

# The Role of the Communication-Oriented Approach in Teaching EFL

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## ABSTRACT

The aim of the article is to describe the significance of Communication-oriented approach in the teaching process of English as a foreign language (EFL) and review the ways of using this method to improve students' communicative competence and skills. The article focuses on the relevance of this approach as at present the communicative approach is popular in teaching foreign languages. The promotion of basics of communicative methodology is an urgent need for teaching practice, because it is the communicative methodology that is adequate to such a goal as teaching communication, and the communicative direction has been enriched with new research, that should become the property of the teachers. Also, the paper discusses current studies and ideas related to Communication-oriented approach in order to provide a more vivid understanding of its implementation in EFL contexts. The author notes that Communication-oriented approach will help to develop students' progress in multiple skills at the same time. Also, the author puts forward the assumption that lessons based on the communication-oriented approach can help to quickly master the skills of communication in the EFL compared to traditional lessons.

**KEYWORDS:** *Communication-Oriented Approach, English as a foreign language (EFL), communicative skills, lexical competence, learning and teaching*

## INTRODUCTION

Currently, in Uzbekistan, Karakalpakstan, important changes in both higher and secondary-special education are happening, more importantly, such changes and implications touched upon such an area as learning and teaching foreign languages. One of the most important problems in the methodology of teaching foreign languages is the development of students' communicative skills, lexical competence. In foreign language learning, it is significant to improve the ability to speak fluently, spontaneously and in a correct way in the foreign language, and understand the interlocutor. Many scientists have studied the development of the communicative direction such as V.G. Kostomarov, O.D. Mitrofanova, A.A. Leontiev, I.L. Bim [2, 3].

Introduction of only elements of communication could not bring the desired results, because there was not a stable system to work, the basic principles were not realized. However, scientific research of methodologists and practical search for our teachers continued, thus, we assume that we are dealing not only with a stable trend, but with a teaching method that has not yet been sufficiently theoretically understood and described clearly. The communicative approach has been holding main position in the theory and methodology of teaching foreign languages for about 30 years, both in Karakalpakstan and other foreign countries. It is known that the use of knowledge, skills, and abilities is based on transfer, and it depends on how adequate the learning conditions are to those conditions in which this knowledge, skills, and abilities are supposed to be used. Therefore, it is important to prepare the EFL learners for participation in the process of foreign language

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communication in the conditions of foreign language communication created in the classroom [6, 7]. The essence of communicative learning process is a model of the communication process. For this reason, communicativeness can be seen not as a methodological principle, even a leading one, but as a methodological principle that determines methodological principles of teaching, and on the other hand, the choice of general scientific cognitive methods of cognition, initial for building the learning process.

We should mention that there was no any unified view of methodology as a pedagogical science that has a single object with pedagogy and didactics for a long time. According to I.L. Bim defined the methodology of teaching foreign languages as a science developing at the junction of several other sciences and pedagogy as a general theory of education, didactics as a theory of learning, linguistics, educational and developmental psychology, which have common with these sciences, the objects of research and using the data of these sciences and the regularities revealed by them, relying on a systematic approach to research, and refracted them for the aim of teaching it to foreign languages [2, 3]. Thus, the methodology should be taken into consideration as a relatively independent theoretical and applied pedagogical science.

## Methodology

One of the main aspects for the communication-oriented teaching was and remains training through educational and communication activities. Foreign methods of teaching foreign languages can pursue the goal of teaching a student

in a short time to speak a foreign language, and to be able to instantly express their thoughts. Based on this purpose, the entire learning process will be built in the following ways:

1. The major part of the lesson, EFL students do not listen and write, but speak during the lesson (for example: with the teacher, with other students, utter dialogues);
2. The teacher only conducts the EFL students' speaking process;
3. The whole lesson takes place as a live conversation and all the students are involved;
4. At the initial stage of teaching, the teacher does not require students to speak only correctly (because it is difficult), on the contrary, speaking is encouraged including with mistakes (as it is important to hear the psychological barrier before the instant and spontaneous expression of thought in EFL);
5. Only after the students have acquired the speaking skills independently: Pronunciation is put; Live speech is introduced into the mainstream of grammar rules; The strength of the American (communicative) methodology is the rapid translation of passive knowledge into active knowledge, the language is not in the memory, but is immediately applied in practice.

Nowadays, the communicative technique is being introduced more and more in Karakalpak classrooms especially in teaching EFL. The communicative systemic-activity approach in teaching EFL is the implementation of a method of teaching in which an orderly systematic teaching of EFL is carried out as a means of communication in conditions of speech activity simulated (reproduced) in the classroom. As a result of this approach, a system of foreign language proficiency is formed, implemented. For teaching EFL communication is the analysis of the combination of speech and non-speech means in the speech interaction of native speakers.

Communication based tasks play an important role in teaching EFL. Communication tasks are undergoing a serious test for effectiveness. In communication-oriented learning tasks of an activity should be divided into 2 large groups: fractional-communicative (functional communication activities) and interaction in groups (social interaction activities) [4; 38].

Functional and communicative tasks include a set of pictures and images, restoring a logical sequence in a series of photographs or fragments of text, detecting missing elements in images, generating precise instructions for a student to successfully complete a task, finding an answer to a question by connecting together all the facts known the rest of the participants. Working in groups is organized as free communication of participants, exchange of ideas, discussions, role-playing games, improvisations.

For example, a typical dialogue *Asking for Directions*, usually does not end with the phrase *Thank you*. In the context, after a local has explained how to get to the desired place and the tourist has thanked him, as a rule, additional comments and explanations in the following: "Excuse me! Do you know the way to the nearest Shopping Mall"? - "Yeah". Go straight on, take second left and you won't miss it". - "Thank you very much" - "My pleasure! It's a wide area in the centre Plaza. You will see it on you right" and so on. Studying the features of natural discourse allows us to organize the process of teaching EFL for communication purposes. Also, these features are the subject of active research.

## Results and Discussion

In order to prove the assumption that we have conducted a series of lessons using in the EFL classroom, using a communication-oriented approach, we want to show an example of an EFL lesson for Physical Education students and present an analysis of one of them.

The topic of the lesson is professional topic: "Gymnastics". (Level B2 CEFR)

The objectives of this lesson were:

- to develop of speech skills (tactics of dialogical communication);
- to familiarize students with various sport types;
- to improve speech, thinking skills, reading comprehension, memory;
- to develop grammar skills (Wish sentences).

The tasks of the lesson were:

- to teach EFL students to express their opinion about the topic independently;
- to organize a monologue statement;
- to organize listening to the text;
- to organize reading the text;
- to organize exercises based on the grammar rule.

**Key words:** *strength, flexibility, balance, agility, endurance, rhythmic gymnastics, trampoline and tumbling, acrobatic gymnastics and aerobic gymnastics*

### Warm-up activity:

1. What is your hobby?
2. What types of sports do you know?
3. What exercise do you like?
4. Do you often go to the gyms or do any sports?

### Vocabulary (given with definitions)

**Strength** - the quality or state of being physically strong

**Flexibility** - he ability to be easily modified

**Balance** - a situation in which different elements are equal or in the correct proportions

**Endurance** - the ability to continue with an unpleasant or difficult situation, experience, or activity over a long period of time.

**Rhythmic gymnastics** - a form of gymnastics emphasizing dance-like rhythmic routines, typically accentuated by the use of ribbons or hoops

**Tramp lining** - do acrobatic or gymnastic exercises on a trampoline as a sport

**Tumbling** - move or rush in a headlong or uncontrolled way

**Acrobatic gymnastics** - movement or display involves difficult physical acts such as jumping and balancing, especially in a circus.

### Handout 1

Divide the group into 2 subgroups. Each group choose one word from new vocabulary and fill the blanks.

**Reading:** (for comprehension) *Gymnastics* (text consists of 2 paragraphs). Read and discuss in groups.

Gymnastics is a sport that requires flexibility, coordination, focus, power, precision and control. One of the world's oldest sports, men performed gymnastics at ancient Olympic Games, according to the Gymnastics International Federation. Women first started competing in 1928. The

sport remains one of the Olympic Games' most visible events. In Olympic competitions, male and female gymnasts perform only some of the same events. The artistic gymnastic events performed only by male gymnasts are: Parallel bars - Male gymnasts demonstrate swings and strength using the parallel bars. Still rings - The still rings teach strength and control. The rings hang off the ground on an apparatus. The gymnast swings on it, and performs an acrobatic dismount. Horizontal bar - The horizontal bar requires precision and dexterity; a gymnast's body must not touch the bar as he performs swinging motions. Only female gymnasts perform in these events: Balance beam - Grace, poise and balance are needed to stay on the beam, which is four inches wide. Routines must cover the beam's entire length and last 90 seconds. Gymnasts perform acrobatics, such as back handsprings and dance moves on the balance beam. They must complete various turns and leaps or the judges will make deductions.

Floor exercise - Female gymnasts choose music and choreography and must let their personalities show in their moves. Their floor exercise mixes tumbling with dance moves. For women, the routine must cover the entire floor and last 90 seconds. Men's floor exercises are not set to music, and men perform somersaults, handstands and rotations. Men's floor exercises last 1 minute and 10 seconds. Other types of gymnastics include aerobic, rhythmic, acrobatic and trampoline. Aerobic gymnastic routines take place on the floor and combine music, dancing and movements requiring great strength. Gymnasts perform in pairs, in groups, in trios and individually. The patterns borrow from traditional aerobics.

**Grammar:** Wish sentences: Wish + (that) + past simple.

We can use *wish* to talk about something that we would like to be different in the present or the future. It's used for things which are impossible or very unlikely.

I wish that I learned swimming (I don't know how swim faster, but it's a nice idea!).

I wish that we didn't need to work today in the gym (we do need to work today in the gym, unfortunately).

I wish that you lived close by the sport stadium (you don't live close by).

**Wishes about the past:** *Wish + (that) + past perfect:*

We can use wish with the past perfect to talk about regrets from the past. These are things that have already happened but we wish they'd happened in a different way. This use of wish is very similar to the third conditional: a) I wish that I had exercised harder at school. (I didn't exercise hard at school, and now I'm sorry about it.); b) I wish that I hadn't played football for a long time yesterday! (But I played for a long time yesterday. Now I think it wasn't a good idea.)

*Exercise 1.* Open brackets and write the word in the correct way:

- Alina didn't come to the gym and lost the game. She wishes she (exercise) harder.
- Tom likes football very much. He wishes he (become) a professional football player.
- He was running very fast when he had a heart attack. If only he (not/run) so fast.

- She's keen on playing chess. She wishes she (learn) chess next school year.
- I'm sorry I don't know how to play rugby. If only I (know) how to play it.
- I stayed late at work and missed the match. I wish I (stay) at work late.

**Speaking:** Group work.

Work in groups 2-3. Look at the pictures and explain how to use any apparatus in gymnastics. 1) Have you ever done any exercise on them? 2) Which of them do you have at your institute's gym?

Choose one of them. 3) Do you know any gymnast who can make exercises perfectly on it? 4) Make a presentation about a person.

**Listening:** Listen for details. "Gymnastics".

In this lesson, phonetic, grammar rules and speech exercises (based on the reading text and topic vocabulary) were carried out. In the course of phonetic exercises, the students repeated key words of the topic that were used later in the lesson. In the course of reading, EFL students read the text and discussed it together in groups. In Grammar stage, students learned how to use wish sentences to express their ideas and use it in a daily conversation. In the course of speech exercises, students answered questions orally. All this contributed to the training of EFL speech and prepared them to work. This was followed by a oral questions by the teacher about various types of sports, after which there was a homework check, where the famous sportsmen. This work helped students to learn to evaluate people's opinions, in some cases to express their thoughts briefly in one word or one phrase. The next stage of the lesson was the listening stage. The students had to listen to the text where the girl talked about her hobby Gymnastics. They could listen and understand it. Then they worked in pairs, discussed about the theme, and got motivated. Then, the lesson was evaluated by taking a content related test. Thus, we examined the basic principles of the communicative approach in teaching EFL and analyzed our own lesson. We conclude that using certain principles and a clear methodology is effective in teaching EFL, in particular, speaking, that can allow students to achieve high results.

**Conclusion**

Thus, in our work, we examined the main problems of modern methods of teaching foreign languages (especially in teaching EFL). These include the methodological essence of communication-oriented learning and a new paradigm of teaching EFL, focused on student, learning, and knowledge production. We have made sure that with the help of a communication-oriented approach it is possible to teach all aspects of a foreign language. The communication-oriented approach is used in the formation of all major skills and abilities in the process of teaching EFL. We will look at just a few of them. Teaching complex grammatical phenomena is a complex process that may take a long time as the level of articulation of the skill requires significant effort. Consistent execution of rule-like actions is carried out in numerous language exercises. The successful formation of grammatical skills could be associated with the ability to use complex grammatical forms in accordance with the communicative task.

Also, it is important to clearly define the purpose of the assignment in order to encourage students to actively use the language for successful practice. [5; 66] Therefore, in order to form grammatical skills and the ability to use wish sentences in speech, students are asked to take part in the discussion and development of possible solutions to various dilemmas. By offering them a text and a situation for discussion, we aim at using wish sentences in the conversation to express their opinions or statements. Communication-oriented teaching grammar can increase the motivation and effectiveness to master it, and expands the expressive possibilities of speech and gives naturalness to the statements of EFL students in the classroom [5; 68]. We analyzed our own lesson on teaching EFL students at PE faculty and made sure that the use of this approach might allow for more effective teaching of EFL. Thus, the tasks and objectives of our work have been achieved, and we tried to confirm our assumption.

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