Communicative approach has been firmly established as a paradigm for foreign language teaching. Thomas Samuel Kuhn introduced the concept of paradigm in The Structure of Scientific Revolutions as "universally recognized scientific achievements that, for a time, provide model problems and solutions for a community of practitioners" [5]. Indeed, communicative language teaching fits this description as "no one these days would admit to a disbelief in principles of CLT [communicative language teaching]; they would be marked as a heretic" [6]. The paradigm of communicative language teaching embraces a number of concepts, "that have, like CLT, become bandwagon terms without the endorsement of which teachers cannot be decent human beings and textbooks cannot sell" [7].

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative," explanations vary widely.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.

"Communicative language teaching sets as its goal the teaching of communicative competence. Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence." [8] "The role of grammar of formal accuracy has been a major concern in ELT in recent years and teachers need to address a number of issues in designing courses and classroom activities for learners. Acquisition of grammar will probably involve explicit knowledge of grammatical concepts, categories and rules, and teachers will need to decide which description of these to choose from those available" [9].

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type

of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less teacher intervention. While CLT implies the lessons are more student-centred, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

"The reference to strategies introduces the matter of grammatical versus communicative competence. If we view the two as mutually exclusive, then we are likely to champion one over the other, in terms of approach, curriculum or whatever else determines and defines our classroom teaching" [10]. In fact, Canale and Swain's model of communicative competence, referred to by Guangwei Hu, includes four sub-categories, namely grammatical, sociolinguistic discourse and strategic. They consider someone competent in English should demonstrate both rules of grammar and use.

Useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practise – mechanical, meaningful and communicative.

Mechanical practise refers to a controlled practise activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practise use of particular grammar or other items.

Meaningful practise refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practise. For example, in order to practise the use of prepositions to describe locations of places, students might be given a street map with a various buildings identified in different locations. They are also given a list of prepositions such as across from, on the other corner of, near, on, next to. They then have to answear questions such as "Where is the book shop? Where is café?" etc. the practise is now meaningful because they have to respond according to the location of places on the map.

Communicative practise refers to activities where practise in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighbourhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

Functional communication activities require students to use their language recourses to overcome an information gap or solve a problem.

Social interactional activities require the learner to pay attention to the context and the roles of the people involved and to attend to such thing as formal versus informal language.

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar and communication strategies to complete a task. The following exercises make use of the information gap principle:

1) Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the picture of A-group. Students must sit back to back and ask questions try to find out how many differences there are between the two pictures.

2) Students practice a role play in pairs. One student is given the information she or he needs to play the part of the clerk in the railway station information booth and has information on

the train departures, prices, etc. they role-play the interaction without looking at each other's cue cards.

Too often, a 'new' approach appears to completely dismiss the previous one. This is not always the intention, but probably more a result of the enthusiasm of practitioners exploring and implementing fresh activities or opportunities. Also, throughout the CLT debate, there seem to be dichotomies which are employed to argue for its irrelevance. "It is evident that CLT has gathered a range of characteristics, perhaps more through misunderstanding or by association, but it is actually not as incompatible with other valued practices as it is sometimes made to appear. In practical terms, whether assisting mixed-ability classes, aiding motivation, leading from a focus on form to one of fluency, or supporting learning, it has a lot to offer the EFL teacher.

Now that the initial wave of enthusiasm has passed, however, some of the claims of CLT are being looked at more critically" [11]. The adoption of a communicative approach raises important issues for teacher training, materials development, and testing and evaluation. Questions that have been raised include whether a communicative approach can be applied at all levels in a language program, whether it is equally suited to ESL and EFL situations, whether it requires existing grammar-based syllabuses to be abandoned or merely revised, how such an approach can be evaluated, how suitable it is for non-native teachers, and how it can be adopted in situations where students must continue to take grammar-based tests. These kinds of questions will doubtless require attention if the communicative movement in language teaching continues to gain influence in the future.

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IMPLEMENTING GAMES TO CONTENT ADOLESCENT ENGLISH LEARNERS' NEEDS

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Games being an efficient teaching tool are often underestimated by many instructors who presume that they are appropriate only for primary school learners. Notwithstanding, we should not consider games as just child's play, but rather as a medium that can be utilized for teaching English