

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ
SOSYAL BİLİMLERİ ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI ANA BİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI



THE COMMUNICATIVE APPROACH IN ENGLISH LANGUAGE
CLASSES: HOW COMMUNICATIVE ARE THEY?

YÜKSEK LİSANS TEZİ

Hazırlayan
Uğur DİLER

Tez Danışmanı
Prof.Dr.Birsen TÜTÜNİŞ

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
ABSTRACT	iv
ÖZET	v
ACKNOWLEDGEMENTS	vi
LIST OF ABBREVIATIONS	vii
CHAPTER 1. INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	2
1.3 The purpose of the study	3
1.4 The hypothesis of the study	4
1.5 Research questions	4
1.6 Research Methods	4
CHAPTER 2. LITERATURE REVIEW	6
2.1 The Act of Communication as the goal of the Communicative Approach:	6
2.2 Historical Background about the Communicative Approach	7
2.3 The Essence of the Communicative Approach in English Language Classes	13
2.5 The Formation of Communicative Competence in EFL Classes:	23
2.6 Some Examples of Communicative Competence Formation in English Language Class Students:	27
3.1 Introduction	41
3.2 Subjects of the study	41
3.3 Research Methods and Procedures	41
3.4 Tools of Research	41
3.4.1 Questionnaire	41
CHAPTER 4 DATA ANALYSIS AND RESULTS	43
4.1 Questionnaire Analysis	43
4.2 Course Books	50
4.3 Course Book Analysis And Syllabus	52
4.4 Interpretation of the Results	54
CHAPTER 5 CONCLUSION	56
5.1 Conclusion & Discussion	56

5.2 Limitations of the Study	58
5.3 Implications of the Study	58
5.4 Further Research	58
REFERENCES	60
APPENDIX 1 QUESTIONNAIRE.....	64
APPENDIX 2 COURSE BOOK.....	66

ABSTRACT

For many years, communicative language teaching (CLT) has been one of the most effective methods in second language and foreign language teaching. Based on this idea, this study takes the ideas and practices of English teachers on the Communicative Language Teaching Approach into account and examines the effects of communicative practices of teachers during their educational activities. The objective of this study is to reveal how much a course book is written with the communicative approach.

In the present study the “Descriptive Approach” was used. The study data was obtained from Istanbul Aydin University, School of Foreign Languages, teachers who teach first grades. A questionnaire consisting of eight questions on how effective teachers can use communication-oriented language teaching methods and techniques during the teaching process was employed to obtain the data.

As a result of the questionnaire, together with the analysis of the data obtained, it is seen that although participants adopt a positive attitude towards communicative language instruction for teaching staff, they do not use this approach fully effectively.

It appears that the course books are generally written in the communicative approach, but the students are unable to transfer the classroom practices into real life. So it is seen that the book is considered as non-communicative and does not reflect real life. These findings support the contention that instructors are adopting the communicative approach in practice as it is given in the textbooks but the students are unable to communicate in real life since this knowledge is not put to use neither in class nor outside the class.

ÖZET

Uzun yıllardır dil öğretimi (CLT), ikinci dil öğretiminde ve yabancı dil öğretiminde en etkili dil öğretim metotlarından biri olmuştur. Bu olgudan yola çıkan bu çalışma İngilizce öğretmenlerinin İletişimsel Dil Öğretimi Yaklaşımı ile ilgili düşünce ve uygulamalarını dikkate alan bir araştırmadır. Bu çalışma, Öğretmenlerin öğretim etkinlikleri sırasında nasıl iletişimsel uygulamalar yaptığının etkisini araştırmaktır.

Bununla birlikte çalışmanın diğer amacında ders kitabının ne kadar iletişimsel yaklaşımla yazıldığını, ancak öğrencilerin bunu gerçek hayata yansıtamamasını ortaya koymaktadır. Bu çalışmada betimleyici yaklaşım kullanılmıştır. Çalışma verileri İSTANBUL AYDIN ÜNİVERSİTESİ, Yabancı Diller Yüksekokulu, 1.sınıfa ders veren öğretim görevlilerinden elde edildi. Bu verilerin elde edilmesinde öğretim elemanlarının sınıf içi öğretim süreçlerinde iletişim odaklı dil eğitim metod ve tekniklerini ne denli etkin kullanabildiklerini ortaya koyan ve toplam sekiz sorudan oluşan bir anket çalışması uygulanmıştır.

Yapılan anket çalışması sonucunda, elde edilen verilerin analiziyle, katılımcıların öğretim elemanlarının iletişimsel Dil Öğretimi konusunda olumlu düşünceler barındırmalarına rağmen çalışmaya konu olan yaklaşımı tamamen etkin bir şekilde kullanamadıkları görülmektedir. Ders kitaplarının ise genel olarak iletişimsel yaklaşımla yazıldığı ancak, öğrencilerin sınıf içi öğretim etkinliklerinde çalıştıkları konuları gerçek hayata aktarmadıkları ve sonuç olarak kullanılan kitabın iletişimsel olmadığı ve gerçek hayatı yansıtmadığı görülmüştür. Bu bulgular, öğretmenlerin uygulamada ve ders kitaplarının ise yazında iletişimsel yaklaşımı kullandığını ancak öğrencilerin verilen eğitimlerle gerçek hayatta iletişim kuramadıklarını savunmaktadır.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
CLC	Communicative Language Classes
CA	Communicative Approach
CC	Communicative Competence
ELT	English Language Teaching
EFL	English as a Foreign Language
FL	Foreign Language
L1	The student's native language
L2	The language being learned or studied
UG	Universal Grammar

LIST OF TABLES

- Table 2.1 The relationship between major methods, their characteristics and underlying theories of linguistics.
- Table 2.2 Communicative functions and modeling of communicative competence.
- Table 2.3 Communicative tasks and speech activities in monologic speech.

LIST OF FIGURES

- Figure 2.1 The structure of communicative competence
- Figure 4.1 I use communicatively-oriented exercises in lessons
- Figure 4.2 I use different internet sources for formation of communicative competence
- Figure 4.3 I use media texts for formation of communicative competence
- Figure 4.4 I use different forms of lessons (video-lesson, interview-lesson, etc.) for formation of communicative competence
- Figure 4.5 I use task-based activities for formation of communicative competence
- Figure 4.6 I use English songs or games for formation of communicative competence
- Figure 4.7 I use English movies for formation of communicative competence
- Figure 4.8 I use pair/group work for formation of communicative competence
- Figure 4.9 Questionnaire Analysis

CHAPTER 1. INTRODUCTION

1.1 Background to the Study

In the English language teaching world the Communicative Approach plays an important role as a result of learners' need for communication in a foreign language. Communicative Language Teaching is a very popular method, and it is used in foreign language classrooms to teach learners how to communicate effectively.

The Communicative Approach motivates learners for self-development and self-improvement. Accordingly, it seeks to interest learners in accumulating and expanding their knowledge and experience where they are expected to use their language in a natural way outside the class. For example: during a visit to an English speaking country, in receiving foreign guests etc. Communicative competence in English language usage leads to increased motivation in learners and encourages better communication. People speak to influence the behavior, thoughts and feelings of other people. It means that it is possible to teach communication only at the expense of student involvement in different activities by modeling real life situations of communication on the basis of systematization of a language material. The language materials in English language classes are generally designed within the principles of Communicative Language Teaching. Learners are supposed to independently choose language units for expression of their thoughts which can only be achieved later.

According to Worsnop (1994) and also Hart (1998), most English language teachers have recently enjoyed considerable independence in choice of teaching techniques and methods, creative judgment of the contents and implementation of program requirements. However, this freedom imposes an obligation for profound teacher knowledge of English language teaching theory, flexible possession of a methodical arsenal of methods, and forms and tutorials varied depending on the studied material. Also of consideration are features of learners and the textbooks used. Only when a teacher possesses all these requirements is it possible to speak of

his or her pedagogical maturity, and, therefore, of the creative approach to be chosen.

The Communicative Approach in English language teaching is represented as the most effective of all the existing approaches. The key points in this approach are stated by Freeman (2011) as:

- to lay the foundation for the English language skills as a means of communication;
- to enable learners to make use of the language with real content (authentic materials);
- to accustom learners to consider a foreign language not as an object of study, but as a vehicle for classroom communication;
- to establish situations likely to promote communication (D.L. Freeman, 2011:120-121)

Although most language teachers know a lot about the Communicative Approach, it is arguable that they apply it effectively in their classes.

1.2 Statement of the Problem

Although Communicative Language Teaching is an accepted trend today, teachers cannot achieve success in the communicative approach in English language classes. In Turkey, primary and secondary school students are exposed to a total of 992 hours of English study, in which time they cannot achieve communication in the Target Language effectively.

In the sphere of professional activity, a lot of things depend on the abilities to realize oneself through communication: ie: to establish business relations; to come into contact and leave it; to report and explain thoughts and assumptions; to understand colleagues, heads and subordinates should possess a high level of communicative competence which allows free use of the language for implementation of current tasks, future advance and level of achievements.

English language teachers are not expected to teach native language-like communication in the foreign language but still they are expected to encourage learners to produce one of the foreign languages (English) properly according to the life-like situations created in class. However, it should be noted that the speaking process takes place successfully only with the personal interest of a learner in the teaching course. Traditionally, English language teaching focused on reading, understanding and translation of special texts, and also studying syntax problems of a scientific style which required a teacher centered approach to language teaching. On the other hand, the modern teaching approach puts the emphasis on the learner and it is more learner centered.

When analyzing course books, we see they generally use the same exercises, mostly in grammar items, reading and writing exercises. Speaking and listening exercises cover less space and time than the others. The course books do not use real communicative activities and thus the teacher and students cannot experience real communication in it. Hence, the course book used in ELT should also be designed in accordance with the CLT approach.

In communicative Language Teaching, learners have an opportunity for free expression of their thoughts and feelings during communication. However, in the course book learners are not encouraged to do so until later stages.

1.3 The purpose of the study

The first aim of this study is to see how language teachers apply the Communicative Approach to their classroom and whether language classes are really communicative or not.

The second aim of this study is to analyze various course books and see whether they lead to real communication in English language classes. The essence of the Communicative Approach implies that the process of teaching is communication.

Communicative teaching presents task-based activities. By fulfilling all the necessary tasks, communication among learners is created. In practice, however, there is no teaching on the basis of communicative tasks. To learn communication in a foreign language, it is necessary to create real life situations (the principle of authentic communication). It is necessary to train a student for participation in the process of foreign language communication created in a class.

1.4 The hypothesis of the study

Although CLT is the method accepted and applied in language classes all over the world, most language learners are not able to communicate effectively in the Target Language.

1.5 Research questions

In order to achieve the desired goal and to check the hypothesis, it is necessary to answer the following research questions:

- 1) Do teachers use the CLT method in their classes? If yes, do they create real communication?
- 2) Do communicative method materials (course books) lead to real communication in English language classes?

1.6 Research Methods

This is a descriptive study which focuses on English language teaching methods and materials. Therefore, 30 teachers were given a questionnaire and the course book was evaluated under the principles of Communicative Language Teaching.

This type of research describes what is produced and may help to uncover new facts and meaning.

The procedure of descriptive research is:

- Observation
- Description

- Document Analysis

This involves collection of data that will provide an account or description of individuals, groups or situations. Instruments used to obtain data in this descriptive study.

In this study a questionnaire was used to obtain data for teachers' attitudes and beliefs related to CLT and Document Analysis on the course books used in class was done (Polit & Hungler, 1999: 3-6).

The questionnaire revealed the beliefs and attitudes of teachers on C.A in ELT. The document analysis gives a broad outline of the CLT approach in the course book the teachers used in their ELT classes.

CHAPTER 2. LITERATURE REVIEW

2.1 The Act of Communication as the goal of the Communicative Approach:

The main goal of teaching English as a foreign language is the formation of communicativeness. The Communicative Approach in language teaching is based on some communicative activities in the class to make students active participants, and to create interaction.

Communicativeness has the following components:

These components have the following features:

1. Functionality; this feature is revealed in the selection of the functional meaningfulness of the speech material.

Functionality is defined as a technique of work on assimilation of the lexical and grammatical sides of speaking. Functionality assumes that both words and grammatical forms are acquired in an activity at once. On the basis of its performance: a student fulfils any speech task - confirms a thought, asks something, induces the interlocutor to action, and acquires the necessary words or grammatical forms in due course. An essentially important manifestation of functionality is selection and organization of the material on the basis of the situations and communication problems which interest students of each age group.

2. Situationality is variation of speech. Its value consists in the representation of the language phenomena for the speech situations which have been selected.

Communicativeness consists of the way practical speaking skills are used as a means of communication. In other words, practical usage of the language. (Coskun, 2011: 2)

In brief, it is possible to conclude that communicativeness is necessary in the course of teaching because communicativeness serves as

an adequate condition for communication. The question to ask therefore is whether English language classes foster such communicativeness.

2.2 Historical Background about the Communicative Approach

The relationship between major methods, their characteristics and underlying theories of linguistics can be seen in the following table:

Table 2.1 The relationship between major methods, their characteristics and linguistic theories

Methods/approaches	Characteristics	Linguistic Theories
Grammar - Translation	Written texts. Formal study of language Translation L1/L2.	Formal sentences. Grammar from study of different languages. Latin-based language.
Reform movement / Direct method	Spoken language. Associations between elements in L2, not translation.	Phonetic descriptions, structural linguistics.
Audio-Lingualism	Spoken language. Conversation stimulus. Response associations between phrases.	Structural linguistics, phonetic descriptions. Error analysis. Contrastive analysis.
Cognitive-code learning	Both oral and written. Establishment of grammatical patterns leading to assembly of language.	Symbolist. Generative grammar, UG.
Communicative Language Teaching (CLT)	Emphasis on meaning, not form. Functions of language, not grammar.	Symbolist. Socio-linguistic and notional / functional descriptions.

Randall, M., **Memory, Psychology and Second Language Learning**, John Benjamins Publishing Company, Amsterdam, 2007.

The above is a table illustrating the development of and connections between some of the major methods and the underlying linguistic theories used in second language teaching over the last 150 years. (Randall, 2007: 148).

Grammar Translation Method; the purpose in this method is to read and understand, appreciate the literature, and it helps students grow intellectually. The teacher acts as the authority of the classroom, translation is very important and students translate each sentence. Students study grammar deductively and rules are important. They memorize the rules and literary language is more important than spoken language.

The Direct Method; it is impossible to teach language preparing students with the Grammar Translation Method so the Direct Method became popular. It uses demonstration and visual aids. Translation is not allowed.

The Audio Lingual Method; an oral based approach. Language learning is seen as a process of habit formation. This method has been influenced by behavioral psychology and the dominant emphasis is placed on listening and speaking with oral skills receiving most of the attention. The natural order of skill is listening – speaking – reading – writing. There is a great deal of imitation – repetition. The teacher acts as a leader.

The origins of CLT are to be found in the mid-1960s, when British applied linguists began to question the theoretical assumptions of traditional approaches (Richards and Rodgers, 2002, p.153). From a methodological perspective, in contrast to traditional or grammar based approaches, CLT highlights communicative events rather than grammatical forms via learners' social interactions. In that sense, according to Segolawitz and Lightbown, "CLT methodologies emphasize genuine communication, that is, communication based on a real desire by the learner to understand and communicate meanings" (Segolawitz and Lightbown, 1999: 54).

Furthermore, Rodgers (2002) pointed out that "the most salient feature of the CLT classroom is its realistic use of the English language; both the activities employed and the materials used aim to be as authentic as possible" (Rodgers, 2002: 3).

Brown offers four characteristics as a definition of CLT:

Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.

1. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
2. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
3. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (Brown, 2007: 241)

There are five common characteristics 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 process itself;
- 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 to language activation outside the classroom. (Nunan, 1991: 279)

CLT classrooms aim at the broad set of principles below:

- 1- Learners learn a language through using it to communicate.
- 2- Authentic and meaningful communication should be the goal of classroom activities.
- 3- Fluency is an important dimension of communication.

- 4- Communication involves the integration of different language skills.
- 5- Learning is a process of creative construction and involves trial and error. (Rodgers, 2002: 172)

The 1970's were marked by the emergence of the Communicative Approach; the main objective of this approach is to teach a person to communicate, to teach him to speak. According to this approach, it is possible to teach a person, in the so-called natural conditions - natural, first of all, from the point of view of common sense.

In addition, a new contingent of students - the pragmatists considering a foreign language, first of all, as a means of communication - was the main reason for the Communicative Approach emerging. They did not need a systematic study of language, which was offered by the traditional academic programs, but the opportunity to put the received knowledge into practice immediately. Thus, it appeared that people studying language for communication simply do not experience modern informal conversation and have no idea about speech etiquette. Generally, at real communication students of traditional approaches felt absolutely helpless. This situation also served as the main push to improve elements of teaching which were not aimed directly at speech development but which are communicative.

In fact, communicative language teaching is not an integral system technique. It represents a set of methods designed to teach effective communication in the language environment. The majority of them were used in lessons at earlier stages. One of its main methods is the imitation of real life situations which stimulate students to create active speaking. The subjects should be interesting for the students and connected with their everyday life. Unlike the classical methods, the basis of which includes repetition and retention, in the Communicative Approach the course of a lesson depends on the students - their answers, reactions, etc.

Certainly, the most time in lessons is occupied by informal conversation though reading and writing. Teachers, generally, do not speak, but listen and direct the lesson. The main question arising in the Communicative Approach, is whether it is necessary to correct mistakes in

the informal conversation of students or not. Some researchers believe that it is necessary to pay attention only to elementary mistakes, like “You is...” Others prefer not to interfere in general while a third group say that it is necessary to teach the correct language.

The essence of the Communicative Approach is the idea that a language serves for communication. Therefore, communicative competence, which includes language competence (skills of a language material for its use in the form of speech statements), social-linguistic communication (ability to use language units according to communication situations), discursive competence (ability to understand and achieve connectivity in perception and generation of separate statements within communicative and significant speech statements), so-called “strategic” competence (the level of awareness of the social-cultural context of a language functioning), and social competence (ability and readiness for communication with others) should be the main goal of any language study.

A theory of language as communication lies at the very core of Communicative Language Teaching (CLT). Hymes advanced the notion of “competence” and “performance” introduced by Chomsky in the 1960s and stated that the goal of language teaching was to develop “communicative competence”, which implied acquiring both an ability and knowledge to use language. In other words, communicative competence considers language as a tool used for communication. Not only does this competence aim to focus on the development of the four language skills, but it also depends on the correlation between the skills. Therefore, the Communicative Approach, which challenged the prevalent Audio-Lingual method, promoted the idea that social and cultural knowledge were necessary prerequisites for understanding and using linguistic forms (Basta, 2011: 125-143).

At present, the Communicative Approach in foreign language teaching is the most popular, most progressive and most effective method in the world. The Communicative Approach arose in Britain in the 1960-70s, when the English language had started gaining the status of the language of international communication. It became clear that the at that time traditional

techniques (Audio-Lingual, Grammar Translation) had ceased to satisfy the needs of the majority studying English as a foreign language. (FitzGerald & Schröder, 2007)

Actually, the old methods were not the reason for the change; the new contingent of students were “pragmatists” with an especially functional view of language as an instrument of communication were the reason for the CA evolving. They needed not a deep and systematic mastering of the language, which traditional academic programs were directed at, but the possibility of immediate practical application of acquired knowledge. It had become clear that people learning a language did not have communicative skills, had no concept about speech etiquette and felt helpless in the situation of real communication.

The essential point of all the research was the development a concept focusing attention on the formation and development of ability to communicate in a foreign language. The idea of threshold levels as specific purposes of mastering a foreign language was also developed.

In subsequent years a number of research projects were aimed at the formation of a system of communicative teaching. Special attention was given to developing an integrated communicative approach systematized on the basis of theoretical development and practical experience of teaching foreign languages in Great Britain, France, Germany, Italy, Spain and other West European countries. Emphasis was given to communicative orientation of studies and using teaching materials in the foreign language as a means to communication.

The materials used in teaching should lead to the formation of language competence (possession of a language material for its use in the form of speech statements), social-linguistic competence (ability to use language units according to communication situations), discursive competence (ability to understand and reach connectivity in perception and generation of separate statements within communicative and significant speech statements), so-called “strategic” competence (ability to compensate verbal and nonverbal shortcomings of the language), and social competence

(ability and readiness for communication with other people). However, it is questionable how far these aims are achieved.

2.3 The Essence of the Communicative Approach in English Language Classes

The teaching process within the Communicative Approach is based on the communication model. According to this model, teaching is as near as possible to a real communication. Therefore, the main line of this approach is communicativeness, including a number of characteristics which allow fulfillment of the transition from first social contacts to more complex situations. Communicativeness entails a speech orientation to teaching, stimulation of speech activity, providing individualization, accounting of speech functionality, creation of situations, observance of the principle of novelty and an imbalance in organization of the educational process. The parameters of communication are realized in communicative behavior of a teacher, active behavior of students, in the subjects of discussion, a communication situation, and the use of speech means.

The situations can be real, conditional, imagined or fantastic. The main thing is that all of them should correspond to the age and psychological features of the specific students. Students express their own judgment and attitude, agree or disagree with the opinion of the teacher or other students, using various speech clichés. Therefore, the discussion of a problem is a real piece of communication in the lesson. The situation can be represented by evidential means (situational pictures, a magnetic board) which reflect a certain place and action time, and may be made to be static or dynamic (to change components, to rearrange characters, to add new characters). (Swan, 1985: 78)

It is very important for the students to be involved in a situation, giving a personal character to it. It increases the efficiency of English language assimilation since students' emotions are connected along with their intellect. Dramatization, including improvisations and role-playing games, are arguably the most effective methods of teaching for this reason.

The classroom communication, the basis of which includes the problem discussed by the students along with the communicative function of the English language, shows the Communicative Approach has big prospects for the development of student intellectual opportunities. Being guided by communication and the vigorous activity of students, the key points are development of thinking and behavioral abilities. These are promoted by communicative teaching in English, involvement of the personality in activity during the educational process, and forming the ability to work constantly.

The Communicative Approach is focused on the subject and subject scheme of communication. The student is an active, creative subject of the educational activity operated by the teacher, who promotes the development of initiative in students and their ability to creatively search. A student should feel that the whole system of work is focused on his direct activity, experience, outlook, interests and feelings, which are considered in the communication organization of a lesson. Thus, lesson content is based on the discussion of actual vital problems, instead of ready subjects or texts. Moreover, this approach allows realization of the principle of individualization as mastery of communicative functions in the English language assumes specific features, interests of students, their abilities, bents and wishes have been taken into consideration.

Paramount significance is paid to understanding, transfer of the content and sense expression; the grammar serves as the base for achieving this purpose. Students should know which language should be used for the expression of thoughts in a direct situation in a lesson when they exchange opinions, experience and knowledge. Students should realize that grammatical forms are necessary for performance of the communicative task and that the ratio between a form and its use in speech is very important. (Swan, 1985: 79-86)

In the Communicative Approach the introduction of grammatical forms and work on them is carried out for the students to see how they are used for the transfer of sense. The task instructions contains a speech task. The fact

that a mechanical reproduction of exercises is absent is also very important: their place is taken by the game situations, work with the partner, mistake searching tasks and comparisons connecting not only memory, but also logic and the ability to think analytically and figuratively. This whole complex of methods helps to create the foreign-language environment in which students should “function”: to read, communicate, participate in role-playing games, to state their thoughts and to draw conclusions.

The Communicative Approach promotes a fast mastering of informal conversation skills by students. This is achieved at the expense of the assimilation of different types of monological speech, standard dialogues and forms of language modeling. The main unit of a lesson and the whole strategy of teaching in this technique is a speech act. When teaching communicativeness it is very important to consider the ratio of its major forms: monologue and dialogue (etiquette character, dialogue inquiry, dialogue motivation to action, dialogue exchange of opinions and information).

In teaching monological speech two methods are accepted: “The way from above” – the finished text is the initial unit of teaching; “The way from below” - the statement reflecting the elementary statement is the key element of teaching. (Freeman, 2011: 120-121)

“The way from above” is fulfilled through the various retellings of a source text, creative processing of material when the source text is completely remade, and so speech becomes motivated, personally painted, etc. The work on the text is preceded, as a rule, by lessons in pairs, answers to questions or filling in of tables.

“The way from below” assumes statement expansion occurs from the elementary unit offered upwards to the finished monologue. Much attention is paid to support; the more carefully they study changes the output, so an unprepared monologue will be more qualitative. The support has an individual character; prepared students make use of minimum support, the weaker ones use well-developed support. The dialogical unity or a couple of

remarks belonging to various interlocutors compose the unit of dialogue. Only in aggregate do they represent the finished statement.

Standard and free dialogues are used in the Communicative Approach. Standard dialogues serve standard situations; they include mini-dialogues on a household subject and expressions which are learned by heart. Free dialogues include interviews (dialogue – inquiry), conversation (dialogue - an exchange of opinions), and discussion (dialogue - motivation belong to action). Sometimes the reacting remark is developed, turning it into a monologue. Making a start from a dialogue sample, students reveal its features, reproduce it in their roles and create a dialogical communication on the basis of a similar, but new situation by changing separate components. Thus, support is given to students. “The way from below” is a performance of tasks for the restoration of remarks. The use of game moments is very effective during inquiry; sometimes a game allows turning a dialogue into a monologue. (Celce-Murcia, 1996: 10-11).

As a whole, the Communicative Approach allows using the reserve potential of well-known traditional and new methods of teaching rationally. The system character of a combination of various educational and methodical components opens ample opportunities for their differentiated use at certain grade levels.

The selection criteria for language units in English language teaching are quite simple as information on the modern life of contemporaries, their interests and hobbies is always interesting to students. Similar information promotes the formation of socio-cultural competence in students, a valuable relation to a foreign language as it pertains to the phenomenon of national and universal culture and civilization.

The Communicative Approach in teaching also means that there is a student as the subject of educational activity right at the center of teaching, and the system of teaching takes maximum account of the individual and psychology, age and student national identity as well as his interests. Speech activity in its types as listening, speaking, reading and writing is the object of teaching. The Communicative Approach focuses English language

classes on teaching communication, use of language for the purpose of an exchange of thoughts. For this purpose the main attention in a lesson is paid to the creation and maintenance of the need for communication and assimilation of professionally significant information in the course of communication.

The Communicative Approach realizes the main requirements of the modern educational process as: communicative behavior of a teacher in the lesson; the use of tasks recreating situations of real life communication and assuming the performance of educational actions within such situations; parallel assimilation of a grammatical form and its function in speech; accounting of specific features of students. The main goal of education within the Communicative Approach is formation and development of communicative competence, readiness and the ability to move from studying to speech communication. The newest interpretation of this approach is learning in cooperation. The essence of this approach is reduced to the creation of the conditions for vigorous joint activity of students in different educational situations.

2.4 The Principles of the Communicative Approach

The main principles of communicative Language Teaching are stated as follows:

1. Speech orientation is not only a goal but also a means;
2. The individualization of education as an account of all personal characteristics of a student: his abilities and skills (this principle is the main real means of creating motivation and activity);
3. Functionality (the choice of vocabulary from the existing spheres of communication);
4. Novelty provides flexibility of speech skills and the dynamic development of speech ability. (Munby, 1978: 99-111)

The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being probably at the top of an evolutionary pyramid of various educational techniques. At the present stage of teaching foreign languages the majority of teacher-linguists

consider the Communicative Approach to be the most effective and criticize the traditional techniques working by the principle “from grammar to lexicon and teaching exercises”. Artificially created exercises do not form the user of a language, and a person studying language by this technique will keep silent rather than say the incorrect phrase. Communicativeness, on the contrary, is urged “to loosen” the learner’s tongue.

The Communicative Approach means the student is well-motivated: its purpose consists in the ability to interest students in learning the foreign language by accumulating and expanding their knowledge and experience. Students should be ready to use language for real communication out of lessons, for example, during a visit to the UK or the USA, in correspondence, in an exchange of audio and video materials with friends in English-speaking countries.

For many people, the central idea in ‘communicative’ teaching is probably that of a ‘semantic syllabus’. In a syllabus based course, it is meanings rather than structures which are given priority and which form the organizing principle or ‘skeleton’ of the course book. Lessons deal with such matters as ‘greeting’, ‘agreeing and disagreeing’, ‘comparison’, ‘warning’, ‘point of time’, and so on. So we do not (for example) give a lesson on the comparative forms of adjectives, but on a notion such as that of relative size or degree, which may be expressed not only by using comparative adjectives but also in many other ways. In the ‘bad old’ courses, where grammar was tidy and meanings untidy, students might learn comparative adjectives in June and the ‘as ... as’ structure the following February; they were never able to put together the various items they needed to express fully the notion in question. With a syllabus, items which belong together semantically are taught together, even if they are structurally quite diverse (Swan, 1985: 78).

The Communicative Approach in English language classes emphasizes the importance of developing a student’s ability and desire to use the English language for effective communication. The Communicative Approach promotes fast mastering of the skills of informal conversation by

students. It is provided at the expense of assimilation of different types of monological speech, standard dialogues and forms of language modeling.

Proponents of the Communicative Approach have not dealt adequately with the role of pronunciation in language teaching, nor have they developed an agreed-upon set of strategies for teaching pronunciation communicatively (Celce-Murcia, 1996: 11).

The Communicative Approach develops all language skills - from oral and written language up to reading and listening. The grammar is mastered in the communication process: a student at first memorizes words, expressions, language formulas and only then starts understanding what they represent in a grammatical sense. The goal is to teach a student to speak a foreign language not only fluently, but also correctly.

These are the following principles of the Communicative Approach in English language teaching:

1. The principle of a speech orientated educational process, which is not so much in the practical aim of a speech, but in practical use of language as the way to this aim;
2. The principle of an individualization of teaching, which is understood as the account of all properties of a student as identity: his abilities to carry out speech and educational activity and mainly his personal properties;
3. The principle of functionality defines, first of all, material selection adequate to the communication process;
4. The principle of situation. The selection and organization of material on the basis of situations and communication problems, which interest students, is essentially important;
5. The principle of novelty. The process of communication is characterized by a continuous change of the subject of conversation, circumstances, conditions, tasks, etc (Celce-Murcia, 1996: 8-14).

The principle of novelty plays a very important role in the Communicative Approach. There are several aspects of novelty:

- novelty of conditions for the formation and development of speech skills and abilities: continuous changing of speech tasks, transformation of speech samples, variability of phrases, components, etc.;
- novelty of the contents (novelty of content has to be at such a level for the students to feel an urgent need to read the text or course book);
- Novelty of the other aspects of the process of teaching, namely: novelty of lesson form, their types, methods and types of work; novelty of organizational forms.

In Communicative Language Teaching for development of dialogical speech the following exercises are widely used: a teacher gives a diary page to each student, suggests choosing some days of the week and writing down what a student is going to do on these days and at what time, being guided by both realistic and impossible plans. Then, students working in pairs should invite each other to spend some evenings together. In view of their diary entries, they can accept or not accept invitations, but specify a reason in cases of refusal.

If a teacher is sure that the students have mastered the corresponding material, they can offer functional and semantic support (a discourse chain map), thus bringing in a novelty aspect. Aside from the above-mentioned forms of novelty, it is necessary to focus attention on the novelty of lesson forms, the typology of which should be different for initial, average and senior levels of teaching. These are lessons, conferences, and lessons-round tables, lessons-quizzes, lessons-meetings, etc. All these non-standard lessons include the elements of a role-playing game. Role-playing games take a special place in in foreign language teaching techniques. However, completely didactic opportunities of a role-playing game have not been defined as yet. Therefore, there is a wide field for creativity, and novelty is of course one of the principles of the Communicative Approach to the foreign language educational process. Rules and meanings of new words are explained by the teacher using lexicon familiar to the student, grammatical

structures and expressions, gestures and mimicry, drawings and other visual aids. Computers, CD, Internet, TV programs, newspapers, magazines, etc. can also be used. All this promotes student interest in the history, culture, and traditions of English language countries. In foreign language lessons a teacher creates the situations in which students communicate in pairs and groups with each other. It makes a lesson diverse. Working in groups, students show speech independence. They can help each other, successfully correcting statements of interlocutors. During classes a teacher assumes the function of communication organizer, leads, and pays attention to the original opinions of participants, and acts as an arbitrator in the discussion of controversial problems. (Swan, 1985: 78)

The difference of communicativeness consists in the fact that instead of the specially adjusted active lexicon and studied grammar of educational texts and dialogues, the imitation of situations from real life is used as the main method. Thus, instead of infinitely repeating standard phrases from the course books like "My name is John. I live in London. I am a student", students start getting acquainted and discussing questions which they are really interested in. Subjects which interest students most of all in the native language are generally discussed; it gives the chance to concentrate on the development of communicative abilities and to use the English language spontaneously.

Unlike the Audio-Lingual and other methods, which are based on repetition and retention, the Communicative Approach uses exercises "with an open ending": students do not know the final result of their activity in a class - everything depends on the reactions and answers. Every day new situations are used. Thus, student interest in their English language lessons is maintained. The greater part of lesson time is occupied with oral speech. Hence, teachers speak less and listen more, only directing the activity of students. A teacher sets an exercise and then goes into the background and acts as an observer and arbitrator.

The Communicative Approach consists in the assimilation of the teaching process to the communication process; it is based on the fact that

the process of teaching in the model of the process of communication is similar to a real process of communication. The Communicative Approach definitely distinguishes speech abilities of communication and exercises for their consecutive formation. All these facts give grounds to the claim that the Communicative Approach in education presents an activity type in English language teaching.

Therefore, it is possible to single out several main features of the Communicative Approach in English language classes:

1. Only the Communicative Approach used in English language classes contains the signs of activity type of education. The main feature of this is that, according to its purpose and essence, it is connected firstly with a separate type of speech activity; therefore, it is widely used in teaching reading, listening, translation, etc.
2. The practical speech orientation is not only the purpose, but also the means whereby both are dialectically interdependent.
3. The use of the Communicative Approach in English language lessons removes a language barrier (Rodgers, 2002: 66).

Thus, the Communicative Approach answers the didactic principles of a scientific character, involving communication of theory with practice, consciousness, activity, presentation and availability. Student age and specific personal features are also considered. A successful situation is created and self-expression of personality becomes more important than demonstration of language knowledge; communication participants feel safe from criticism as mistakes, separate violations of language rules and random errors are considered as the educational norm.

2.5 The Formation of Communicative Competence in EFL

Classes:

The formation of communicative competence in ELT students depends on the students' use of the language. In fact, an aspiration to communicative competence as the end result of teaching assumes not only possession of the corresponding foreign-language equipment (linguistic competence) but also assimilation of the enormous extra language information necessary for adequate communication and mutual understanding. Adequate communication and mutual understanding is unattainable without basic identity of the main data of the communicants about surrounding reality and without knowledge of specifics of the English-speaking country.

Communication is the basis of any teaching process. Language and speech are united together as a means of implementing different speech activities so people interact. Modern scientists define Communicative Language Teaching as the approach directed at the formation of semantic perception and understanding of foreign speech as well as mastering language material for the creation of speech statements. The Communicative Approach in foreign language teaching is, first of all, urging that the student be guided freely in the foreign-language environment, and also be able to react adequately to various speech situations. Real communication is always informative, unpredictable and unexpected. If the teacher is always informative, interesting and unexpected, then even before beginning the lesson students will be predisposed for a good lesson. But if the previous lesson is just the same as the next one, students will be bored with it before the lesson starts (Semistraitis, 2003, n/p).

The governmental educational standard for the secondary generation in the majority of countries aims at the formation and mastering of language knowledge, breadth of linguistic outlook and vocabulary and further mastering of the general speech culture.

The concept of "competence" is understood as the requirement for educational preparation, expressed by a set of interconnected knowledge,

abilities, skills and experience of student activities in relation to a certain circle of objects of the reality necessary for implementation of personally and socially significant productive activity.

The act of communication demands the existence of a sufficient level of communicative competence, which means the ability to carry out speech activity according to the purposes of a communication situation by means of the studied language. As a result of English language learning, students will appreciate the role and value of a foreign language in a modern person's life. Students will gain experience of using a foreign language as a means of cross-cultural communication and as a new tool of knowledge of the world and other cultures in order to master a foreign language. Communicative competence in a foreign language is one of the main objectives of teaching. Communicative Language Teaching of foreign languages has an activity character because speech communication is carried out by means of "speech activity" which, in its turn, involves solving problems in a productive human activity in conditions of "social interaction" of the communicating people. The participants of communication try to solve real and imagined problems of joint activity by means of a foreign language (Dolya, V.V, "Peculiarities of the Communicative Approach in Teaching English" May, 11 2013 http://www.rusnauka.com/14_NPRT_2010/Philologia/66708.doc.htm).

These are the following components of communicative competence in foreign language teaching techniques:

- Linguistic competence assumes mastering the formal knowledge and the skills corresponding to them connected to such aspects of language as lexicon, phonetics and grammar;

- Sociolinguistic competence; the ability to carry out a choice of language forms, to use and transform them according to context and a given communication situation;

- Social & cultural competence; knowledge of cultural features of native speakers, their habits and traditions, standards of behavior and

etiquette, ability to understand and adequately use them in the course of communication;

-Discourse competence; ability to create complete, coherent and logical statements of different functional styles in oral and written language on the basis of understanding different types of texts during reading and listening; it assumes a choice of linguistic means depending on the type of statement;

-Social competence; readiness and desire to interact with others; self-confidence, and also ability to cope with the current situation. (Canale&Swain, 1980: 7-9)

Each teacher tries to create an effective, organized, methodical system to form communicative competence in students. The application of information and communication technologies opens new horizons in their formation. Students get access to the richest information resources and the opportunity to work with multimedia interactive programs, presentations, games, internet materials, etc.

One of the main criteria for the formation of communicative competence of a person is self-reflection, i.e., when a person is capable of estimating their own position according to the position and interests of a partner. A student must have the ability to establish a connection with the interlocutor, to analyze his messages, and to react to them adequately by skillfully using both verbal and nonverbal means of communication. Researchers define communicative competence as a system of internal resources necessary for the creation of communicative influence in a certain circle of interpersonal contact situations.

The Communicative Approach is based on the fact that, in successful mastering of the English language, students should seize not only language forms but also the idea of how to use them in real communication. The indicators of the created communicative competence include the use of speech and nonverbal means (mimicry and gestures). The orientation to pair or group interaction of students is also accurately traced. The advantage of

using the Communicative Approach in the educational process promotes an increase in students' motivation. It also promotes the development of informative activity, imagination, self-discipline and skills of joint activity, etc.

One of the basic tasks of a teacher during the formation of communicative competence is the organization of conditions under which students gain skills and abilities corresponding to a high level of communication. The abilities for communication include "Communicative Competence", April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-compitence/473448-1799791-page1.html>:

1. Desire to come into a contact with people around;
2. Ability to organize communication, including the ability to listen to the interlocutor, show empathy, and solve conflict situations;
3. Knowledge of norms and rules which need to be followed in communication with people around.

Hence, communicative competence as a methodical concept, acting as the result of teaching, is a difficult and multicomponent phenomenon. The interconnected formation of all components of communicative competence provides:

1. Development of communicative abilities (along with the development of language knowledge and skills), namely:
2. Ability to read and understand the content of simple adapted texts of different genres and types;
3. Ability to carry out dialogical communication in standard situations within educational and labor, household and cultural spheres of communication.
4. Positive attitude to a foreign language, to the culture of the people, speaking their language, mutual understandings, and tolerance;
5. Understanding of the importance of the foreign language and the requirement to use it as a means of communication.

"Communicative Competence", April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-compitence/473448-1799791-page1.html>

2.6 Some Examples of Communicative Competence Formation in English Language Class Students:

The ultimate purpose of teaching in the English language lies in the formation of communicative competence – the ability and readiness to carry out foreign-language interpersonal and cross-cultural communication with native speakers. The process of adaptation of a student depends, in many respects, on their communicative competence in school, in particular his emotional well-being inside a group of students. It refers to an adaptation which is subdivided into educational, social, and psychological norms. A student should get used not only to a new kind of activity (teaching), but also to people surrounding him.

Someone with Intercultural Communicative Competence is able to interact with people from another country and culture in a foreign language. They are able to negotiate a mode of communication and interaction which is satisfactory to themselves and the other and they are able to act as mediator between people of different cultural origins. Their knowledge of another culture is linked to their awareness of the specific meanings, values and connotations of the language (Byram, 1997: 71).

If a student easily finds a common language with the other students, he enjoys a greater psychological comfort and satisfaction with the situation. On the contrary, the inability to make contact with age-mates narrows the circle of friends, causes feelings of discomfort, loneliness in a class, and can provoke asocial forms of behavior. The main sense of a teacher's activity consists in creating a successful environment during a lesson and giving students a chance to endure the pleasure of achievement, realize their abilities, and believe in themselves.

The model of communicative competence formation in the English language class is a certain set and typical sequence of teaching actions of a teacher and educational actions of students in the course of mastering foreign-language skills and abilities. The existence of a lesson model does not mean that all lessons should be identical. Nevertheless, the English language lesson reflects a teaching model, based on this or that method

which was chosen by a teacher or the author of the course book. The main models of communicative competence formation have been studied and described in detail: PPP (presentation, practice, production), ESA (engage, study, activate), OHE (observe, hypothesis, experiment), and ARC (authentic, restricted, clarification), etc.

Thus, Presentation-Practice-Production represents a three-stage model of teaching in the English language. At the first stage (Presentation), the forms, values, and functions of language units in the English language are explained by the teacher. The second stage (Practice) has experimental character and assumes testing and using different methods of storing and learning, including both separate units and models (controlled practice and semi-controlled practice). This process is supervised by the teacher and has a strictly operated character. The third stage (Production) concerns speech in real communication and all variety of the entered phenomena. At this stage, the teacher's task is creating the conditions of and opportunities for free communication in the English language (free practice).

Communicative competence of students can be considered in the educational process not only as a condition of today's efficiency and well-being of a student, but also as a resource of efficiency and well-being for their future adult life. Modern students have the opportunity to study a foreign language and, at the same time, develop communicative competence. Informal conversation is characterized by the unpreparedness of the speech act and the message lacking an official character, which eases relations between communication partners.

Competence assumes the whole range of personal qualities of a student, including not only cognitive, operational and technological components but also motivational, ethical, social, and behavioral ones. Competence is always personally painted by the qualities of a specific person and assumes minimum experience of application by the identifying of competences. Competence is a set of knowledge, skills, and abilities formed in the course of teaching in the English language. Therefore, language is a cultural mirror, through which not only the world surrounding a student but

also his mentality, national character, way of life, traditions, and the world image are reflected.

Communicative competence belongs to a group of key competencies, which have a special importance in human life; therefore, close attention should be paid to its formation. Communicative competence influences educational success. Success is about confidence. It includes the feeling of correctness and fidelity in actions and understanding achievement of the expected result. “Communicative Competence”, April, 11 2013
<http://www.stud24.ru/foreign-language/comunicative-competence/473448-1799791-page1.html>

A successful situation;

- creates conditions for correct perception of new material and helps to fulfill tasks correctly;
- encourages students if something seems impossible or when they make mistakes;
- uses game situations, riddles, and creative tasks, helping form interest in subjects;
- Forms a positive “I-concept” in students. A positive “I-concept” promotes success, while a negative “I-concept” hinders success, worsens results, and promotes negative personality change.

In order for a student to form a positive “I concept” the following is necessary:

- To see the unique personality in everyone and to respect, understand, accept, and believe in it (“All children are talented”);
- To create the identity of a successful situation, approval, support, and goodwill;
- to understand the reasons for children’s ignorance and wrong behavior, to eliminate them without causing damage and develop the “I-concept” of a student;
- To help students realize themselves in activity;

- To create a favorable atmosphere in class throughout the whole lesson. "Communicative Competence", April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-compitence/473448-1799791-page1.html>

Supposedly, such psychological peculiarities as temperament, skills, life experience of students, their sphere of interests, outlook, emotional development, the status of the student in a team, the presence of communicative motivation, a positive emotional climate, and trusty relations between teacher and students are very important for implementing the Communicative Approach in English lessons.

According to Gettinger, Elliott, and Kratochwill (1992), effective teaching methods facilitate both individual expression and social development. Actions mentioned below illustrate this notion:

Following the children's lead, teachers comment on their activities, similar to the behavioral strategy of attending. When new materials or activities are introduced, they are presented as options, ones in which the children have a choice to participate. Cooperation and getting along with others are facilitated through guided reasoning and modeling. Generally, teachers fulfill a supportive, nurturing role, providing an emotionally safe environment, one in which children feel secure and competent enough to explore and learn through playing (Gettinger et al., 1992: 12-13).

However, prevailing practices show that the knowledge content imparted in lessons exposes the student mainly to the problems of teaching in the English language.

The concept of competence also includes grammar and assimilation rules, which provide for the ability to use language in the course of communication. Communicative competence is formed in all types of speech activity – listening, speaking, reading, and writing. The function of communicative competence of the types is as below:

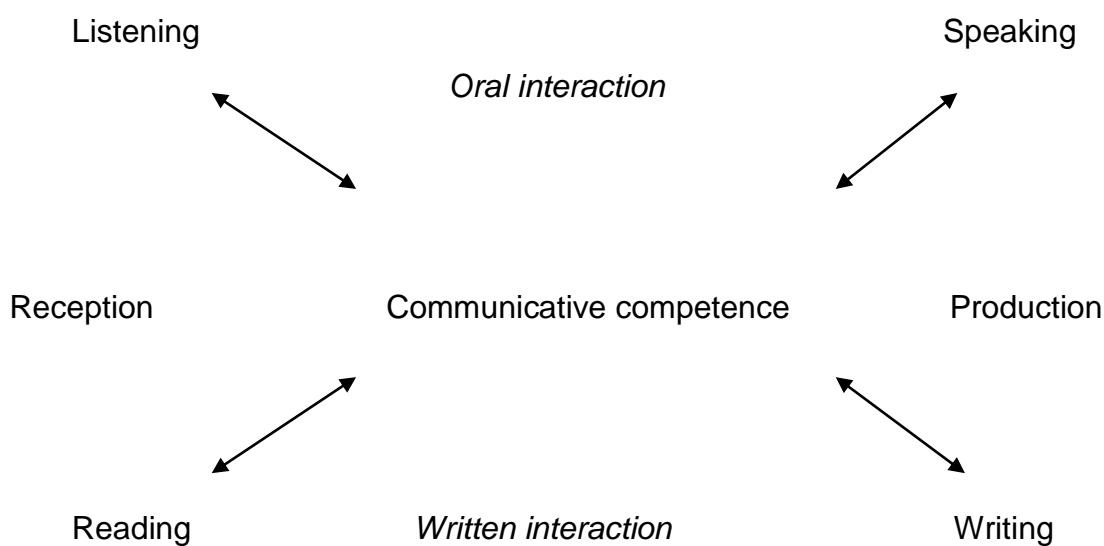


Figure 2.1 The structure of communicative competence

Byram, M., *Teaching and Assessing Intercultural Communicative Competence*, Multilingual Matters, 1997.

Communicative competence needs to be present in all four types of speech activity, providing perception and production of speech in the conditions of oral or written interaction of the communication participants.

Mastering communicative competence assumes mastering foreign-language communication in the unity of all its functions: information, regulatory, emotional, and etiquette. During the realization of these functions, certain communicative problems are solved and the basic communicative skills are formed (Table 2.2)

Table 2.2 Communicative functions and modeling of communicative competence.

Communicative functions	Communicative problems	Formed communicative skills
Informative (cognitive)	<ul style="list-style-type: none"> • <i>request information</i> • <i>inform</i> • <i>explain information</i> • <i>perceive and understand information</i> 	Formation of productive speech skills in speaking and writing
Regulative (motivational)	<ul style="list-style-type: none"> • <i>motivate for something</i> • <i>ask something</i> • <i>offer something</i> • <i>advise something</i> • <i>negotiate about something</i> • <i>perceive motivation and react to it</i> 	
Emotional (valuation)	<ul style="list-style-type: none"> • <i>express opinion, assessment;</i> • <i>express feelings, emotions;</i> • <i>prove, persuade;</i> • <i>feel pleasure and other feelings from the received information</i> 	
Etiquette	<ul style="list-style-type: none"> • <i>to start conversation;</i> • <i>to cause interest in the interlocutor;</i> • <i>to listen carefully;</i> • <i>to finish conversation;</i> • <i>to congratulate on a holiday;</i> • <i>to thank;</i> • <i>to express sympathy.</i> 	Formation of the receptive speech skills in perception of speech (listening and reading)

Purhonen, P. "An analysis of interpersonal communication competence in networking and collaboration" June, 10 2013, **Journal of Intercultural Communication**, ISSN 1404-1634, <http://www.immi.se/intercultural/nr18/purhonen.htm> 18, October 2008.

In order to realize the specified functions of communication by means of the English language, it is necessary to master these means, to be able to use them in the main types of speech activity, to know certain regional geographic realities, features of speech, and non-verbal behavior in the socio-cultural context of English language countries, as well as to be able to master all this knowledge, skill and ability. Thus, mastering English language communication, even in limits, is a multilayered, multidimensional process,

and communicative competence (as a methodical concept), acting as a required result of teaching, is a difficult multicomponent phenomenon.

Work on the formation of communicative abilities is fulfilled by teachers constantly, in all regime moments and in all everyday situations. Along with the formation of communicative abilities, work on developing communicative abilities on the basis of using the following methods is conducted.

The educational methods for the development of communicative competence in English language classes are:

- The method of “creation of bringing-up situations” - situations of a free choice of behavior; (the freedom of choice develops responsibility for their own behavior);

The method of empathy means feeling the condition of the other object by a person, “installation” of students into the studied objects of the world around them, their attempting to feel and learn it. For example, to feel the essence of a tree, a cat, a cloud and other educational subjects.

For example:

- Teacher: Imagine that you are a ‘Tornado’. How can you describe yourself, what are your feelings? Name your adjectives, verbs, your favorite season, places you occur, your weather.
- Student: - I am a Tornado. I am the most terrible of all storms. I am dangerous, violent, strong, cruel, noisy and destructive. I destroy houses; carry away cars and telephone boxes. I occur in the spring, throughout the world, but mostly in the United States, especially in the central states. I occur in the afternoon or in the early evening on a hot day. Large clouds appear in the sky. They become darker and darker. The sounds of thunder, bright flashes of lightning! I form a funnel and begin to twist. My funnel touches the ground; it picks up everything it can.

- The method of communicative teaching (mind map, role-playing games, performance of tasks to the set parameters, etc.);

The mind map method (Memory card) is a simple record of thoughts, ideas and conversations. There is a stream of ideas; their quantity is unlimited, all of them are fixed. The method is an individual product of one person or group. It expresses individual opportunities and creates space for the manifestation of creative abilities.

The possibilities for mind map use:

- In systematization and repetition of material;
- During work with the text;
- In repetition at the beginning of a lesson;
- In introducing a subject;
- In control.

Teaching is carried out through the following types:

1. communication games (picture gap, knowledge gap, belief gap);
2. communicative simulations in role-plays and problem-solving (role playing, disputes, round tables, sketches);
3. socialization (line-up, strip-story, smile, merry-go-round, kind words, reflection, listening. "Communicative Competence", April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-competence/473448-1799791-page1.html>)

The project method allows activation of a speech activity on the basis of independent information search, forming of arguments and their own position. It allows switching attention from the statement form to its content. At the same time, the method of projects allows creating independent research skills in the set area in a foreign language. The project method allows communicative competence development and encourages critical thinking. As discursive abilities are key to the project activity, first of all it is necessary to form them.

Discussion (from Latin "discussion" - research, consideration, analysis) is such a public dispute, the purpose of which is the examination and comparison of various points of view, search and identification of a true opinion and finding the correct solution to a controversial question.

The discussion method has seen increasing application in English language classes. Therefore, communicative competence formation – the ability for cross-cultural interaction - is improbable without knowledge of the English language. Moreover, the English language can render the process of teaching static by identifying problems in the educational process. The problem promotes increased efficiency in the teaching process as it gives a tone of cogitative activity, independent information search and aspiration to the analysis and generalizations.

Discussion as a version of oral speech arises when two points of view on the same problem are faced. “Debatable speech” allows formation of special discursive abilities and speech development in the English language class. These are the requirements for participation in discussions:

- To be competent in a discussed question;
- To be able to work with information at different carriers and to add knowledge with missing information quickly;
- To be able to make joint collective decisions.

The following forms of discussion are widely used in English language classes:

- Panel discussion, in which the planned problem is discussed by all group participants.
- Forum - similar to a panel discussion, during which the group exchanges opinions with an audience (a class or group).
- Symposium – a more formalized discussion, during which participants make messages representing their points of view, including answering audience questions.
- Debate - obviously a formalized discussion constructed on the basis of participant performances fixed in advance - representatives of two competing teams (groups) and rebuttals.
- Brain storming – a discussion in which the participants try to produce as many problems solutions as possible. “Communicative Competence”, April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-compitence/473448-1799791-page1.html>

Thus, when using discussions in higher education institutions, in particular when forming foreign language communicative competence, it is necessary to consider the specifics of this method. English language class discussion differs from discussions which take place in real life.

Group organization of student work strengthens interpersonal relations: problem tasks are solved, as a rule, in groups of small and average size. During discussion students learn to interact with each other, to find common ground, to reach consensus on any questions, to develop general strategy and tactics, sometimes to concede and make a compromise. An extremely important ability formed in English language classes is the ability to listen to the opponent and to understand him. Listening ability is a necessary condition to correctly understand the opponent's position, make a right assessment of the disagreements, and an essential element of discussion culture. The process of mastering the English language can be effective if it follows the characteristics of a natural process of mastering the language.

The application of the discussion method allows forming the basic debating abilities in the English language:

- Conscientious attitude to consideration of put-forward problems,
- Activity and independence in discussion of problems,
- Speech culture and culture of speech behavior;
- Orientation on reasons for problems arising and solving them;
- Ability to imagine the interlocutor's semantic field at the time of interaction and, depending on the individual characteristics of the interlocutor, to then build strategy and tactics of conducting discussion (You - position).

Using the discussion method in English language lessons to form communicative competence has a lot of advantages, namely the learning of a foreign language requires discipline and organization, promotes logical thinking and increases self-checking. Discussion in the English language is a universal remedy for interpersonal communication teaching. Thus, the debate method not only allows cultivating speech culture, but also induces

students to search for independent solutions to the discussed problems. Applying this method in English language classes forms a culture of creative thinking in students and also creates conditions for using personal life experience.

The role-playing method can also reflect principles of a problematical character and allow problem solution in situations of various degrees of complexity. It can be used both independently and in the context of the projects method, especially as a specific form of the project defense.

The role-playing game is understood as teaching through communication, a group interaction on the basis of vigorous student speech activity and emphasizing the independent initiative nature of the activity. The game consists of speech situations, united by the general plot and common educational goal.

The role-playing game in English language lessons is especially important in the aspect of socialization. Comparison can be carried out at once on several bases: professional interest, cross-cultural aspects, socio-linguistic aspects. The main thing is to teach listeners to carry out social and interpersonal roles taking into account all aspects that promote the formation of communicative competence and critical thinking in the course of English language teaching. The method of role-playing allows forming the following intellectual and communicative abilities: "Communicative Competence", April, 11 2013 <http://www.stud24.ru/foreign-language/comunicative-compitence/473448-1799791-page1.html>

1. ability to behave flexibly in various socially significant and interpersonal roles;
2. ability to interact effectively in a group (collective) in adopting collective decisions where the interests of group members are multidirectional;
3. ability to listen to the interlocutor and to build actions and speech effectively according to the developing situation (You - position);

4. ability to build logical proof for the decision reached, develop internal logic of the solved problem, and understand the logic of the sequence of actions;
5. ability of independent knowledge transfer for the decision of new tasks, problems, and searching for new decisions.

During the structuring and selection of problem-focused material it should be noted that the process of teaching has to be constructed proceeding from the logic of informative activity and forward formation of communicative and intellectual abilities.

Problematic situations can arise in the course of any individual or joint activity involving solution of objective reality problems. Therefore, when modeling problem situations in English language lessons a teacher should consider:

1. the level of intellectual formation and communicative abilities of listeners at this grade level;
2. the levels of a problematical character – a problematic statement of a teaching material; a teacher creates a problem situation and solves it together with a student; a teacher creates a problem situation, and the student independently solves it; full independence of a student, who finds a problem and solves it himself, thereby, resolving the problem situation;
3. cross-cultural and socio-linguistic distinctions at the level of a problem (historical, axiological);
4. novelty of information;
5. the spheres of public life in which this problem occurs (the cultural sphere can be shown, valuable level - to look at the phenomenon or problem from the point of view of public value and importance); a political sphere; a social sphere (those phenomena and problems which find reflection in the sphere of public life, which take place as a result of taking measures to a solution); an economic sphere (economic basis of the studied phenomena);

6. professional orientation of teaching. Salinas, J.A.R, "Is Intercultural communicative Competence A Remake Of Communicative Competence?" July, 21 2013, " http://www.anupi.org.mx/PDF/09007_AngelReyes.pdf ,2009.

The method of a project activity and the use of role-playing games are the most effective educational methods to develop communicative competence in English language classes. The following educational methods are used for their development:

Table 2.3 Communicative tasks and speech activities in monologic speech.

Types of monologue utterances	Communicative tasks and speech activities corresponding to them
A short message	- to inform factual information: Who? Which? Why? – combining the sentences in logical consequence.
A story	- to tell about oneself (about a friend, school, city/village, etc.); - to express your own opinion, assessment, using own assessment clichés, like 'perfect', 'I am glad', etc.
Description	- to describe the weather, city/village, appearance, using the words and phrases, describing such qualities as beautiful/ugly, good/bad, long/short, high/low, etc.
Characteristic	- to give a characteristic and support your own utterance, compiling it by the scheme. For example, <i>My friend is very beautiful. She has blue eyes and dark hair. She is clever and ready to help. I like her very much.</i>

Reference; Bell, Célia D. S. , "L2 Speech Rate in Monologic Activities". **Linguagem & Ensino**, Vol. 6, No. 2, 2003.

Teachers apply the following types of lessons to develop communicative competence:

1. to write a greeting card on holiday;
2. to write a personal letter (about oneself, a friend, study, interests, holidays, etc.), using the basic rules of his registration, including etiquette (with support from a sample).

The formation of communicative competence is a long and many-sided process, which is carried out in collaborative work between teachers and students. Communicative competence is a quality of personality, necessary for achievement in English language classes. As with any other competence, it cannot be created out of activity. Teachers forms this type of competence, setting their own communication standards of communicative abilities and organizing a constructive interaction of the student with each other and adults.

CHAPTER 3 METHODOLOGY OF THE RESEARCH

3.1 Introduction

This chapter gives details about methods, design, procedure, informants, and measuring tools that have been evaluated throughout the research process. It contains the overall data analysis which shows whether the Communicative Approach is used in classes by teachers.

3.2 Subjects of the study

This study was carried out with 30 English teachers. Their average age is 28 and they teach English at İstanbul Aydın University School of Foreign Languages, teaching first grades. They were each given a questionnaire to complete as part of the research.

3.3 Research Methods and Procedures

The present research is a descriptive study. It was conducted on the basis of primary and secondary research sources. It is designed to provide the researcher with an opportunity to come up with appropriate information which is relevant and authentic. It is a research approach in which various methods to collect relevant data have been integrated.

The primary source of data collection is the teachers' methods & course book. The secondary source of data collection is the literary survey about the research topic

3.4 Tools of Research

3.4.1 Questionnaire

The questionnaire (illustrated in appendix 1) was drafted for teachers at İstanbul Aydın University School of Foreign Languages, teachers who teach first grades. Thirty teachers who teach the first year students took part in this research. The primary source of data collection is questionnaires.

Questionnaires were given to the teachers and collected later at an agreed date.

The questionnaire aimed to collect data on the teachers' teaching styles, especially their use of the Communicative Approach in their classes.

3.4.2 Observation

Observation presented the most accurate information, as it directly answered the research aims and objectives. The results are given in later sections.

CHAPTER 4 DATA ANALYSIS AND RESULTS

4.1 Questionnaire Analysis

In order to investigate the hypothesis regarding the use of the Communicative Approach, teachers were given a questionnaire that is mainly based on closed ended question types.

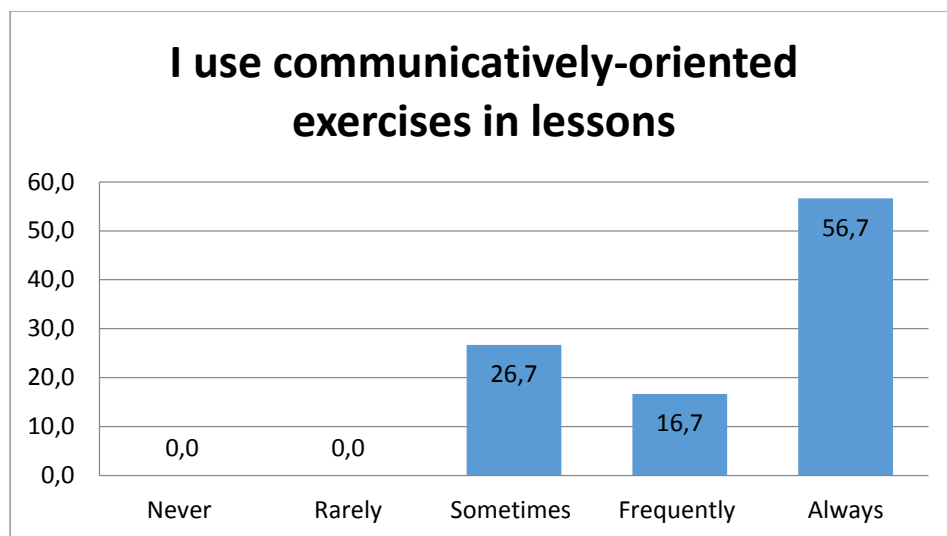


Figure 4.1 I use communicatively-oriented exercises in lessons

In this question teachers were asked whether they use communicative-based exercises in lessons or not. As shown in the graph, 56.7 % of teachers replied with always and 26.7% replied with “sometimes”. No teacher said that he rarely or never uses communicative based activities during the lesson. But in practice the teacher just follows the text book which has communicative exercises and the students do them because it is an English lesson, like a geography lesson. They do not transfer this knowledge into their real life communication in English because grammar is emphasized more. They believe that the teacher will ask the grammar items in the exam so they put importance on grammar rather than communication.

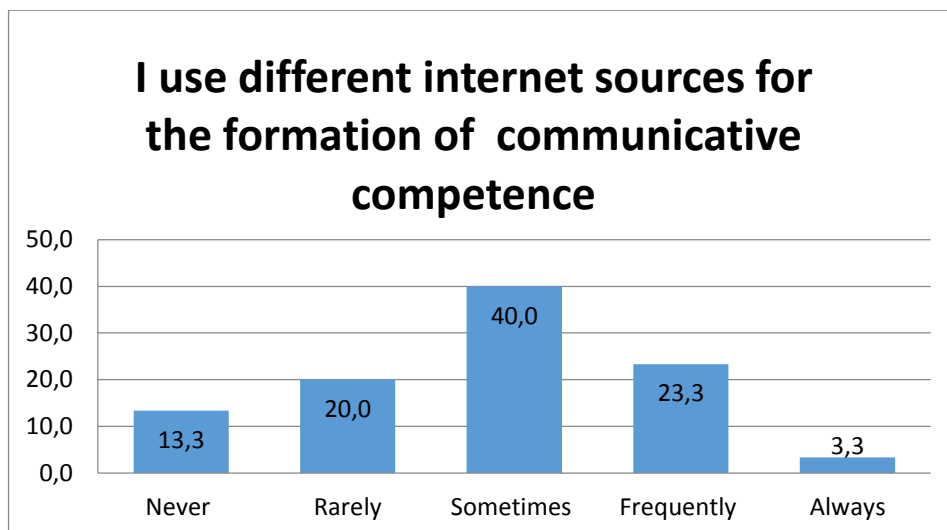


Figure 4.2 I use different internet sources for the formation of communicative competence

This graph shows that teachers do not always use internet resources to build on communicative competence in their learners. The rate is really low at 3.3 %.

While 40% of the teachers sometimes use internet resources, 20% rarely use them.

Also, what we notice here in the graph is that there are some teachers who never use internet resources (as the graph shows 13.3%), which is a considerable rate.

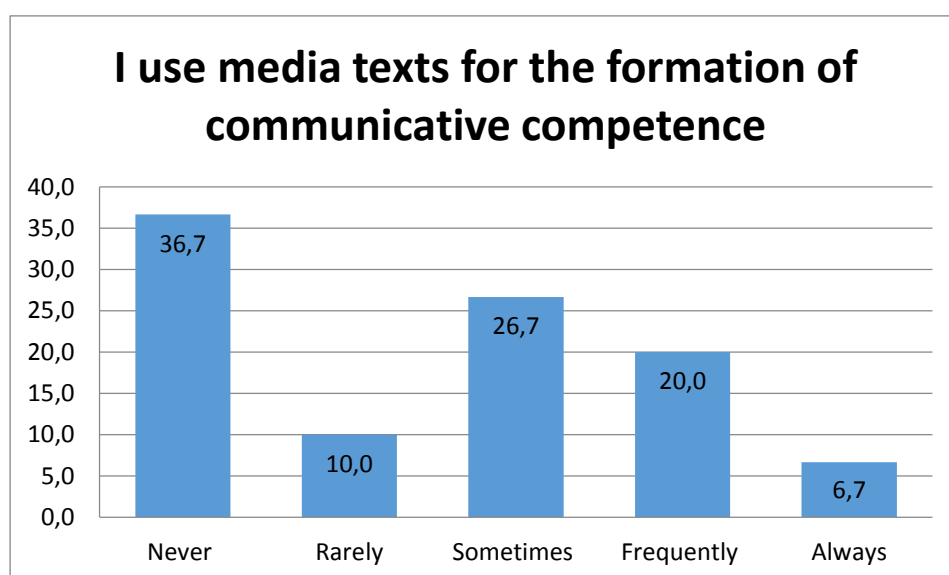


Figure 4.3 I use media texts for the formation of communicative competence

The graph shows that most teachers never use media texts to foster communicative competence in their students with a rate of 36.7%. Just 6.7% always use this kind of resources in their lessons.

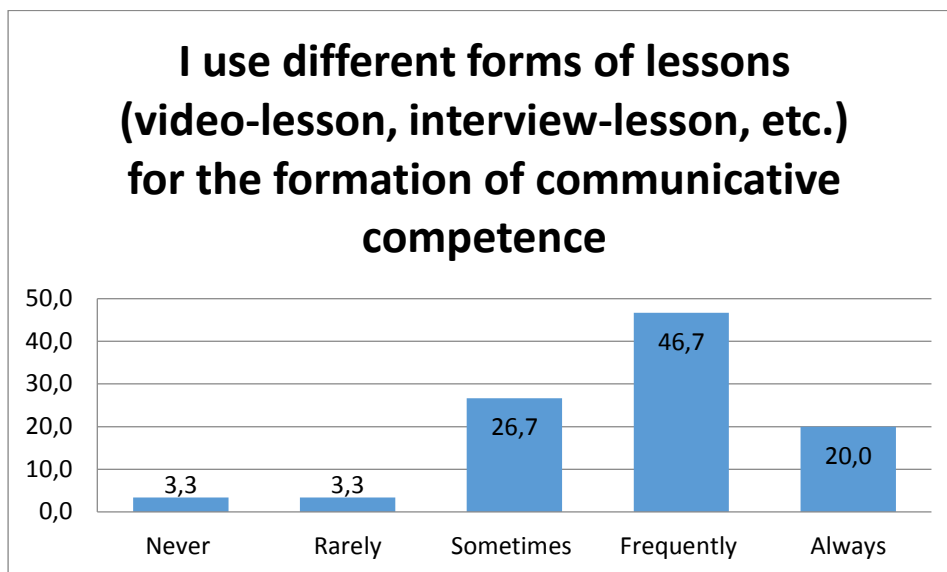


Figure 4.4 I use different forms of lessons (video-lesson, interview-lesson, etc.) for the formation of communicative competence

The graph depicts the extent of different lesson forms, ranging from video lessons, etc. What is clear from this graph is that teachers use different forms of lessons frequently with a rate of 46.7%.

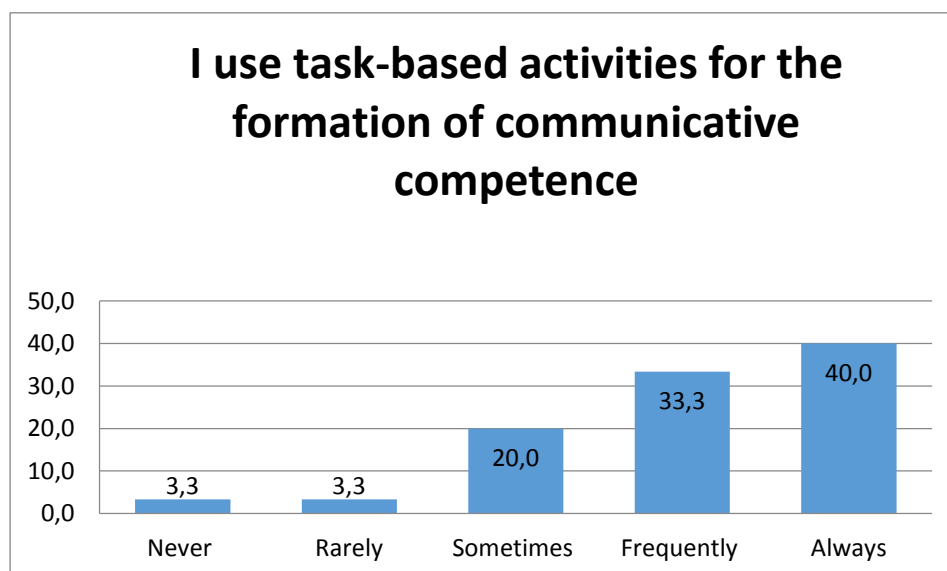


Figure 4.5 I use task-based activities for the formation of communicative competence

Teachers were asked in this question to reflect on the usability of task-based activities during their lessons. The result shows that teachers resort to task based activities but with different frequencies. Thus, 40% replied always, while 33% replied frequently, whereas just 20% replied sometimes, 3.3% replied rarely, 3.3% replied never.

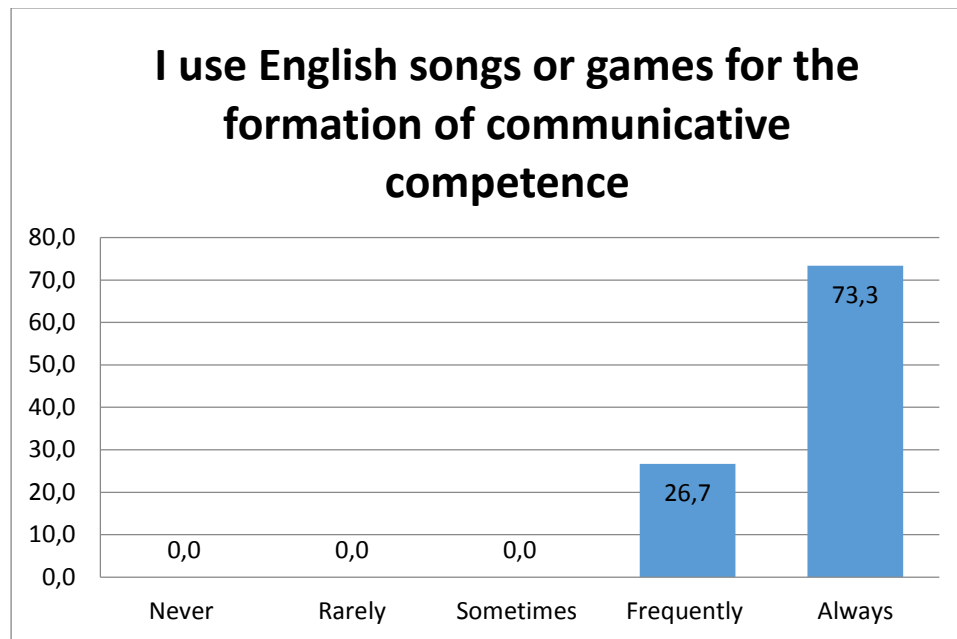


Figure 4.6 **I use English songs or games for the formation of communicative competence**

The use of English songs is very useful and has a crucial importance in the Communicative Approach. Consequently teachers were asked to reply whether they use this tool in their lessons. It is clear in the table that 73.3% use English songs always which means that a sizeable majority of teachers resort to that tool to scaffold their lessons.

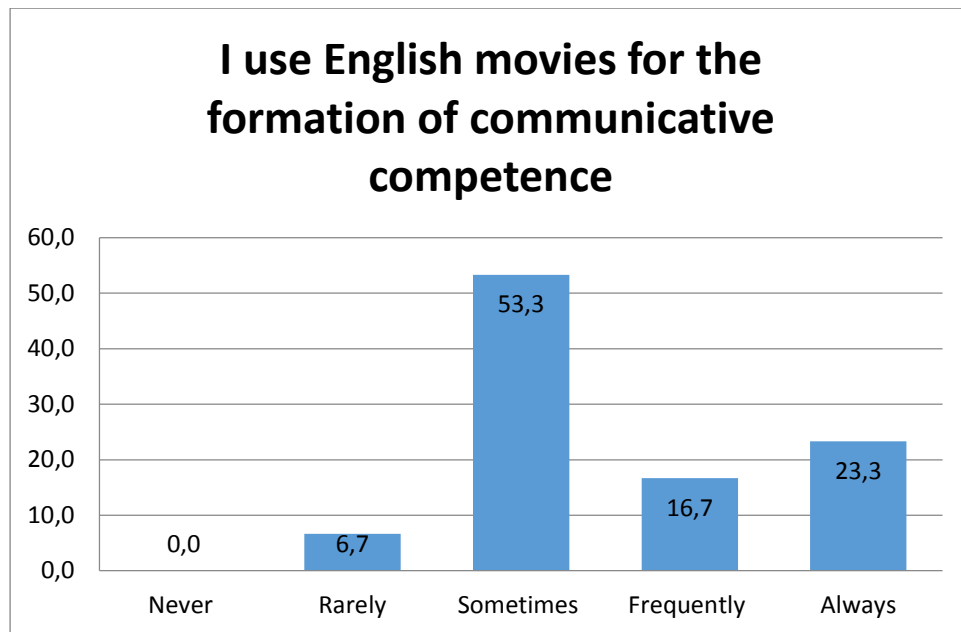


Figure 4.7 I use English movies for the formation of communicative competence

Teachers do not use English movies in their lessons very often but they resort to it sometimes. This idea is reflected in the graph where teachers sometimes use English movies with a rate of 53.3%. However, there are a considerable number of teachers who use movies always with a rate of 23.3%

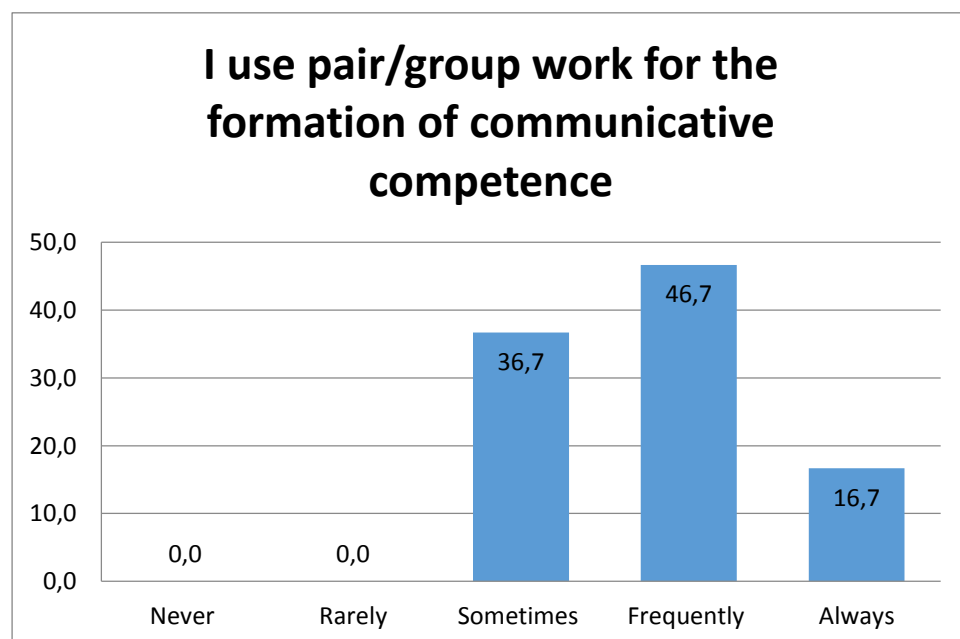


Figure 4.8 I use pair/group work for the formation of communicative competence

The last question of the questionnaire was trying to measure the extent to which teachers use pair group to strengthen their communicative goals within a given lesson. Almost half of the teachers use this kind of grouping in their lessons with a rate of 46.7% of teachers who replied with “frequently”. No teacher answered that he or she never uses pair group in their lessons.

The analysis of the questionnaire in general shows that the teachers observed follow the textbook mostly and do the communicative activities as far as the textbook allows but they very rarely use other sources to create communication in their classes.

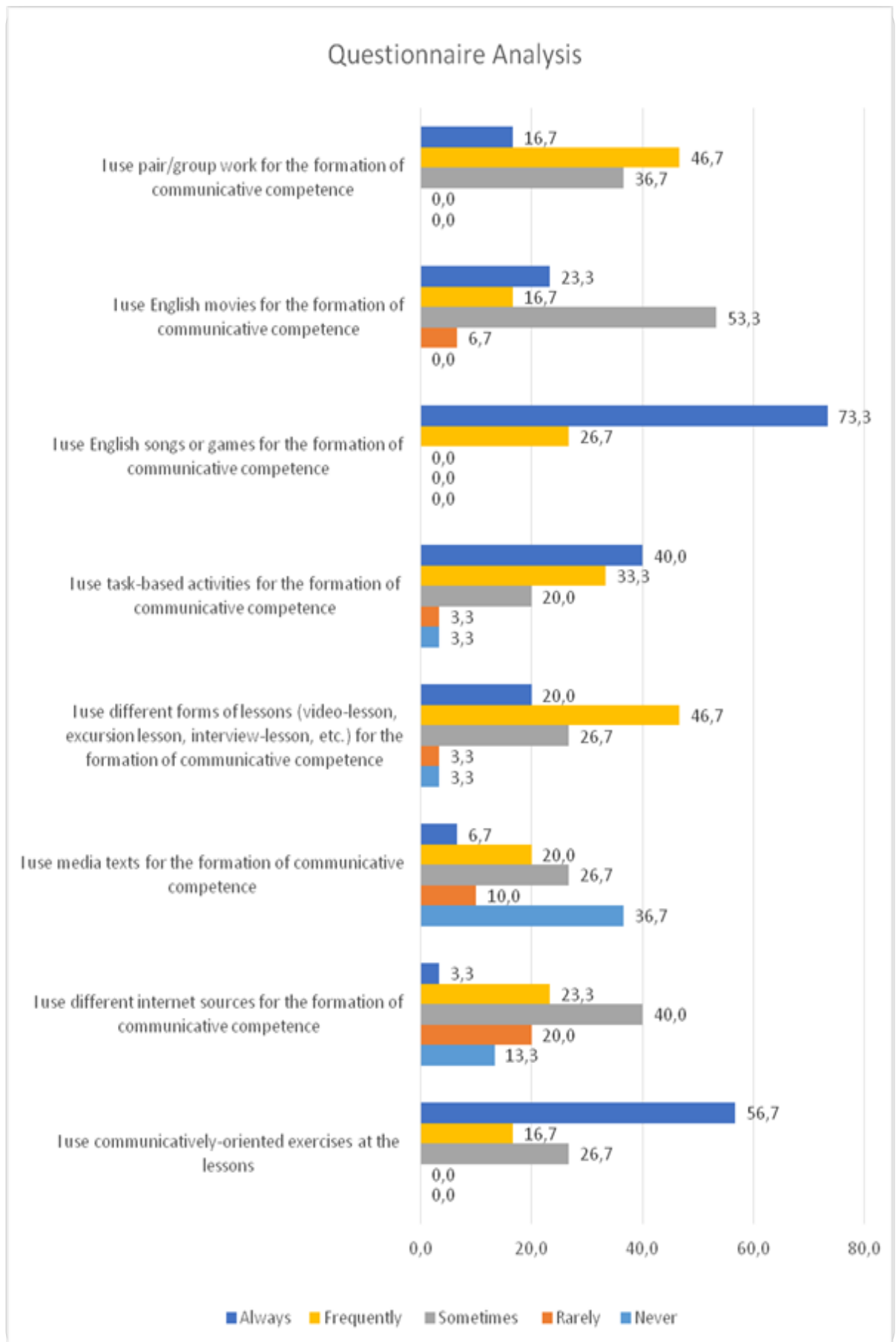


Figure 4.9 Questionnaire Analysis

4.2 Course Books

There are several different kinds of course book evaluation models which show different phases for course book evaluation. Accordingly, checklists have been advanced to use as guidelines in evaluating course books.

According to Hutchinson & Waters (1987), the course book evaluation process has four major steps:

1. Defining criteria
2. Subjective analysis
3. Objective analysis
4. Matching

Course book evaluation has a different model according to Breen & Candlin's (1987):

1. What the aims and content of the materials are
2. What they require learners to do
3. What they require the teacher to do
4. What function they have as a classroom resource. (Breen & Candlin, 1987:13)
5. Learner needs and interest
6. Learner approaches to language learning
7. The teaching / learning process in your classroom (Breen & Candlin, 1987:18).

Grant (1987) gives a checklist called the 'CATALYST' test. The eight letters in the word CATALYST refer to the criteria used for the initial evaluation of the material;

Communicative? Is the course book communicative? Will the students be able to use the language to communicate as a result of using the book?

Aims? Does it fit in with our aims and objectives?

Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well organized, and easy to find your way around?

Available add-ons? Are there any useful 'add-ons', additional materials such as teacher's books, tapes, workbooks, etc.? If so, are they available?

Level? Does the level seem about right?

Your impression? What is your overall impression of the course?

Student interest? Are your students likely to find the book interesting?

Tried and tested? Has the course been tried and tested in real classrooms? Where? By whom? What were the results? How do you know? (Grant, 1987: 120)

The following criteria are selected by applying three important researchers' views, Hutchinson and Waters, Bree and Candlin and Grant. Their criteria are arguably the most suitable ones to evaluate course books. The main objective of choosing the following criteria is them being the most suitable ones to check whether a course book is communicative or not. A course book was evaluated according to these criteria put forward for this study;

1. Language content

- a) Is the language content suitable for the level of students?
- b) Is the language content suitable for the interest of this group of students?
- c) How communicative is it?

2. Design and organization

- a) Is the course book designed for communicative purposes?
- b) How communicative is it?

3. Language skills

- a) Is the course book designed with the purpose of improving language skills?

b) How communicative are they?

4. Exercises and activities

a) What are the purposes of the exercises and activities?

b) How communicative are they?

4.3 Course Book Analysis And Syllabus

The course book examined for our study contains 12 units. Each of the units follow a format consisting of the following sections:

Vocabulary---presents unusual vocabulary

Listening---presents tasks that develop specific information

Grammar ---presents tasks to help students notice grammar usage and provides fill in gap activities

Scenario--- presents tasks to help students - this part includes matching activity, listening, pronunciation and grammar

Speaking--- provides communication but it is not real life communication.

Reading---provides both a model and a reason to read and write.

The usage of suitable materials in language is one of the most significant factors that defines lesson quality. Because of the need to be able to communicate in the target language (English), the amount of teaching materials involving textbooks and additional sources increases.

The text book analyzed in this study is Language Leader Elementary Level by Longman. The book aims to teach general and partly academic English used by universities. It does not focus on all fundamental communicative aspects. However, in this study, after reviewing the book within the Communicative Approach framework, we will concentrate on the weakness of each skill in terms of communicativeness.

In general terms, the language content is suitable for the students' level. Their language level differs due to their background. In this respect, students' language achievement varies.

The language covers most of the students' knowledge. However, the reading part is not suitable for the students' level. Readings offers too much information and too many details, in contrast with the needs of students who are not familiar with basic communication elements. For elementary level too many words are being introduced.

Because of personality and cultural differences, students' interests differ. The reading and writing passages do not satisfy the students' interests. Moreover, the study skills part uses a very high level that makes students become uninterested. The books' topics cannot be used in daily life communication. Also, the book follows unhelpful descriptions that do not stimulate debate and discussion. As a result, the course book does not include motivating and informative texts which can develop reading and listening skills. For this reason, the book is not suitable for learners who would like to express their ideas and improve their communicative skills.

Another finding leads us to conclude that the book has a traditional reading, listening and writing design. The real communication purpose is missing. The book designs do not enable group working - it is more individually based.

It is also important to consider the concepts of functionality and situationality when examining this course book. In the original pre-1960's Situational Language Teaching, language had been taught by making students practice fundamental structures in meaningful situation-based activities. As the Communicative Approach gained theoretical credibility and wider use, the emphasis switched gradually in the 1970's to the functional and communicative potential of language. English teachers understood the need to focus in language teaching on communicative proficiency. Within this arose the notion of functionality, emerging from Halliday's (1973) influential

theory of the seven functions that language has for children learning their first language and, by implication, learners of English have with L2.

The functions are:

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behaviour of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination;
7. the representational function: using language to communicate information (Halliday,1973: 118-124)

Although each of these functions may be present in the course book studied for this research, the key point is that their practice and elaboration does not result in communicative outcomes of the functions, thus negating the point of situating functionality within the Communicative Approach at a theoretical and practical level. The transmitted information does not satisfy communication. Two other findings support the idea that the course book does not focus enough on listening skills and does not have a variety of practice to develop speaking skills.

4.4 Interpretation of the Results

The current study was conducted to measure use of the Communicative Approach by teachers in their lessons, whereby teachers were given questionnaires to fill in and were also observed with a critical eye.

The use of the Communicative Approach by both teachers and course books seems to lack a deeper understanding on how Communicative Approach based lessons should be crafted. This fact is evident from the different results obtained from the different research tools. While observing the teachers, most of them resort to the Presentation, Practice, and Production method, which is a variation of the Audio-Lingual method.

This practice is in contrast to the questionnaire results which indicate that teachers are aware of the importance of the Communicative Approach and its efficacy in the learning process. This fact implies that there is a gap between the theory of the Communicative Approach and its application in the classes. This implies that teachers could not bring these theories into practice which may be flawed and sometimes hinder their teaching goals.

Also, another insight from the results obtained from questionnaire, observation and course book is the fact that teachers who want to apply the Communicative Approach within their classes seem to be book-bounded and cannot adapt the materials to fit their students' needs and interests. They have a tendency to skip the productive skills that play an important role in the Communicative Approach.

CHAPTER 5 CONCLUSION

5.1 Conclusion & Discussion

In this study, it has been revealed that a sample of English language teachers use the Communicative Approach in theory. However, in practice, learners cannot use the language outside of the class communicatively.

We also tried to illustrate the insufficiency of a communicative English course book that is, in fact, not communicative in terms of transferring the knowledge that is given by teachers during the teaching and learning process.

The following are the results of the eight question questionnaire;

1: I use communicatively-oriented exercises during the lessons

Answer 56.7% always

2: I use different internet sources for the formation of communicative competence

Answer 3.3% always

3: I use media texts for the formation of communicative competence

Answer 6.7% always

4: I use different forms of lessons (video-lesson, excursion lesson, interview-lesson, etc.) for the formation of communicative competence

Answer 20% always

5: I use task-based activities for the formation of communicative competence

Answer 40% always

6: I use English songs or games for the formation of communicative competence

Answer 73.3% always

7: I use English movies for the formation of communicative competence

Answer 23.3% always

8: I use pair / group work for the formation of communicative competence

Answer 16.7% always

These findings show that teachers tend to use the Communicative Approach in the classroom but learners cannot use the target language they have learnt outside of the classroom in real life.

Within this content, most teachers could not design communicative activities and were besides in a dilemma about how and when to use CLT practices. This is one of the main reasons why students cannot transfer the language from the classroom to real life situations.

As for course books, we can see that they generally use the same exercises mostly in grammar items, reading and writing facilities. In this respect, speaking and listening activities cover less space than the others. Therefore, as teachers, we can say that course books do not use real and transferable communicative activities and exercises.

For example, the listening and speaking sections of the book are designed to present tasks that develop specific information which is not related to real life communication. In respect to the speaking section, the book just provides communication; it does not match real life aspects. Moreover, the listening and speaking parts are less than the reading, grammar and vocabulary parts.

In terms of grammar and reading activities in the book, reading sections include too much detail and information in contrast with the need of learners who are not familiar with basic communication elements. Although the students' level is elementary, the level of the reading activities is above their comprehension. Grammar activities in the book, in fact, present tasks to help learners notice grammar usage and provide gap filling activities.

However, as teachers, we can say that the grammar activities may prevent real life communication.

In conclusion, the result of this research reveals that teachers and the course book do, in fact, use the CLT approach to teach the target language. However, neither teachers nor the book use authentic materials in order to provide efficient communication for students.

5.2 Limitations of the Study

The main limitation of the study is that the researcher does not have a real classroom to apply the approach by himself. If the researcher had the opportunity to have a class to apply the CLT method by himself, this study might have benefited from the results of that research.

5.3 Implications of the Study

This study is consistent with existing research findings in the same literature. In their studies, Chomsky, N. (1965), Harmer, J. (1994), Hymes, D. (2004), Larsen-Freeman, D. (2011), Richards, J., Rodgers, T. (2002), mention similar aspects and criteria of CLT. In addition, plenty of studies have been written by applying the CLT method.

5.4 Further Research

This study examines the effects of communicative practices of teachers during educational activities. The other object of this study is to reveal how much the course book is written within a Communicative Approach, but how students are not able to make it real.

As text books are not communicative, students are not able to use language in everyday life situations. As a result, language usage outside the class becomes less communicative. In order to make more use of daily communication, we suggest an approach related to mass media and technology. Another approach for further research might underline the psychological and pedagogical effects occurring within communicative teaching.

For further studies, how to use the Communicative Approach with mass media and technology may be a very fruitful area to explore.

In addition, another possible area for future research could be examining the psychological and pedagogical effects of teaching with the Communicative Approach.

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APPENDIX 1 QUESTIONNAIRE

The main objective of this study is to examine the role of instructors in implementing communicative language teaching methodology in their classroom.

I'm going to write my MA thesis according to your responses to this questionnaire. Communicative competence in English Language refers to your students' ability to communicate in English with others, in other words, your students' usage of their knowledge in their performance.

Please answer each question according to what you, as a teacher, do in your English Language classes in term of supporting communicative competence. The information will be used for scientific purposes.

1. Age:
2. What kind of a school are you currently teaching in?
3. Professional experience: 1-3 years___; 4-6 years___; 7-9 years___; over 10 years.

A type of activity

Never 1 Rarely 2 Sometimes 3 Frequently 4 Always 5

I use communicatively-oriented exercises during the lessons

1 2 3 4 5

I use different internet sources for the formation of communicative competence

1 2 3 4 5

I use media texts for the formation of communicative competence

1 2 3 4 5

I use different forms of lessons (video-lesson, excursion lesson, interview-lesson, etc.) for the formation of communicative competence

1 2 3 4 5

I use task-based activities for the formation of communicative competence

1 2 3 4 5

I use English songs or games for the formation of communicative competence

1 2 3 4 5


I use English movies for the formation of communicative competence

1 2 3 4 5

I use pair / group work for the formation of communicative competence

1 2 3 4 5

APPENDIX 2 COURSE BOOK



1

Cities

In this unit

Grammar

- ▣ to be
- ▣ there is, there are (+ any)

Vocabulary

- ▣ cities
- ▣ adjectives
- ▣ places in a city

Scenario

- ▣ On the street

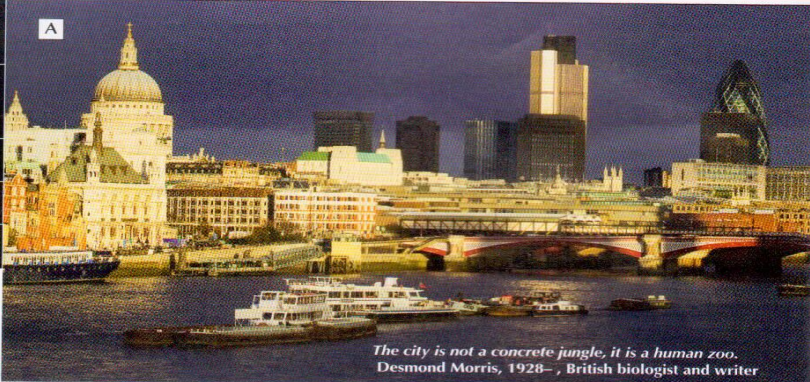
Study skills

- ▣ using your dictionary (1)

Writing skills

- ▣ a description of a city

1.1 CITY FACTS



A

The city is not a concrete jungle, it is a human zoo.
Desmond Morris, 1928–, British biologist and writer

VOCABULARY: cities, adjectives

1 Look at the photos A–D on pages 6 and 7. Choose the names of the cities from the box. (There are two extra names.)

Istanbul Kraków London
 New York São Paulo Tokyo

2 Match adjectives 1–8 with their opposites a–h. Then choose two or three words for each city in the photos.

1 good 2 old 3 big 4 cold 5 wet 6 noisy 7 beautiful 8 cheap	a) hot b) dry c) quiet d) new e) expensive f) ugly g) bad h) small
--	---

London – big, ...

READING

3a Read the text and choose the correct answer.

São Paulo is ...

- 1 big and noisy.
- 2 small and quiet.
- 3 cold and expensive.

Ten facts about

São Paulo

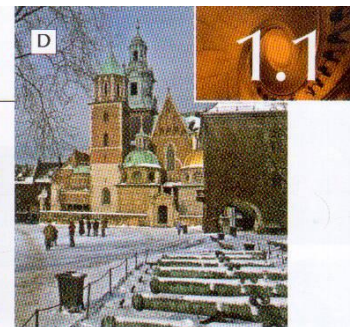
- 1 It's in the south of Brazil.
- 2 It's a big city.
- 3 It isn't the capital of Brazil. (Brasília is the capital.)
- 4 It's 75 kilometres from the sea.
- 5 In summer, the weather is hot and wet.
- 6 It's famous for coffee!
- 7 The restaurants are good.
- 8 São Paulo and Corinthians are football clubs in the city. They're famous in South America.
- 9 It isn't a quiet city. In fact, it's very noisy.
- 10 The buses aren't expensive.

3b Are these sentences about São Paulo true or false?

- 1 It's in Brazil. *true*
- 2 It's small.
- 3 It's the capital of Brazil.
- 4 It isn't in the north of Brazil.
- 5 The summers are dry.
- 6 The football clubs aren't famous in South America.

6

UNIT 1 Cities


GRAMMAR: to be

4 Look at the text *Ten facts about São Paulo*. Complete the table.

Affirmative (+)	Negative (-)	Question (?)
I'm (I am)	I'm not (I am not)	am I?
he's (he is)	he isn't (he is not)	is he?
she's (she is)	she isn't (she is not)	is she?
¹ <i>It's</i> (it is)	it ³ _____ (it is not)	is it?
you're (you are)	you aren't (you are not)	are you?
we're (we are)	we aren't (we are not)	are we?
² _____ (they are)	they ⁴ _____ (they are not)	are they?

► Language reference and extra practice, pages 122–123

5a Choose the correct form.

- London *is/are* the capital of the UK.
It's/He's an old city.
- Istanbul *aren't/isn't* the capital of Turkey.
- São Paulo and Brasília *am/are* in Brazil.
- Kraków and London *aren't/isn't* hot in winter.

5b Write one or two sentences about your city or town.

My city is cold in winter.

6 Look at these questions and choose the best answer.

- Is your city beautiful?
Yes, it is. / No, it isn't.
- Are you a student?
Yes, I am. / No, I'm not.
- Are the restaurants in your city bad?
Yes, they are. / No, they aren't.
- Is your teacher from the UK?
Yes, he/she is. / No, he/she isn't.

GRAMMAR TIP

Notice the short answers:
Is London old?
– Yes, *it is*.

7 Put the words in the right order to make questions. Then ask and answer the questions with a partner.

- good in your city coffee Is ?
Is coffee good in your city?
- expensive in your city Are the buses ?
- in Europe Is New York ?
- Tokyo a big city Is ?
- you in your city happy Are ?
- famous in your city you Are ?

LISTENING

8a **1.2** Listen to two conversations and answer the questions.

- Are the conversations between:
 - two students?
 - two teachers?
 - a teacher and a student?
- The situation is:
 - on the phone.
 - in a class.
 - in a café.

8b Now listen again and fill the gaps with one word.

Kraków

- small, beautiful, *old*
- in the _____ of Poland
- _____ in winter

Istanbul

- big, beautiful, _____
- _____ in winter
- _____ mosques

SPEAKING

9a Practise the conversations in Exercise 8. Look at Track 1.2 on page 146.

9b Now work with a partner and make similar conversations between a teacher and a student.

1.2

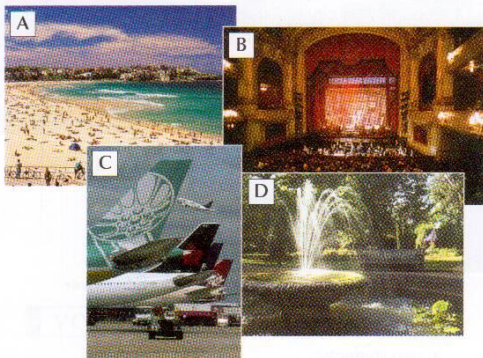
PLACES IN A CITY

VOCABULARY: places in a city

1a Match the words in the box with the photos on pages 8 and 9.

an airport a beach a bridge a canal
a church a cinema a fountain
a harbour a mountain a museum
a park a temple a theatre

1b Think of more buildings and places in a city.



READING

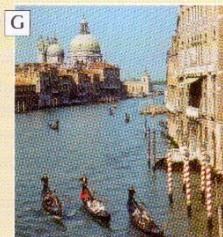
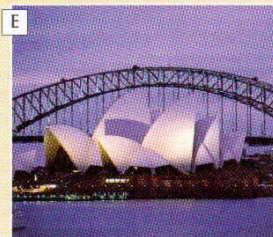
2 Read the article about famous cities from an in-flight magazine. Put these words in the correct gaps in the text.

beaches films music water

3 Read the article again and complete the sentences.

- Sydney Opera House is a famous building.
a) park b) cinema c) building
- Sydney is a good place for _____.
a) films b) water sports c) museums
- Mumbai is a _____ city.
a) small b) busy c) quiet
- Bollywood films are from _____.
a) Los Angeles b) Mumbai c) Venice
- Venice is a _____ city.
a) big b) noisy c) small
- Venice isn't a good place for _____.
a) cars b) people c) boats

Famous cities



In all cities there are large buildings, parks, museums and schools, but a lot of cities are famous for other things.

Sydney, city of ¹music and city of ²_____

Sydney is in the southeast of Australia. The population is four million. In Sydney there's an opera house and there are a lot of lovely beaches. Bondi Beach is famous for surfing. Sydney is a fun city.

Mumbai, city of ³_____

Mumbai is in the west of India. It's a big city with over ten million people - it's a busy city. There isn't an opera house, but the city is famous for films. In Los Angeles, there's Hollywood; in Mumbai, there's Bollywood. In Mumbai there are a lot of cinemas - over 200! It's an exciting city.

Venice, city of ⁴_____

Venice is in the northeast of Italy. It isn't a big city - the population is under 500,000. In Venice there aren't any buses or cars. Venice is a city of water. There are 150 canals and a lot of boats. It's a beautiful city.

PLACES IN A CITY

1.2

GRAMMAR: *there is, there are*

4a Complete these sentences from the article.

- In Sydney *there's* an opera house.
- In Mumbai _____ a lot of cinemas.
- (In Mumbai,) _____ an opera house.
- In Venice, _____ buses or cars.

There is (There's) / There are introduces a place or thing. It tells us what is in a city, building, room or place.

4b Look at sentences 3 and 4 in Exercise 4a. When do we use *any* in a negative sentence?

5 Complete the table with the correct words.

is is are are any not isn't

	Singular	Plural
+	There's a cinema. (There ¹ <i>is</i> a cinema.)	There ⁵ _____ 200 cinemas.
-	There isn't a theatre. (There is ² _____ a theatre.)	There aren't ⁶ _____ theatres. (There are not any theatres.)
?	³ _____ there a park? Yes, there is. No, there ⁴ _____.	Are there any canals? Yes, there ⁷ _____. No, there aren't.

► Language reference and extra practice, pages 122–123

6 Choose the correct form of *to be*.

- In London, there *is / are* an opera house.
- There *is / are* two international airports in New York.
- In Edinburgh there *isn't / aren't* any canals.
- There *isn't a / aren't any* harbour in Mexico City.
- Is / Are* there any temples in Paris?
- Are there any museums in Nairobi? –Yes, there *are / is*.

GRAMMAR TIP

a lot of = a large number of

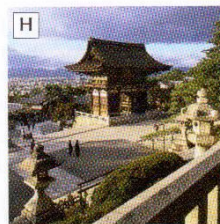
In Mumbai there are *a lot of* cinemas.

SPEAKING

7 Work with a partner to find out about different cities.

Student A: Look at the table on page 110 and ask your partner questions.

Student B: Look at the table on page 114 and ask your partner questions.



LISTENING

8a 1.3 *I love my city* is a TV programme. Listen to the programme and match the people with the cities.

- | | |
|----------|--------------|
| 1 Yukako | a) Cape Town |
| 2 Pablo | b) Lima |
| 3 Stefan | c) Kyoto |
| 4 Peter | d) Chicago |

8b Listen again. Tick (✓) the correct sentences.

- Kyoto
 - There are a lot of new buildings.
 - There are a lot of old buildings. ✓
- Lima
 - There are a lot of cars and buses.
 - There are a lot of cafés.
- Chicago
 - There are a lot of temples.
 - There are a lot of museums.
- Cape Town
 - There's a beautiful fountain.
 - There's a beautiful mountain.

pronunciation

9a 1.4 Contractions Listen. Tick (✓) the sentence you hear.

- a) I'm from Chicago. ✓
b) I am from Chicago.
- a) They are very quiet.
b) They're very quiet.
- a) There is a beautiful mountain.
b) There's a beautiful mountain.

9b Listen and repeat the three sentences.

WRITING

10 Write about your city. Then tell the class.
















My city is in the north/southeast of ... The population of my city is ... My city is famous for ... In my city, there are ...

1.3 SCENARIO

PREPARATION

1 Match the places in the box with the symbols 1–14 below.

bookshop building site bus station car park college gardens library market post office public toilets railway station shopping centre swimming pool tourist information centre zoo

- 1  bookshop
- 2  post office
- 3  bus station
- 4  car park
- 5  public toilets
- 6  gardens
- 7  tourist information centre
- 8  car park
- 9  shopping centre
- 10  zoo
- 11  swimming pool
- 12  gardens
- 13  railway station
- 14  library
- 15  building site

2a 1.5 Listen to six sounds from a city. Match them with places in Exercise 1. Write the places.

1 – railway station

2b Are the sounds in Exercise 2a 'nice' sounds or 'nasty' noises?

3a Think about your city. Which places are noisy? Which places are quiet?

3b Ask and answer questions with a partner about places in your (area of the) city or your capital city, using the words in Exercise 1.

Is there a university?

– Yes, there is. / No, there isn't. / I'm not sure.

Are there any gardens?

– Yes, there are. / No, there aren't. / I'm not sure.

4 Complete the text with the words in the box.

England famous gardens
language population students

5 1.6 Listen to a talk. Where are the people? At a university? At an English language school? On a tour bus?

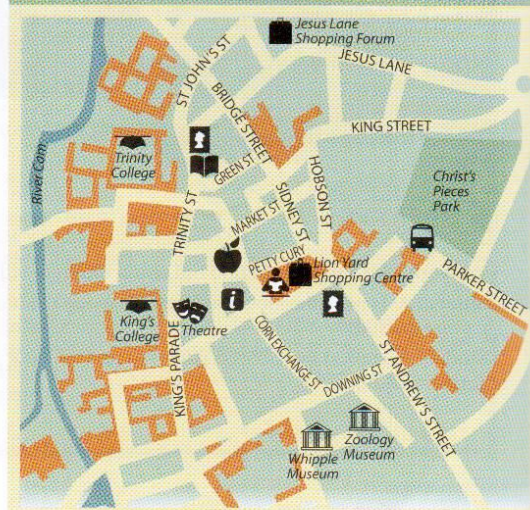
CITY FOCUS Cambridge



King's College



Cambridge is a famous university city in the UK. It's in the east of ¹ England, 80 kilometres north of London. It's a small city with a ² of 110,000. Cambridge is a beautiful old city, and very green, with many parks and ³. There are 31 colleges in the University of Cambridge – King's and Trinity are two ⁴ colleges. There are 17,000 ⁵ at the university. There are also a lot of English ⁶ schools in the city.



On the street

1.3

6 Listen again and tick (✓) the words you hear.

colleges	✓ shopping centre	railway station
bookshop	car park	library
post office	bus station	tourist information centre
university	public toilets	zoo
market	park	gardens

7a Listen again and choose the best words to complete the sentences.

- The bookshop is
 - in Trinity College.
 - opposite Trinity College.
 - next to Trinity College.
- The market is
 - next to Trinity College.
 - in the shopping centre.
 - between Trinity College and the main post office.
- The bus station is
 - next to the park.
 - opposite the main post office.
 - between the main post office and the market.
- The library is
 - opposite the bus station.
 - in the shopping centre.
 - between King's College and the tourist information centre.

7b Now check your answers on the map.

KEY LANGUAGE: saying where places are

8 Look at the map of Cambridge and make true sentences. Use the table to help you.

The small post office	between	Trinity College.
The theatre	next to	The Whipple Museum.
The library	in	King's College and the tourist information centre.
The Zoology Museum	opposite	the shopping centre.

The library is in the shopping centre.

pronunciation

9a **1.2** **Schwa** Work with a partner. Listen to these words. How do we say the underlined part? Practise saying the words.

station opposite famous o England

We call this sound the *schwa* /ə/.

9b **1.8** Underline the parts of the words below with the *schwa*. Listen and check, then repeat the words. One word has two *schwas*.

canal fountain library cinema quiet million

TASK: describing where places are

10 Work with a partner to find places on a map.

Student A: Look at the information below.

Student B: Look at the information on page 114. Do not look at the map below.

Student A

On the map below there are six places with no name. Ask your partner questions about the places, then write the names of the places on your map.

Is there a/an ... ?

fountain theatre park railway station
opera house shopping centre university
tourist information centre

Now use your map to answer your partner's questions. Say where the places are.

Yes, there is. It's between / opposite / next to the ... / in ...

No, there isn't.

OTHER USEFUL PHRASES

It's on the left/right of the map.

It's on the left/right of the library.

It's at the top/bottom of the map.



1.4

STUDY AND

STUDY SKILLS:
using your dictionary (1)

1 1.9 The alphabet What is the first letter of the English alphabet? What is the last letter? Listen and repeat the alphabet. Look at page 146.

2 1.10 Complete the groups 1–7 with these letters. Listen and check.

€ E J K L N O P T U X Y

- 1 /eɪ/ A H _ _
- 2 /i:/ B C D _ G _ _ V
- 3 /e/ F _ M _ S _ Z
- 4 /aɪ/ I _
- 5 /u:/ Q _ W
- 6 /əʊ/ _
- 7 /ɑ:/ R

3 Which letters are these? Try to say them aloud. Use the phonetic chart on page 158.

- 1 /si:/ C 4 /dʒeɪ/ _ 7 /waɪ/ _
- 2 /dʒi:/ _ 5 /kju:/ _ 8 /zed/ _
- 3 /eɪtʃ/ _ 6 /ju:/ _

4a Listen to your teacher spell some words. Write the words.

4b Work with a partner and spell words. Write your partner's words.

Student A: Look at page 110.

Student B: Look at page 115.

5 Number these words in alphabetical order. You have 30 seconds.

- | | | | |
|----------|--------------------------|---------|-------------------------------------|
| yes | <input type="checkbox"/> | is | <input type="checkbox"/> |
| famous | <input type="checkbox"/> | café | <input checked="" type="checkbox"/> |
| market | <input type="checkbox"/> | music | <input type="checkbox"/> |
| chair | <input type="checkbox"/> | harbour | <input type="checkbox"/> |
| no | <input type="checkbox"/> | cold | <input type="checkbox"/> |
| city | <input type="checkbox"/> | park | <input type="checkbox"/> |
| mountain | <input type="checkbox"/> | museum | <input type="checkbox"/> |

6a Work with a partner and do a word race. Find these words in your dictionary. Write the next word from your dictionary. Who is first?

under grass map head sea food radio thing English

6b Compare your words and your partner's words. Are they the same?

7 Listen to your teacher and write down the words you hear. Check your spelling in your dictionary.

8 A dictionary entry Look at the dictionary extracts below. Write the labels from the box in the correct place.

definition pronunciation example grammar
part of speech different meanings of the word

po-ny /'pɒni \$ 'pɒni/ noun, plural ponies
a small horse

po-ny-tail /'pɒni,tetl \$ 'pɒni,tetl/ noun
long hair tied at the back of your head so that it hangs down: *Kim's hair was pulled back in a ponytail.* → see picture on page 353

pool /pu:l/ noun

GRAMMAR
a pool of something

- 1 a place that has been made for people to swim in: *They have a pool in their garden.*
- 2 a pool of water, blood etc is a small area of it somewhere: *There was a pool of oil under the motorbike.*
- 3 [no plural] a game in which you use a long stick to hit numbered balls into holes at the edge of a table. You play or shoot pool.

poor /pʊə \$ 'pɔ:/ adjective

- 1 Someone who is poor has very little money and does not own many things → opposite RICH (1): *My family was very poor. I came from a poor background* (= from a family that has very little money or an area with a lot of poor people).
- 2 something that is poor is not as good as it should be: *His schoolwork has been poor recently.*
- 3 spoken used to show that you feel sorry for someone: *Poor Ted had no idea what was happening.*

from Longman Wordwise Dictionary

9 Parts of speech

The underlined words in sentences 1 and 2 are *nouns*. The underlined words in sentences 3 and 4 are *adjectives*.

- 1 There is a harbour in Sydney.
- 2 There is a museum in my city.
- 3 Mumbai is a busy city.
- 4 My city is big.

Which words below are nouns? Which words are adjectives? Use your dictionary. Write *n* or *adj* next to the words. (Dictionaries often use *n* for nouns and *adj* for adjectives.)

- | | | |
|-----------------|-----|---------------|
| 1 international | adj | 7 quiet |
| 2 kilometre | | 8 shop |
| 3 lovely | | 9 small |
| 4 noisy | | 10 station |
| 5 peaceful | | 11 university |
| 6 port | | 12 zoo |

WRITING SKILLS

1.4

WRITING SKILLS: a description of a city

1 _____

Toronto is in the southeast of Canada, in Ontario. It is on Lake Ontario.

2 _____

In the summer Toronto is warm (25°C) and in the winter it is very cold (-10°C).

3 _____

Toronto is a big city. The population is 2.5 million.

4 *General description*

Toronto is a modern and busy city. There is a beautiful harbour. There are a lot of museums, theatres and restaurants.

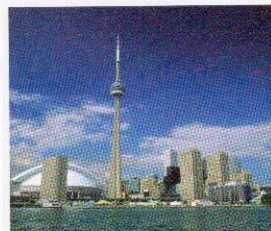
5 _____

Chinatown – there are a lot of restaurants and Chinese shops here.

The CN Tower – there is a restaurant and a theatre at the top of the tower. The views are wonderful.

Niagara Falls – this beautiful tourist centre is 160km from Toronto.

City Factfile: TORONTO



The CN Tower



Niagara Falls



10 Look at the Toronto City Factfile for tourists. Match these headings with the correct section 1–5 of the factfile.

- General description
- Location
- Tourist attractions
- Size
- Climate

11a Adjectives Adjectives make descriptions interesting. Which of these words are adjectives and which are nouns? Use your dictionary.

- | | |
|------------------------|-------------|
| 1 beautiful <i>adj</i> | 6 summer |
| 2 busy | 7 view |
| 3 Chinese | 8 warm |
| 4 modern | 9 wonderful |
| 5 population | |

11b Write an adjective from Exercise 11a next to the correct description. Use your dictionary to help you and to check your answers.

- | | |
|--|--------------------|
| 1 It isn't hot, it isn't cold. | It's <i>warm</i> . |
| 2 It's new. | It's _____. |
| 3 It's full of people, cars and noise. | It's _____. |
| 4 It isn't tidy. | It's _____. |
| 5 It's very good. | It's _____. |

12 Linkers We use *and* to join two sentences or ideas. Look at the examples, then join the pairs 1–6 below.

Toronto is a modern city. + *Toronto is a busy city.* = *Toronto is a modern and busy city.*

There is a restaurant at the top of the tower. + *There is a theatre at the top of the tower.* = *There is a restaurant and a theatre at the top of the tower.*

- 1 London is a big city. + London is an expensive city.
- 2 There are museums in the city. + There are theatres in the city.
- 3 Venice is a small city. + Venice is a beautiful city.
- 4 There are canals in the city. + There are a lot of churches in the city.
- 5 Sydney is a large city. + Sydney is a noisy city.
- 6 There is an opera house. + There is a beautiful harbour.

13 Write a factfile for your city or another city.

- Note information about the city.
- Put the information into sections, e.g. *Location*, *Climate* ...
- Write sentences for each section. Use adjectives. Use *and*.