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## APPLYING CLT IN READING CLASSES

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### **Abstract.**

*This article is devoted to working out technology of the teaching communication in reading classes, methodical aspects of teaching communication, types of group work, techniques of communicative teaching and concerned with the difficulties learners and teachers face in teaching and learning reading using CLT .*

**Key words:** *CLT, communicative competence, ten principles, a communicative activity, reading stages, evaluation, group work, different phases.*

### **Introduction**

Nowadays the English language has got status of a global language due to globalization and general computerization. Modern English language teaching aims to lingual and social adaptation of pupils to contemporary life. A modern experience professional should possess skills of expression of the thoughts in English, i. e. he should possess communicative competence which includes speech, language and cultural levels. Language learning, in turn, requires motivation. Getting motivation is possible only due to transformation of each pupil from the passive contemplator into the active and creative participant of learning process, i.e.pupils should be involved into communication.

The pedagogical science is developing and leading to increase new teaching methods and technologies. One of them is teaching through communication, i. e. collaborative teaching, or teaching in intercourse, or communicative teaching. It will help to engage pupils to "social communication in conditions of multilingual environment".

During the communicative teaching pupils possess the active life position, creative abilities, language skills, their own opinion, responsibility, the logic communications promoting understanding of laws and world outlook ideas, etc. There is no doubt, that in learning a second language it is necessary for students to acquire, in addition to phonological and vocabulary-grammatical knowledge, ways to communicate with others using their target language. Practical teaching of a foreign language possesses a number of communication techniques which provide self-determination and self-realization of the pupil as the language person in the course of learning and developing language skills.

The educational system of Uzbekistan has changed dramatically within a few last years. Especially the modifications are related to the content and functions of foreign language teaching and learning caused by changes in policy, economy and society. The growth of professional requirements to foreign language knowledge has been observed under the conditions of the fast developing intercultural integration and international policy held by Uzbekistan. All these conditions led to the modernization

and intensification of motivation of three languages policy as a new direction in the state policy of education [1].

In the "Conception of Foreign Language Education till 2015" it is stated that the necessity of Foreign language teaching and learning has been realized together with its development and intensification within the system of educational organizations [2].

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages", "communication-oriented teaching" or simply the "communicative approach".

"Communicative" is a word which has dominated discussions of teaching methodology for many years. Although in a monolingual English language classroom, real communication in English is impossible, in communicative methodology we try to be more communicative. That is to say, even though it may be impossible to achieve real communication, we should attempt to get closer to real communication in classrooms [3; 46].

Communicative approach to language teaching first appeared in print in the field of the English Language Teaching (ELT) some decades ago. Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

Let us first consider the transition from traditional approaches to what we can refer to as classic communicative language teaching.

Phase 1: Traditional Approaches (up to the late 1960s)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading and writing.

Techniques that were often employed included memorization of dialogs, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech.[11;6]

**Phase 2: Classic Communicative Language Teaching (1970s to 1990s)**

In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs, and so on. What was needed in order to use language communicatively was communicative competence. The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching. The next question to be solved was, what would a syllabus that reflected the notion of communicative competence look like and what implications would it have for language teaching methodology? The result was communicative language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed. Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learner's communicative competence:

- 1.As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language; for example, using English for business purposes, in the hotel industry, or for travel
- 2.Some idea of the setting in which they will want to use the target language; for example, in an office, on an airplane, or in a store
- 3.The socially defined role the learners will assume in the target language, as well as the role of their interlocutors; for example, as a traveler, as a salesperson talking to clients, or as a student in a school
- 4.The communicative events in which the learners will participate: everyday

situations, vocational or professional situations, academic situations, and so on; for example, making telephone calls, engaging in casual conversation, or taking part in a meeting

5.The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans

6.The notions or concepts involved, or what the learner will need to be able to talk about; for example, leisure, finance, history, religion

7.The skills involved in the "knitting together" of discourse: Discourse and rhetorical skills; for example, storytelling, giving an effective business presentation

8.The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach

9.The grammatical content that will be needed

10.The lexical content, or vocabulary, that will be needed [11;9-10]

It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence.[5]

The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning.[5]

This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that

to motivate these students an approach with a more immediate reward was necessary,[6] and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.[7]

Additionally, the trend of progressivism in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning; consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign language education was no exception to this trend, and teachers sought to find new methods, such as CLT, that could better embody this shift in thinking.[6]

The development of communicative language teaching was bolstered by new academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching. This method was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the time could not explain the variety found in real communication.[7]

In addition, applied linguists such as Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.[7]

In 1966, linguist and anthropologist Dell Hymes developed the concept of communicative competence. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains.[9] This can be neatly summed up by Hymes's statement, "There are rules of use without which the rules of grammar would be useless." [8] The idea of communicative competence stemmed from Chomsky's concept of the linguistic competence of an ideal native speaker.[9] Hymes did not make a concrete formulation of communicative competence, but subsequent authors have tied the concept to language teaching, notably Michael Canale and Swain defined communicative competence in terms of three components: grammatical competence, sociolinguistic competence, and strategic competence. Canale refined the model by adding discourse competence, which contains the concepts of cohesion and coherence.[10]

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and



they set out to provide a syllabus that would meet the needs of European immigrants.[11] Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction.

In the mid 1990s, the Dogme 95 manifesto influenced language teaching through the Dogme language teaching movement. This proposed that published materials stifle the communicative approach. As such, the aim of the Dogme approach to language teaching is to focus on real conversations about practical subjects, where communication is the engine of learning. The idea behind the Dogme approach is that communication can lead to explanation, which will lead to further learning. This approach is the antithesis of situational language teaching, which emphasizes learning through text and prioritizes grammar over communication.[12] CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom [12; 98].

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction.

In the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities [12; 54]. As such the aim of the communicative approach to language teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, but that this in turn will lead to further communication.

Communicative approach is based on 10 principles.

1. Interactivity: the most direct route to learning is to be found in the interactivity between teachers and students and amongst the students themselves.
2. Engagement: students are most engaged by content they have created themselves
3. Dialogic processes: learning is social and dialogic, where knowledge is co-constructed
4. Scaffolded conversations: learning takes place through conversations, where the learner and teacher co-construct the knowledge and skills
5. Emergence: language and grammar emerge from the learning process. This is seen as distinct from the "acquisition" of language.
6. Affordances: the teacher's role is to optimize language learning affordances through directing attention to emergent language.
7. Voice: the learner's voice is given recognition along with the learner's beliefs and knowledge.
8. Empowerment: students and teachers are empowered by freeing the classroom of published materials and textbooks.
9. Relevance: materials (e. g. texts, audios and videos) should have relevance for the learners.
10. Critical use: teachers and students should use published materials and textbooks in a critical way that recognizes their cultural and ideological biases [10; 83]

Today, we see our primary aim as teaching the practical use of English for communication with native speakers and others. Conversation is seen as central to language learning within the communicative approach framework, because it is the fundamental and universal form of language and so is considered to be language at work. Since real life conversation is more interactional than it is transactional, this approach places more value on communication that promotes social interaction. Communicative approach also places more emphasis on a discourse-level (rather than sentence-level) approach to language, as it is considered to better prepare learners for real-life communication, where the entire conversation is more relevant than the analysis of specific utterances.

Communicative approach considers that the learning of a skill is co-constructed within the interaction between the learner and the teacher. In this sense, teaching is a conversation between the two parties.

In its purest form, a communicative activity is an activity in which there is:

- a desire to communicate;
- a communicative purpose'
- a focus on language content not language forms'
- a variety of language used'
- no teacher intervention'
- no control or simplification of the material [12; 95].

Let's examine each characteristic in turn.

1. A desire to communicate. In a communicative activity there must be a reason to communicate. When someone asks a question, the person must wish to get some information or some other form of result. There must be either an "information

gap or an "opinion gap" or some other reason to communicate.

2.A communicative purpose. When we ask students to describe their bedroom furniture to their partners, we are creating an artificial "communicative purpose" and making the activity more artificial by asking them to do it in English. We also create artificial "information gaps" by giving different information to pairs of students so that they can have a reason to exchange information.

3.A focus on language content not language forms. In real life, we do not ask about our friend's family in order to practice "have got" forms. We ask the question because we are interested in the information. That is to say, we are interested in the language content and not in the language forms.

4.A variety of language is used. In normal communication, we do not repeatedly use the same language forms. In fact, we usually try to avoid repetition. In many classroom activities we often try to create situations in which students will repeatedly use a limited number of language patterns. This is also artificial.

5.No teacher intervention. When you are buying a ticket for The Lion King at the theatre, your teacher is not usually beside you to "help" or "correct" your English. Teacher intervention in classroom communicative activities adds to the artificiality.

6.No control or simplification of the material. In the classroom, we often use graded or simplified materials as prompts for communicative activities. These will not be available in the real world. The main activity form in which communication is realized presents in the group work.

The goals of group work. The following description of the goals of group work focuses on the spoken use of language. There are several reasons for this focus. Firstly, group work is most commonly used to get learners talking to each other. Secondly, much research on group work in language learning has studied spoken activity, partly because this is the most easily observed and recorded. Thirdly, most teachers use speaking activities in unprincipled ways. How such activities can be used and adapted to achieve goals in language-learning classes? Group work can help learning in the following ways.

1.Negotiation of input: Group work provides an opportunity for learners to get exposure to language that they can understand (negotiate comprehensible input) and which contains unknown items for them to learn. There has been considerable research on the possible sources of this input and the processes of negotiation, with the general recommendation that group work properly handled is one of the most valuable sources.

2.New language items: Group work gives learners exposure to a range of language items and language functions. This will often require pre-teaching of the needed language items. Group work provides more opportunities for use of the new items compared to the opportunities in teacher-led classes. Group work may also improve the quality of these opportunities in terms of individualization, motivation, depth of processing, and affective climate.

3.Fluency: Group work allows learners to develop fluency in the use of language

features that they have already learned. The arguments supporting group work for learning new items also apply to developing proficiency in the use of these items.

4. Communication strategies: Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition), strategies to keep a conversation going, strategies to make up for a lack of language items or a lack of fluency in the use of such items, and strategies for managing long turns in speaking.

5. Content: Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject the learners are studying. For example, a communicative task based on the water cycle may have as one of its goals the learning of the processes involved in the water cycle and the development of an awareness of how the water cycle affects our lives. In addition, the teacher may expect the learners to achieve one or more of the language-learning goals.

Thus, we can state that group work is one of the traditional ways of organizing teaching foreign language and this form is developing. It is realized according to principles of the cooperative and communicative teaching and has its main goal to teach spoken language.

Drawings on theoretical part:

1. The value of communicative teaching has been recognized throughout human history. Organizing individuals to work in support of one another and putting the interests of the group ahead of one's own are abilities that have characterized some of the most successful people of our time.

2. Communicative methodology includes a number of different (and perhaps interconnecting) principles:

- the primary aim of foreign language learning is communication with users of the foreign language,
- students study the foreign language as a system of communication,
- students learn and practice the foreign language through "communicative activities".

3. Cooperation of the teacher and the pupil assumes knowledge and ability of the teacher to dose out and direct the pupil's independence which finally leads to autonomous and creative cognitive activity as a basis of personal formation and development. In the course of foreign language teaching the most qualitative perception and teaching material mastering occurs as a result of interpersonal informative dialogue and interaction of all subjects. Theoretical aspects of communicative competence has important implications for understanding a communicative approach to foreign language teaching.

According to the new national Syllabus for English majors, English Reading class is aimed at training students' English reading comprehension and improving their reading speed: training students' ability of meticulous observation of language, and such

logic reasoning abilities as assuming, judging, analyzing and summarizing, improving their reading skills, including skimming, scanning and so on, and helping students enlarge vocabulary, absorb language and cultural background knowledge through reading training. It goes without saying that ability training has become a higher priority. Implementing communicative activities is one of the effective ways to train students' abilities and their absorption of knowledge. As a matter of fact, communicative activities in classroom is an effective way both for teachers' reading teaching and for students' reading learning if they are properly implemented.

By a "communicative activity", we mean motivated activities, topics, and themes which involve the students in authentic communication. In communicative activities, students will find themselves in various real-life situations where the target language must be used. Because the focus is not on learning specific language features but on putting the language to use as the circumstances require, students can learn and acquire the language subconsciously, most importantly, students can learn to use their ideas, pass on their ideas and receive ideas, in this way to enlarge their vocabulary, broaden their knowledge, and be more interested to read more and read better.

Usually communicative activities fall into four broad categories:

(a) the conduct of the English Reading class;  
(b) topics arising from and relevant to the students' personal life;  
(c) substantive topics which are educationally or professionally significant;  
(d) communicative classroom exercises, i.e. small-scale activities that enable students to practice characteristic features of English discourse, especially "pair work", "group discussion", "role play" are frequently used. Polishing teacher's role in communicative activities

a) Making work easy

As a communicative activity, the focus is not on the use of any particular grammatical form or speech function. The point is to experience the relationship between language use and task fulfillment. Therefore, the delivery lecture, readings, explanations, tasks expected of the students---must be adjusted to the students' level of proficiency. If the subject matter is expressed with unfamiliar vocabulary or if the discourse structure is complicated, it may tax the students unduly. So the chief thing for the teacher is to make meaning evident, that is, to ensure that the language input to the student is comprehensible and is in fact comprehended. In Krashen's terminology, success depends on comprehensible input, so teachers have to be conscious of the students' ability to cope with the new subject matter in an imperfectly known language. Here are the ways:

- Explain terminology more carefully
- Use more visuals and diagrams
- Make the delivery slower and more distinct
- Make the tasks assigned to students appropriately scaled down

Needless to say, exposed to such language conditions, students can, of course, have much confidence, and accordingly have more interests and will more willingly

take part in classroom activities. In fact, the actions and tasks need not be complicated. Especially in the early stages it is quite acceptable, and indeed very satisfying, for students to carry out simple actions and tasks.

b) Creating a pleasant atmosphere

Communicative activities are likely to be more difficult to engage in under condition of stress, discomfort, fatigue, emotional distress, or hostility than in a calm and positively toned situation. So it is desirable and necessary to create a comfortable and harmonious atmosphere where students are not afraid to speak and enjoy communicating with others. If the atmosphere in the group or in the class is hostile and the student concerned is afraid of being ridiculed or mocked, inhibition will occur. A relaxed and friendly atmosphere is the first essential requirement. It is of great help for the students to pass on their own ideas naturally if the teacher could be more friendly, encouraging a relaxed attitude, and creating a non-threatening environment.

c) Reducing teacher talk

It is universally accepted that language is a means of communication, and that students learn the target language as a communicative tool, not as a system of linguistic knowledge. So students' talk time is very crucial for the students to master the target language and use it in their daily life. If students want to express themselves deeply and fully, they must have adequate time. If teacher's talk dominates the class, students will consequently have little time to discuss, even some students may have no chance to speak before the class is over. Students should have enough time for discussion if the aim of the task is to be attained. It is realistic for teachers to plan carefully to decrease teacher talk time in a time-limited classroom and turn to student-centered approach.

d) Improving the quality of teacher talk

In student-centered classroom, teacher should attach more importance to the quality of their talking since their talk time is decreased. According to modern pedagogy, a qualified teacher's language in classroom should be: first, accurate; second, logical; third, standard; fourth, succinct; fifth, rhythmical. This is the basic demand. "Men are intelligent creatures who will feel bored when their intelligent needs cannot be met", said Professor Liu Runqing. So if we want students to show real interest and enthusiasm in participation, what is the most important is "to attract students with the power of knowledge, to excite students with rich content, and to conquer students with the power of wisdom" What's more, teachers need to convey a sense of self-confidence in using the language.

Communication suggests interaction of some sort, perhaps in many students' minds between speaker and listener. Is reading, therefore, since it is often a solitary activity, a non-communicative activity? Surely not since the reader is interacting with the writer, albeit in a less direct way than speaker and listener. Reading is, of course, just as communicative as any other form of language use and as teachers our aim is to bring out that communicative element. For example by establishing direct communication between reader and writer by exploiting students' written work for reading practice

(see below for ideas). Another feature of real reading is that while we may read alone we communicate what we read to others constantly. Talking about what we have read is a rich source of classroom possibilities.

One of the things to bear in mind when lesson planning is that classroom reading is not the same as real reading. Classroom reading aims at helping students develop the skills they need to read more effectively in a variety of ways (the same variety of ways as they can employ in their own languages, of course). To enable this we plan 'pre-reading', 'while-reading', and 'post-reading' stages. These stages can help us make reading more communicative.

#### Pre-reading tasks

Pre-reading tasks often aim to raise the readers' knowledge of what they are about to read (their schematic knowledge) as this knowledge will help them to understand the text. In our L1 we use this knowledge subconsciously and as a result need to raise it consciously in an L2. This raising of awareness is most effectively done collaboratively. Approaches that are used include:

- Tell your partner what you know about the topic;
- Do a quiz in pairs to find out what you know about the topic;
- Look at some pictures related to the topic;
- Skimming the first paragraph for gist and then predicting.

When reading in our L1 we are constantly using our schematic and linguistic knowledge to predict content (both related to the topic and the language itself). In class, predictions can be communicated to colleagues, of course. Some examples of what predictions can be based upon include:

- A title
- Visuals
- Knowledge of the author
- A skim of the first paragraph
- A set of keywords from the text
- Reading the end, predicting the beginning.
- Reading the middle, predicting the beginning and the end.

#### While-reading tasks

Although reading is often a solitary activity and the idea of 'reading in pairs' seems odd, reading can be collaborative. Approaches we use include: Running and reading: this approach especially lends itself to scanning as the idea is to encourage the students to read as quickly as possible in a race.

Divide the class into student A and student B pairs. Student A sits at one end of the classroom. Stick the text to be read on the wall at the other end of the room.

Give student A a list of questions. Student A reads the first question to student B who has to run down the classroom to find the answer in the text, and then run back to dictate the answer to student A, who then tells B question 2 and so on. The first pair to answer all the questions wins. (I ask the students to swap roles halfway through so everyone gets a chance to scan).

Slashed / Cut up texts: This is a genuinely collaborative reading approach.

Photocopy a suitable text and cut it diagonally into four. Seat students in fours. Give a piece of the text to each student. They mustn't show their piece to the others. Give each group a set of questions. The group have to work collaboratively to answer the questions since no one has the whole of the text. Groups can compare answers when they have finished. Using websites: if you have a computer room available this is a very effective way of promoting communication as students can work on a reading task in pairs reading from the same screen.

While-reading tasks leading into post-reading tasks

Jigsaw reading is an old favorite but perennially effective. Divide a text into two parts or find two (or three) separate texts on the same topic. Students A get one text and a related task, students B get the other text and task. Students A complete their tasks in a group. Students B likewise. Compare answers in A & B groups. Students get into A & B pairs and tell each other about their tasks.

Creating a class text bank: Encourage students to bring in interesting texts that they have found (perhaps as a homework task using the Internet) which can be submitted to the class text bank. For weekend homework each student selects a text to take away which they then discuss with the student who originally submitted it.

This is, of course, what readers do in real life. Exploiting graded readers: this is a good way to help with detailed reading since this implies reading for pleasure. I have used two approaches:

-Using a class set of the same reader so that everyone reads the same book. This leads into class discussions of what everyone has read. Students read different books and then recommend their book (e.g. by writing reviews) to their colleagues.

- Exploiting students' written work: put students written work up on the walls for the others to read. Tasks can include guessing who the author is, voting on which is the most interesting, selecting some for a class magazine.

Post-reading tasks

As mentioned above, telling someone about what we have read is a very natural reaction to a text. I have already mentioned a few in connection to 'while-reading' (e.g. recommending readers to the class) but other ideas I have used include:

- Discussions about the text
- Summarising texts
- Reviewing texts
- Using a 'follow-up' speaking task related to the topic
- Looking at the language of the text (e.g. collocations).

#### 1. Group work

When the detailed work of the text is over (when reading has been completed), global understanding must be returned to and the text as a whole evaluated and responded to. Usually at this stage is communicative activities used. Most of the work at this stage is best done orally, since discussion and exchange of views are of its essence. Specific tasks can be undertaken in groups before whole class discussion. Why is work



done in groups? In group work, individual efforts are pooled and discussed to arrive at the best interpretation of the text. There are important advantages. Motivation is generally high, provided the tasks are challenging promoting discussion. Students participate more actively, partly because it is less threatening than participating in front of the whole class and partly because it is more obvious that everyone's contribution counts. And the discussion helps students to see how to read thoughtfully. Moreover, working in groups makes it possible for students to help one another and, in successful groups, the interaction achieves far more than individuals can working on their own. Helping one another is not only emotionally satisfying, it creates the right conditions for learning. Working together can be very motivating and a slight sense of competition between groups does no harm. To be useful for group work, a task must specify exactly what is to be done, engage every member of the group and promote vigorous discussion. Some textbook questions or activities are suitable for group work, or you may have to supply extra tasks for this purpose. Well-planned questions make students realize they do not understand, and focus attention on the difficult bits of the text. It is important to have a classroom climate that encourages students to say what they really think. Neither you nor the students must be afraid to be wrong. You must help them to see questions not as attempts to expose their ignorance, but as aids to successful exploration of the text. Teacher's attitude to wrong answers is crucial. A perfect answer teaches little, but each imperfect answer is an opportunity for learning-not just for the answerer but for the whole class. If it is partly acceptable, teacher can praise the student for what he has understood, and help him (and his classmates) to find clues that will lead to a completely satisfactory interpretation.

Group discussions are popular "because the participants were expressing their own ideas rather than performing in a hypothetical situation". Through discussion, the students can learn the processes of critical thinking that good readers use. Group work is ideal, because in small groups (maximum five members), even the weaker students should be active and learning.

## 2.Role-play and drama techniques

Another way of widening the communicative possibilities is by role-play, scenarios, and other drama techniques. The main interest of these techniques lies in the global use of language in lifelike situations and the deep understanding of the reading materials. In many cases, these techniques approximate real-life language use to a remarkable degree. The use of language in a dramatic situation is likely to include the full complexity of language use: emotional overtones, posture, gesture, and appropriate actions. So, the more closely the student can identify with the role or task the more it provides a natural language experience. Meanwhile, a better understanding of the reading material can be achieved. Understanding is deepened and made clearer when, for example, the student playing the role of X has to decide-with the help of the others-what X is doing at any given point, what expression he is likely to have on his face, how he will behave towards Y, why he says this rather than that. In order to help students have an authentic experience, I asked 4 students to play

the roles of Molly, his friends Bill, Mary and Tim. To give a good impression to the class, and to have an impressive performance, the students read the whole article carefully with great interests. After a short-time preparation, each of them played their role vividly, their performance were met with unanimous applause. It is important to understand that what we have in mind is not a display in which a few students are actors while the others are an audience. On the contrary, the strength of this approach is that everyone is actively involved in suggesting, discussing interpretations and so on.

### **Evaluation**

1. Praising is the recognition of the capabilities of the students. Particularly, the poor students need praising more, for their self-confidence can be brought back in this way and they can achieve success accordingly. But students of different ages have different needs for the recognition. Along with the growth of age, students hope that they get more recognition of their peers than the verbal praise from teachers. Remember, it's unnecessary to give praise to the specially simple question. Anyway, praising can enhance students' achievement. With progress feedback a student will be able to successfully self-monitor, have higher aspirations for further achievement, greater self-satisfaction, and higher performance overall.

2 Encouraging. When students can't answer adequately or when students could not answer questions, teachers should give proper incentives, to provide hints to help analyze the causes. Never use sarcastic comments in order not to dampen the students' self-esteem. Teacher should take a positive attitude toward students' mistakes and take it in mind that errors are natural and inevitable in the process of learning and practicing. Not only that, teachers should encourage students by all manner of means including smile on face, appropriate positive feedback to their work, and so on. Tapping students' resources prove more important than finding faults with them.

3. Quoting is a kind of indirect recognition. In presenting the answer, or making the conclusion, if a teacher can quote the word that students use, better results will be achieved than using oral praise.

4 Gesturing. Besides verbal praising and quoting, gestures and expressions are also helpful in evaluation. Teaching gestures appear in various shapes: hand gestures, facial expressions, body movements, etc. They can either mime or symbolize something and they truly help the students to infer the meaning of the verbal, providing that they are unambiguous and easy to understand. These findings suggest that students interpret teachers' gestures in a functional manner and use these and other non-verbal messages and cues in their learning and social interaction with the teacher. Therefore, proper gestures and facial expressions should not be ignored. Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

### **Conclusion**

Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need

to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

Although, it is now argued that using CLT in reading classes is not an effective method, it is gaining popularity in many educational places of the world. Many teachers throughout the world is making use of this method in their lessons and are satisfied with their students' progress.

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