

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ
МИНИСТРЛІГІ**

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АТАЕВА ДУРДОНА КАМАЛОВНА

**TEACHING VOCABULARY TO TEENAGERS THROUGH SHORT
STORIES WITHIN COMMUNICATIVE APPROACH**

БМ021000-Шетел филологиясы (ағылшын тілі) мамандығы бойынша
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магистерлік диссертация

Түркістан 2015

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Teaching Vocabulary to Teenagers through Short stories within Communicative
Approach

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Introduction

The topic of Teaching Vocabulary is very actual in terms of methodology and language interaction development. Providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading and listening comprehension.

The art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings.

The English language teaching tradition has been subject to prodigious change, especially throughout the twentieth century. Like other disciplines, this tradition has been performance and practiced in different language learning classrooms all around the world. There are exact stages of development and history of methods and approaches. Exists several of them, but none of them proved as a single, universal, optimum. Because one single method can't develop and accomplish all skills in language learning process. The most renowned ones are Grammar Translation Method, Direct Method, Audio-Lingual, Suggestopedia and Communicative Approach.

The *aim* of the work is to get the students acquainted with vocabulary learning.

The *task* of this study can be explained in the following points:

- to make a short survey of Language teaching methods and approaches.
- to show the differences between Classical and Communicative methods for Vocabulary learning.
- to investigate the significance of short stories in foreign language teaching process.

The object of the thesis: Foreign language teaching methods.

The actuality of thesis is to accelerate the speed of vocabulary learning and teaching the teenagers the methods that they should use while learning new vocabulary.

Theoretical significance- saving on time and speed in vocabulary learning.

The practical significance- theoretical and practical methods have been compared and contrasted of the new and old notions on the thesis.

Scientific novelty: This subject can not be said to have scientific novelty but it has always been centre of research due to its current importance.

*Methods of research-*the following methods are used in the paper: comparative, descriptive, analytical and contrastive.

*The structure of work-*the thesis work consists of an introduction, four chapters, practical part, conclusion and bibliography.

The introduction covers topicality, aim, objectives, and theoretical base of research, theoretical significance, the practical significance, and methods of research and the structure of work.

The first chapter deals with language teaching methods, principles and techniques of Foreign Language Teaching Methods. Advantages and Disadvantages of teaching methods are also included.

The second chapter concerned with showing differences between GMT and CLT.

In the third chapter shown the significance of short stories in foreign language teaching.

The fourth chapter deals with the question “How to teach Vocabulary Communicatively?”

Bibliography, Internet sources are given respectively to the order of their performance in the work.

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1 A SHORT SURVEY OF LANGUAGE TEACHING METHODS AND APPROACHES

The art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings.

The English language teaching tradition has been subject to prodigious change, especially throughout the twentieth century. Like other disciplines, this tradition has been performed and practiced in different language learning classrooms all around the world. There are exact stages of development and history of methods and approaches. Exist several of them, but none of them proved as a single, universal, optimum. Because one single method can't develop and accomplish all skills in language learning process. The most renowned ones are Grammar Translation Method, Direct Method, Audio-Lingual, Suggestopedia and Communicative Approach.

1.1 Grammar Translation Method

The Grammar-Translation Method is a method of second or foreign language teaching which uses grammar study and translation as the main learning and teaching activities. The grammar-translation method or classical method was based on the belief that different kinds of knowledge were located in separate sections of the brain. Mathematic knowledge, for instance, was thought to be located in one area, language in another, art in another, and so forth. It was believed that studying different subjects was a good way of exercising the brain. Thus, learning another language provided the necessary mental exercise to develop the part of the brain believed to be earmarked for languages.

The main purpose of learning a language was not for speaking or communicating in that language. The driving force was to exercise the mind and at the same time to be able to read in that language. The languages taught in those early days were Latin and Greek, so another reason for studying foreign languages was to appreciate the classics in their original language. It must be pointed out that language learning was the privilege of an elite class, thus it was a "mark of an educated person" in order to be able to read classical books or historical novels.

From 1840s to 1940s Grammar Translation Method dominated European countries and foreign language teaching process, nowadays this method is used by many teachers in modified form. At its best, as Howatt (1984) points out, it was not necessarily the horror that its critics depicted it as. Its worst excesses were introduced by those who wanted to demonstrate that the study of French or German was no less rigorous than the study of classical languages. This resulted in the type of Grammar-Translation courses remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and

attempting to produce perfect translations of stilted or literary prose. Although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language. Contemporary texts for the teaching of foreign languages at college level often reflect Grammar-Translation principles. These texts are frequently the products of people trained in literature rather than in language teaching or applied linguistics. Consequently, though it may be true to say that the Grammar-Translation Method is still widely practiced. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.

The name of the method is the grammar-translation, captures the main emphases of this method the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension. Communicating in the language was not a main purpose, so classes were taught primarily in the students' mother tongue, and the teacher made no effort to emphasize correct pronunciation of the language. Grammar study was the goal of the lessons, with much rote memorization of grammatical aspects such as verb conjugations and recitation of rules that described language functions. But it was not unexpected thing, then, that even students who spent several years studying a foreign language were not able to speak that target language. Much time was spent in learning about the language, not the language itself. Fortunately, this method is not broadly used today in teaching English to Foreign language learners. Yet, unfortunately, some aspects of this method are still employed to teach modern languages in the United States, especially at the high school and university levels. Emphasis on reading and translating passages, conjugation of verbs, and explanation and memorization of grammatical rules still are observed in foreign language classrooms today [1]. Alongside a host of more modern and more "enlightened" methods, it is hard to believe on the fact that this method has survived right up until today. And it is difficult to decide which is more surprising-the fact that what was essentially a method developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. Or the fact that this method has survived right up until today.

1.1.1 Techniques and principles of GMT

It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an acceptable (even recommended

or respected) language teaching philosophy in many countries and institutions around the world.

Most teachers who use the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level. Some teachers who use the method might also tell you that it is the most effective way to prepare students for "global communication" by beginning with the key skills of reading and grammar. Others may even say it is the "least stressful" for students because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion.

More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be "because that's the way it's always been done - it's the way I learned and look, now I'm a professor". The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods [2].

Key Features of Grammar Translation Method. Prator and Celce-Mursia points out some key features of Grammar Translation Method. Teacher who use Grammar Translation method in their lessons teach in students mother tongue and do not use the target language actively. Much vocabulary is taught in the form of lists of isolated words. Grammar structures are given with long elaborate explanations. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words. From the elementary level they begin reading difficult classical texts. Attention is not paid to the meaning of the text, they are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. Pronunciation is not so important.

1.1.2 Advantages and Disadvantages of GMT

As we know everything has two sides. The Classical method as well as has its advantages and disadvantages. Firstly, let's talk about Grammar Translation method's advantages.

In Grammar-Translation Method, the native language is stated as the reference system in the learning of the target language. Translation from one language to another plays a certain part in language learning. In the Grammar-Translation Method, comparing two languages help students to have a better comprehension of the meaning of complicated words and complicated sentences.

Systematic study of grammatical rules plays an important role in production of grammatically correct sentences and in fostering students' ability of reading

comprehension. It has special importance for students in teachers' colleges for whom a good mastery of the grammar system of the target language. Understanding and manipulating the morphology and syntax will develop students' ability of analyzing and solving problems.

The focus on understanding literary texts provides the situation in which reading and writing abilities are well trained.

The Grammar-Translation makes few requirements on teachers although it often creates difficulties for students.

Disadvantages are also occur in Grammar Translation method. First, overemphasis on translation make learners depend on the first language or to their mother tongue.

Second, significance of reading and writing much more than listening and speaking. It means that listening and speaking is neglected in Grammar Translation method. Being aware of a large number of grammatical structures can not guarantee using them appropriately in real communication.

Literary works are main components of Grammar Translation method; texts are mostly taken from them. The language learned often doesn't meet the practical needs of learners.

Memorization of grammar rules and bilingual word lists does not motivate students to communicate in the target language.

1.2 Direct Method

Oral language development has always been significant in foreign language learning process. Speaking capacity is considered as the major objective of foreign language learning. The use of communication strategies highly encourages to oral proficiency in the target language. This study focuses on developing students' communicative abilities through using the target language regularly in the classroom. And this study emphasizes the benefits of the Direct Method to teach how to communicate in the target language.

Foreign language is learnt best when it is used actively in the classroom by the learners. Conversational method or as known natural method has been widespread since it enables learners to communicate in the target language. The Direct Method through emphasizing on everyday language, and using questions and answers lays focus on teaching oral language. The main goal of this method is associate meaning and the target language directly through the use of realia, images or pantomime.

Every subject has its deep history as well as Direct Method. In 17th, 18th, and 19th centuries language learning process was deeply associated with the learning "dead languages" as we call in our nowadays Greek and Latin. These language speakers were highly respected in society and most of them belonged to elite culture at that time.

At that time, it had vital value to concentrate on grammatical rules, syntactic structures, alongside with mechanical storing of the dictionary and translation of

the literary text. There was no condition for oral use of languages at research; eventually, both Latin and Greek were not taught for the oral communication, but for the sake of development of their speakers “academic” or creating illusion. In the end of the nineteenth century, the Classical Method has arrived to be known as the Grammar Translation Method which has offered a little outside of understanding grammatical rules, visiting translation process from the second up to the native language.

It is widely recognized, that the Grammar Translation Method is still one of the most popular and favorite models of teaching of languages which was more likely tall and impenetrable for educational reforms, other standard and methodology of an indispensable condition.

The last two decades of the nineteenth century announced new age. In its Art of Studying and Studying of Foreign languages (1880), Francouis Gouin has described its events 'torments' studying of German language which has helped it to receive understandings in a complexity of teaching of languages and studying. Living in Hamburg within one year, he has tried to cope with German language by means of storing the German book of grammar and the list of 248 irregular German verbs instead of talking to natives. Triumph in a security which the basis in German grammar has offered him, he hastened to study at university to check up his knowledge, but he could not understand a word. After his defeat, he has decided to learn by heart German roots, but without success. He went so far as to memorize books, translate Goethe and Schiller, and learnt by heart 30.000 words in a dictionary, only to meet with failure. After returning to France, Gouin has detected, that his three-year old nephew has managed to become chatterbox of French-a fact which has forced him to think, that the child held secret to studying language. Thus, he has started to observe his nephew and the studying language-a question of transformation of perception in the concept and then use of language has come to the conclusion, that to present these concepts. Equipped by this knowledge, he has invented teaching method, premised upon these insights. It was against this background that the series method was created, which taught learners directly a “series” of connected sentences that are easy to understand. For instance, I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door. Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz’s method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical and syntactic structures [4].

1.2.1 Techniques and principles of DM

Direct Method has its principles and techniques as following.

Lessons are held in the target language. Mother tongue is not spoken by the learners.

Grammar is taught inductively.

Only everyday vocabulary is taught.

Vocabulary is taught using concrete words with pictures and objects, while abstract is taught by association of ideas.

Learners use the target language actively with realistic everyday situations.

Students are encouraged to think in the target language.

Speaking is significant than reading or writing.

This method states that the printed word should be kept away from the second language learner for as long as possible.

Translation is completely put away from any classroom activity. Classroom activities are carried out only in the target language.

Use of chain activities accompanied by verbal comments like: I go to the door. I open the door. I close the door. I return to my place. I sit down.

Correct pronunciation and grammar is in big importance.

The teaching techniques of Direct Method rely mostly on:

Reading aloud in order to learn to pronounce words correctly.

Question answer exercise.

Self correction.

Conversation practice.

Fill in the gaps exercise.

Dictation.

essay, composition, paragraph writing.

1.2.2 Advantages and disadvantages of DM

Clearly the Direct Method is a shift away from the Grammar Translation Method. One of its positive points is that it promises to teach the language and Not about the language. More advantages can be listed as follows:

It is a natural method. It teaches the second/foreign language in the same way as one learns one's mother tongue. The language is taught through demonstration and conversation in context. Pupils, therefore, acquire fluency in speech. They are quick at understanding spoken English. They can converse in English with felicity and ease.

There is no gap between active and passive vocabulary. This method does not differentiate between active and passive vocabularies. According to this method whatever is required for understanding through English is also required for expressing through it. If English is taught through the mother tongue, the gulf between the active and passive vocabularies is widened. The learner acquires more of passive vocabulary because he concentrates on understanding English rather than expressing through it.

3. This method is based on sound principles of education. It believes in introducing the particular before general, concrete before abstract and practice before theory. Its emphasis on speech made it more attractive for those who have needs of real communication in the target language.

It was one of the first methods to introduce the teaching of vocabulary through realia.

Major fallacy of Direct Method was belief that second language should be learned in way in which first language was acquired – by total immersion technique. But obviously far less time and opportunity in schools, compared with small child learning his mother tongue.

Is first language learning process really applicable to second foreign language learning at later stage

First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting organizing the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts.

Subsequently part of the process of learning how to live is the acquisition of skills to verbalize his desires and aversions and to label his concepts, so as to make living more sufficient and secure.

Effectiveness of these verbalizing skills depends on maturation level of the child/ on type of environment on intelligence.

Language is part of an intrinsic process through which child learns to recognize/ deal with new situations. At 11 years of age, child is not interested in recognition of new living situations; child has normally learned the basic concepts and can handle situations for ordinary living purposes. So as far as 'learning to live' is concerned, no similarities between two processes of learning (not the case for immigrant children – they need to learn English for survival purposes – therefore motivating force is totally different). Older child has already at his disposal a first language, which is securely fixed to the universe of things; (s) he is equipped with this advantage; first language learner does not have this. Older child is more mature and it would seem nonsensical to imitate first language learning processes totally for learning additional language (think of contact hours needed) this is argument for using MT (anti Direct Method).

What does foreign language learner wish to know first?

To know the FL equivalent of MT sentences/ words used in hitherto familiar situations.

To learn how to handle certain known/ recurring situations through the medium of the FL. He doesn't wish to handle completely new situations in FL terms.

The Direct Method rejects use of the printed word – but this objection is illogical since second language learner has already mastered his reading skills.

Does printed word interfere with FL pronunciation? -In fact experiments show that the printed word is of real help to consolidate the FL and actually reinforces retention- leaves mental imprint, image of shape of word.

Later disciples of Direct Method took it to extremes and refused to speak a single word of English in lessons. To avoid translating new words, they searched for an association between new words and the idea it stood for. Extreme Direct Methodists had cupboards full of realia. Explanations became cumbersome and time-consuming.

Successful teacher of the Direct Method needed competence in his language / stamina/ energy/ imagination/ ability and time to create own materials and courses – beyond capacity of all but gifted few.

“The method by its very nature presupposes a teacher of immense vitality, of robust health, one endowed with real fluency in the modern language he teaches. He must be resourceful in the way of gesture and tricks of facial expression, able to sketch rapidly on the board and in the language teaching day, he must be proof against linguistic fatigue”.

Also Direct Methodists failed to grade and structure their materials adequately – no selection, grading or controlled presentation of vocabulary and structures. Plunged pupils into flood of living language – quite bewildering for pupils. However, many teachers did modify the Direct Method to meet practical requirements of own schools, implemented main principles, i.e. teaching through oral practice and banning all translation into target language. Obviously compromise was needed. Direct method did pave the way for more communicative, oral based approach, and as such represented an important step forward in the history of language teaching. Comparison of first and second-language learning processes [4].

1.3 Audio-Lingual Method (ALM)

After participation of United States in World War II brought significant changes in language teaching in schools in the United States. Quickly it became clear that the grammar translation method did not give people the results that have been able to speak foreign languages, which they studied. Government of the United States has asked universities to develop programs to teach foreign languages, produced students who can effectively communicate in those languages. Changes in the understanding of how people learn the impact of teaching methods. Based on behavioristic psychology was developed by the audio-lingual method. In the audio-lingual method, the focus was on memorizing a series of dialogues and mechanical practices of language structures. The basic premises on which the method is the language is not writing and language is a set of habits. It was believed that the practice of dialogues will develop knowledge of oral language avoiding the use of the native language. This method has become very popular in the 1960s, language laboratories started and students were required to listen to audio recordings and repeat the dialogues that captured aspects of everyday life. In addition, specific structural models of language have been introduced in these dialogues. Students

were required to participate in a number of practices designed to help them memorize the structure and be able to plug in other words in the structure. For example, in replacement of the drill may have been the structure: I am going to the *post office*.

Students then had to replace the *post office* for other words, such as *supermarket*, *park*, *beach* or *pharmacy*. It was believed that the students through practice form the "habit" and be able to speak in foreign language, when you need it. Although the intention to develop proficient speakers providing a lot of oral practice dialogues and use numerous exercises to help in this endeavor, the reality of knowledge of the language is not outcome. Years later, the students who studied with the audio-lingual still remembered the dialogues, but could not speak in foreign language, which they studied. This method was not successful in achieving the main goal. He was too prescriptive. It was not possible for true communication in the ALM. Students were taught the script and people did not speak after a particular script.

Audio-lingual method [5] is a method of teaching which emphasized the teaching of foreign language through listening and speaking to reading and writing. This method is a combination of behavioral psychology. It is also called "Army method", because this method appeared after World War II for the US Army, who needed to learn the language quickly. The structural theory of language is its value. Structural view of language as a linguistic system of structurally related elements to express meaning. These elements are phonemes, morphemes, words, structures and types. Theorists of language teaching is behavioral psychology, which is empirically based on the study of human behavior. Behaviorism is trying to explain how an even (stimulus) caused a change in human behavior without using of the concept as "mind" or "idea" [6].

Audio-lingual of foreign language teaching method is based on the behaviorism approach to learning and structured on the board of Linguistics. The essence of the method consists in the fact that the language is interpreted as "conduct", which should be teaching. In accordance with the method and language should be as small and graded according to difficulty of units, structures, in which students learn through repetition. The role of the teacher is to consolidate the units studied in class and at home. The teacher should correct all errors to avoid their repetition in the future and to ensure accuracy. In this method, the first students to hear speech. Later, they speak the language and after that, they read and begin to write. It is clear that the audio-lingual method has a number of weaknesses and deficiencies, the main ones being passivity of students, lack of initiative on the part of the teacher training linguistic forms without relying on the value of the studied phenomenon, as well as the underestimation of cognitive processes of learning and the role of the written language.

Despite this audio-lingual method is widely distributed in the different countries, and it has been successfully used in some courses. Positive in this method are the following characteristics: the existence of strict selection and clear organization of

material, depending on the difficulty of mastering them, using a variety of exercises and plenty of visual material.

The prevalence of this method can be explained by the fact that it is based on carefully developed psychological theories behaviorism and on the principles of structural linguistics, provides a clear and transparent technology teacher training and gives confidence.

1.3.1 Principles and techniques of ALM

Learning a foreign language in accordance with the audio lingual methods is based on the following principles [7]:

- Forming skills and use different language structures (habits), through mechanical repetition and memorization. Students learn the samples, dialogues, texts and so on, and then transfer them to other speech conditions.
- Preference is given to speaking than writing, used the principle of oral lead when students first learn the language phenomenon in oral speech, and then train in writing. Oral speech is regarded as a framework in which the mastery of written speech. It is proposed that the following learning modes of speech activities: listening, speaking, reading, writing.
- Learning is not based on the analysis of the phenomena of language and its system and speech practice. Learning grammar is inductively by strictly on the basis of selected structures , rules have not been explained. Commonly used drills and language exercises. They are modeled after based on the model or the table often chorus followed by a teacher or speaker (if you use a tape recording), and this is reflected in the name of the method.
- Vocabulary is taught not in isolation but in the context, the value of lexical units is based on a situation in which a more attention is given to the cultural dimension of language teaching, the study of the cultural values of native speakers.
- Widely used visual aids.

Learning a foreign language in accordance with the audio lingual methods is based on the following techniques:

The audio lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. Larsen-Freeman [8] provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method.

-Dialogs memorization: Students memorize an opening dialog using mimicry and applied role playing.

-Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.

-*Repetition drill*: Students repeat teacher's speech quickly and accurately as possible.

-*Chain drill*: Students ask and answer each others one by one in a circular chain around the classroom.

-*Single-slot Substitution drill*: Teacher says a excerpt from the dialogue and then uses a words or phrases then students repeating the excerpt from the dialogue and must substitute into the sentence in the correct place.

-*Multiple- slot Substitution drill*: Same as the single slot drill, except that there are multiple cues to be substituted into the excerpt.

-*Transformation drill*: Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.

-*Question and Answer drill*: Students should answer or ask questions very quickly.

-*Use Minimal Pairs Analysis*: Teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for students are pronounce and differentiate the two words.

-*Complete the dialog*: Selected words then erased from excerpt in the dialog. Students must find and insert.

-*Grammar games*: Different games designed to practice a grammar point in context, using a lot of repetition.

According to Prator and Celce-Murcia in Brown [9] the characteristics of the ALM method may be summed up in the following list:

-New material is presented in dialogue form.

-It dependence on imitation, memorization a set phrases and learning.

-Structures are sequenced by means of contrastive analysis and taught in one time.

-Structural patterns are taught using repetitive drills.

-There is little grammatical explanation. Grammar is taught by inductively than deductively.

-Vocabulary is strictly limited and learned in the context.

-More using of tapes, language labs and visual aids.

-Pronunciation is important.

-Very little use of the mother tongue by teachers.

-Successful responses are immediately strengthened.

-There is a great effort to get students to produce error.

The classroom atmosphere [10] is important in the Audio Lingual method. To achieve a successful learning process teacher must create relax atmosphere in the classroom. The goal is that students will assimilate the content of the lessons without feeling any type of stress or might bored. Classrooms are equipped with comfortable seating arrangements and make into a comfortable to learn.

1.3.2 Advantages and Disadvantages of ALM

Advantages of Audio Lingual Method:

1. Students are more troubled by the combination between behavioral psychology and language.
2. Students have no difficulty to understand the lesson, as it is done in the native language.
3. Students are able to speak a foreign language communicative.
4. Students are able to answer questions correctly.

Disadvantages of Audio lingual Method:

1. Very little attention is paid to the content.
2. Very little attention is paid to communication.
3. Students do not have an active role in the classroom.
4. Conversation is not taken into account in the curriculum.
5. The learning process focuses on speaking.
6. In the audio lingual method, the teacher tries to find better ways to correct errors.

1.4 Suggestopedia

Suggestopedia was developed by Bulgarian psychiatrist pedagogic Georgi Lozanov^[4], who wanted to remove psychological barriers through teaching. It uses drama, art, physical exercises and desuggestive-suggestive communicative psychotherapy, as well as traditional modes of listening, speaking, reading and writing for learning of a second language. Influence science suggestology in this method of classes are called "sessions" [11]. In this method the class atmosphere is crucial. Create a tranquil, nonthreatening teaching environment is essential for its success. The goal is students will assimilate the content of lessons without feeling any kind of stress or fatigue. Classes equipped with comfortable seating and dim lighting to create an inviting and appealing environment. Soothing music is used for relaxation and allow students to feel comfortable in the classroom. You can also use their native language, especially to provide important reference and create a light atmosphere. Based on the belief that students feel during training and to make changes in the leaning process. Suggestopedia takes into account the affective domain. It can be said that the philosophy of the small details, "I think I can, I think I can, I know I can" [11]. If students feel that they can learn, they will do. Use drama, songs and games in practice, but less threatening and more enjoyable way. As application lifecycle management dialogs are working, but they are presented in an expanded form through creative performances. Rehearsing roles provides the necessary practice, but there is a purpose for practicing, as people prepare for a dramatic roles, they would rather spend a lot of time in rehearsal. Despite the achievements [6] made through the audio-lingual method. Suggestopedia is not widely used in the United States. It is impractical for large classes. In addition, current textbooks do not include this methodology, which makes it difficult for teachers to apply the principles in regular classrooms.

Suggestopedia, one of the humanistic approaches was developed in the 1970's by the Bulgarian educator Georgi Lozanov [4]. It is based on the idea that people as they get older their inhibit learning to conform the social norms and in order to reactivate the capabilities they used as children, teachers have to use the power of suggestion. Lozanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material. Suggestopedia is an effective comprehensible input based method with a combination of desuggestion and suggestion to achieve super learning. The most important objective of suggestopedia is to motivate more of students' mental potential to learn and which obtained by suggestion. In addition, DePorter assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Suggestion means unloading the memory banks or reserves of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories. Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, colour, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatic texts, music, active participation in songs and games, etc. Suggestopedia aims to deliver advance conversational proficiency quickly. It apparently bases its leaning claims on student mastery of prodigious lists of vocabulary pairs and indeed, suggests to the students that it is appropriate that they set such goals for themselves. Lozanov states categorically, "the main aims of teaching is not memorization, but understanding and creative solution of problem". As learners goals he cited increased access an understanding and creative solution of problem. However, because students and teachers place a high value on vocabulary recall, memorization of vocabulary pairs continues to be seen as an important goal to the suggestopedia method.

Suggestion is at the heart of Suggestopedia. Lozanov claims that his method is different from hypnosis and other forms of mind control because they lack a "desuggestive-suggestive sense" and "fail to create a constant set up to reserves through concentrative psycho-relaxation". There are some principal theoretical components through which desuggestion and suggestion operate and that set up access to reserves.

1.4.1 Principles and techniques of Suggestopedia

Here are some principles [12]:

1. Students can learn from what is present in the environment, even if their attention is not directed to it.
2. The teacher should recognize that learners bring certain psychological barriers with them to the learning situation. She should attempt to 'desuggest' these.
3. The dialog that the students learn contains language they can use immediately.

4. The teacher should integrate indirect positive suggestions into the learning situation.
5. The teacher should present and explain the grammar and vocabulary, but not dwell on them.
6. Fine art provides positive suggestions for students.
7. Meaning is made clear is through native language translation.
8. Communication takes place on ‘two planes’: on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant.
9. Dramatization is a valuable way of playfully activating the material.
10. The fine arts (music, art, and drama) enable suggestions to reach the subconscious.
11. The teacher should help the students “activate” the material to which they have been exposed.
12. In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language.
13. Errors are corrected gently and indirectly.

Here are some techniques:

1. Create classroom environment- bright and cheerful, decorated with scenes (holidays, festival) from a country of target language.
2. Peripheral learning- Students perceive more in the environment than we consciously attend. e.g.: putting poster containing grammatical information of target language. Students absorb the necessary facts effortlessly.
3. Direct suggestion: consciousness e.g.: Teacher tells Students they are going to success.
4. Indirect suggestion: sub consciousness which is more powerful e.g.: choosing the lengthy dialogue “to want to, is, to be able to”.

1.4.2 Advantages and Disadvantages of Suggestopedia

Advantages of Suggestopedia. According to Kharsen cited in Xue activities that allow students to get better acquainted with each other may help lower anxieties and make students to adopt new names for the duration of the language course may have a similar effect.

1. Authority concept.

Students remember best and are most influenced by information coming from an authoritative source, teachers.

2. Double-planedness theory.

It refers to the learning from two aspects. They are the conscious aspect and the subconscious one. English language learners can acquire the aim of teaching instruction from both direct instruction and environment in which the teaching takes place.

3. *Peripheral learning.*

Suggestopedia encourages the students to apply language more independently, take more personal responsibility for their own learning and get more confidence. Peripheral information can also help encourage students to be more experimental and look to sources other than the teacher for language input. For example, students can make some sentences using the grammatical structure placed on the classroom's wall, describe a particular place in an English speaking country by looking at the poster on the wall, etc. When the students are successful in doing such self-activities, they will be more confident.

Disadvantages of Suggestopedia:

It is not fair to analyze only from the benefit aspects. Suggestopedia also has limitation since there is no single teaching method that is categorized as the best based on some consideration such as: the curriculum, students motivation, financial limitation, number of students, etc.

The main disadvantages of suggestopedia are as follow:

1. *Environment limitation*

Most schools in developing countries have large classes. Each class consists of 30 to 40 students. One of the problems faced in utilizing this method is the number of students in the class. There should be 12 students in the class.

2. *The use of hypnosis*

Some people say that suggestopedia uses a hypnosis, so it has bad deep effects for human beings. Lazanov strongly denied about it.

3. *Infantilization learning*

Suggestopedia class is conditioned be child-like situation. There are some students who do not like to be treated like this as they think that they are mature.

1.5 Communicative approach

Communicative approach [13] is found in the changes in the British language teaching tradition in the late 1960s. Situation of Language Teaching represented the major British approach to teaching English as foreign language. Language was taught by practicing basic structure in meaningful situation-based activities. But just as the linguistics theory underlying Audio-Lingualism was rejected in the united state in the mid-1960s. The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence. Another linguistic theory of communication favored in CLT is Halliday's [14] functional account of language use. Linguistic is concerned with the description of speech acts of texts, since only through study of language in use are all the function of language and therefore all components of meaning brought into focus.

In some methodological books are discusses the following levels of objectives in a communicative approach:

-an integrative and content level (language as a means of expressions)

-a linguistics and instrumental level (language as a semiotics system and an object of learning)

-an effective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others)

-a level of individual learning needs (remedial learning based on error analysis)

-a general education level of extra- linguistics goals (language learning within the school curriculum).

According to Johnson & Johnson in Richards & Rodgers [15], there are five core characteristics [16] that underlie current applications of communicative methodology. They are:

➤ *Appropriateness*: Language used reflects the situations of its used and must be appropriate to that situation depending on the setting, the roles of participants, and purpose of the communication.

➤ *Message focus*: Learners need to be able to create and understand messages, that is, real meanings. Hence the focus on information sharing and information transfer in CLT activities.

➤ *Psycholinguistic processing*: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

➤ *Risk taking*: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.

➤ *Free practice*: CLT encourages the use of “holistic practice” involving the simultaneous use of a variety of sub-skills, rather than practicing individual skills one piece at a time.

1.5.1 Principles and techniques of CLT

Communicative principles can be applied to the teaching of any skill, at any level and because of the wide variety of classroom activities and exercise types.

1. Presentation of a brief dialog or several mini-dialogs.
2. Oral practice of each utterance of the dialog segment to be presented that day.
3. Question and answer based on the dialog topic.
 1. Question and answer related to the student’s personal experience.
 2. Study one of the basic communicative expression in dialog.
 3. Learner discovery of generalizations or rules underlying the functional expression.
4. Oral recognition, interpretative activities.
5. Oral production activities-proceeding from guided to freer communication activities.
6. Copying of the dialog or modules if they are not in the class text.
7. Sampling of the written homework assignment.

8. Evaluation of learning.

Techniques

Communicative language teaching uses almost any activity that engages learners in authentic communication, functional communication activities in which communication is involved and social interaction activities, such as conversation and discussion sessions, dialogue.

1. Teacher gives a short presentation of a grammar or vocabulary point. Teacher then gives students opportunity to practice the point in a controlled exercise (interaction T=Ss).

2. Students carry out controlled exercise while teacher monitors and intervenes where appropriate (interaction S=S).

3. The students are asked to take part in an activity designed to get them to produce the vocabulary and grammar they have been taught. Teacher monitors and notes errors and interesting points. Teacher intervenes only when absolutely necessary (interaction S=S).

2. Feedback session, in which teacher feeds back in a non-threatening way the errors she/he noted during the activity. Students also have the opportunity to clear up puzzling points (interaction T=S).

1.5.2 Advantages and disadvantages of CLT

Advantages of communicative approach:

The communicative approach of teaching has the following three advantages:

1. *The interaction between students and teachers.* Communicative teaching is becoming increasingly clear feature in the way as the internship. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education.

2. *To impart the basic knowledge and ability to skillfully combine the development.* Traditional classroom teaching of English is the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching methods. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities which allows the students themselves to think and express their views.

3. *Greatly enhanced the student's interest.* In communicative teaching students participate in, students became the main character, naturally they interest in the English language and learning English will be as a pleasure.

Disadvantages of communicative approach:

1. Although it can be successfully argued that the communicative language teaching (CLT) approach does enable learners to interact, it is possible that the activities undertaken in the classroom may be perceived by learners as being too abstract. Despite teachers' best efforts, classroom activities are not actually real-

life and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction.

2. It may also be difficult method to use in very large classes, where it may be easier to monitor and guide students by adopting a more didactic approach.

3. Students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and if the exams used by an institution are grammar based, communicative fluency may not be appropriate.

4. It is also worth considering that CLT may not be appropriate in EFL classrooms where English is rarely heard or used outside of the classroom – where all the situations in which English is used in the classroom are ‘pretend’ and are therefore difficult to place in any authentic context.

ONLY YOUTUBE

GRAMMAR TRANSLATION METHOD vs. COMMUNICATIVE APPROACH

The period from 1950 up to 1980 is known as ' The Age of Methods, ' during which set of very detailed instructions for teaching languages has appeared. Situational Teaching of languages has developed in the Great Britain while the parallel method, Audio-Lingual, has appeared in the United States. During average methods, a variety methods Training Situational Language and Audio-Lingual methods have been proclaimed as successors of the predominance.

The Communicative approach and Grammar Translation Method both have played key roles in English teaching languages. Which is better, the Grammar Translation of Grammar Method or the Communicative Approach? This paper aspires to compare controllability and feasibility of these two approaches and to find out, what is more suitable for teaching English language. Students of a college level have been selected (as the sample of research) and were taught the Grammar Translation Method and the Communicative Approach accordingly. The result, on the basis of these students, showed, that the Communicative Approach is much more essential than the Grammar Translation.

There has been a debate in defining the terms of approach, method, and technique. These are two perspectives one is of Edward M. Anthony's [17] and the other is of Richards and Rodgers's (1982). Edward M. Anthony (1963), differentiated between a philosophy of language teaching, at the level of theory and principles, and a set of derived procedures for teaching a language, by proposing a model in his article "Approach, Method, and Technique" To him there is a hierarchical model organized in three levels: approach, method, and techniques. In the first level, which is the highest and the most abstract one, lies the approach, which is defined as the guiding assumptions of language and language teaching and learning; in the second level, lies the method, which is defined as a plan for teaching based on the guiding assumptions (approach); and, in the third level, the techniques, which are procedures to put the plan for teaching (method), based on the guiding assumptions (approach) into practice. Therefore, according to Anthony, teaching techniques are procedures to put into practice a teaching plan (method) which is based on guiding assumptions on language and language teaching and learning (approach).

Richards and Rodgers's in "Method, Approach, Design and Procedure" proposed an analysis of Anthony's model. He claims that Anthony's model lacks a framework for a systematic description and comparison of methods. Thus they proposed a different model setting the concept of method as the overarching term under which lie the concepts of approach, design and procedure from Richards and Rodgers's perspective. I have used the word method for both the above mentioned approaches.

Firstly, lets define the history, advantages and disadvantages of both method. The first guide to the sources, techniques and concepts needed for effective historical research. While historians have become increasingly sensitive to social

and cultural theory since the 1980s, the actual methods by which research is carried out in History have been largely taken for granted. *Research Methods for History* encourages those researching the past to think creatively about the wide range of methods currently in use, to understand how these methods are used and what historical insights they can provide [18]. In the Western world, 'foreign' the language studying at schools was synonymous with studying Latin or Greek. Latin, thought to assist intellectuality through 'training for mind', only up to has been rather recently lead to be mandatory for adequate higher education. Latin It was taught by means of that have named Classical Method: will concentrate on grammatical rules, Storing of the dictionary and various Deviations and translation of conjugations of texts, Performance of written exercises [19]. As other languages have started to be taught in educational Establishments in eighteenth and nineteenth centuries, The classical Method has been accepted as the main means To teach foreign languages. The small idea was Data to training of oral use of languages. Eventually, Languages were not taught to study first of all The oral/acoustical communications but to study for the purpose of To be 'academic' or, in some cases, to receive the reading of skill in foreign language. Since then there was a little if those are available theoretical research concerning a second language acquisition in general, or on acquisition from the indication of skill, foreign languages were taught as any other skill was taught. In the nineteenth century, Classical Method arrived to be known as Method of the Translation of Grammar. Grammar - The method of the Translation began in Germany, or it is more precisely, Prussia, at the end of the eighteenth century and the established almost unapproachable situation as the favored methodology of Prussia Gymnasien after their expansion in early years nineteenth century. The origin of a method does lie in attempt to teach languages grammar and the translation, they were considered self-evident anyway. The majority of them was highly formed men and women who was trained in classical grammar and knew as to apply familiar categories to modern languages. However scholastic methods of this look weren't well being suitable for abilities of younger school pupils and, besides, they were self-research methods which were unacceptable for the group teaching in cool room. The method of the Translation of grammar was attempt to adapt these traditions for circumstances and requirements of schools. Its main objective was to make the language studying easier. Central feature there was a replacement of traditional texts exemplary offers. The translation of grammar was posterity German grant, which object, respectively to one of his less charitable critics, I had to "know in total about something, but not a thing directly" [20].

2.1 History of GMT

The Grammar Translation Method has been widespread in class rooms of foreign language from the middle of 19th century up to the middle of 20th century. It all over again has been entered in Latin and ancient Greek class rooms in early 19th

century, replacing more sociable-focused methods as Latin has stopped to be a spoken language. As any more there was no strong justification teaching oral skills on classic languages, the Grammar Translation Method supported objective of progress of capacity to read through and translate classical texts. To the middle of 19th century the method has been accepted to teach modern languages by German scientists, Karl Plötz and Johann Seidenstücker, and it quickly extended to class rooms throughout Europe and to the United States.

Throughout its history, the Grammar Translation Method has been scarified by defenders more “direct” methods which approved, that languages should be studied, in fact speaking and listening to them instead of simply studying about them. One critic went so far as, how much to approve, that the Grammar Translation Method aspired ' the nobility all which about what, instead of a thing specifically ^[20]. However, the Grammar Translation Method has continued to be one of the primary methods used in the American class rooms though it was partially superseded in 1930 so-called 'Method of the Reading, ' which replaced classical texts of a method of Translation of grammar with the texts written specifically for students of foreign language, based on employment of rate of a word, and recommended students to avoid meaningfully to translate that they read [21].

During the World War II became apparently, that neither the Method of Translation of grammar, nor the Method of the Reading did not make the students capable to speaking foreign languages well enough to communicate with allies or to understand an enemy communication facility. The American government therefore turned to methods which have been based in linguistic and psychological theories of that time which have been adapted for use in public schools as the Audio speech Method later. To 1960 Audio speech Method has replaced the Method of Translation of grammar to teach foreign languages in the majority of the American class rooms. However, methods of translation of grammar continue to be used all over the world in training classic languages and sometimes the modern languages, especially less is usual-taught languages.

Defenders and practice of the Method of Translation of grammar, apparently, ever have not clearly stated any theoretical basis for a method. However, the method clearly is based provided that language will consist of structures and the dictionary, and is studied, studying those elements and using them to translate offers and longer texts.

Objectives of a method consist in developing capacity to read through the literature in language of translation, just as to develop ' excellent intellectual discipline, strength of mind of spirit and wide humane understanding of a life [22]. The Intellectual discipline ' as think, is created through the analysis of complex grammatical structures. The secondary objective consists in improving understanding students of their native language through practice in the grammatical analysis.

According to objective of progress of full understanding of grammar, each chapter of the textbook of translation of grammar concentrates on one or more grammatical aspects often accompanied by detailed exceptions to rules. Each chapter also constrains the list of words of the dictionary developed to prepare students, to translate the certain offers or texts; thus, the dictionary in general is not grouped around of any certain subject matter.

The lesson reaches the maximum point in a number of exercises which require that students have translated from their native language up to language of translation and on the contrary. Exercises can involve endurances from literary texts, or they can simply consist of the individual offers developed to illustrate at hand items of grammar. The accent is made on grammatical accuracy.

Method of the Translation of grammar - a method of foreign or second teaching languages which uses transfer and research of grammar as the main training and studying of actions.

The method of the translation of Grammar or classical method appeared when people of the Western world wanted to learn "foreign" languages, such as Latin and Greek. Its center was on grammatical rules, storing of the dictionary and various deviations and conjugations, the translations of texts, doing written exercises.

The class working with Method of the translation of Grammar would be similar that:

1. Classes are taught in the native language with small active use of a target language.
2. A lot of dictionary is taught in the form of lists of the isolated words.
3. Long carefully thought over explanations of a complexity of grammar are offered
4. The grammar provides the rule for connection of words, and the instruction often concentrates on a form and bending of words.
5. Reading difficult classical texts is begun early.
6. Not enough attention is paid to contents of texts which consider as exercise in the grammatical analysis.

2.2 Advantages and disadvantages of GMT

Advantages of the Method of the Translation of grammar:

- (1). In the Method of the Translation of grammar the first language remains as help system in acquisition of knowledge of the second language. The translation from one language to another plays a part in language studying. In the Grammar Translation Method comparison between two languages helps students to have the best understanding of value of abstract words and compound sentences.
- (2). Systematic research of grammatical rules plays an important role in assistance of ability of students of the understanding read and production is corrected

grammatical by offers. It has a special value for students in colleges of teachers for whom good skill of system of grammar of a target language. The understanding and management of morphology and syntax will develop ability of students of the analysis and solution of problems.

(3). The attention to understanding of literary texts provides a situation in which reading and writing of abilities are well trained.

(4). The translation of grammar demands from teachers though it often creates frustration for students.

Disadvantages :

First, the excessive accent on the translation can never emancipate pupils from dependence on the first language.

Secondly, the Translation of grammar puts too much accent when reading and writing and forgot to listen and speak. The knowledge of a large number of grammatical rules can't guarantee that students can use them respectively in a real communicative situation.

Thirdly, in the Method of the Translation of grammar texts - mainly the taken form literary works. The language learned often doesn't satisfy practical needs of pupils.

At last, storing of rules of grammar and bilingual lists of words doesn't force students to communicate actively in a target language.

The main feature of a method of the translation of grammar -

1. The research objective of a foreign language consists in learning language to read its literature or in order to bring benefit from intellectual discipline and intellectual development to that consequence of research of a foreign language. The translation of grammar - a way to learn language which comes nearer to language at first by means of the detailed analysis of its rules of grammar accompanied with application of this knowledge to a problem of remaintaining offers and texts in and from a target language. it therefore considers language, studying as consisting from a little more, than storing of rules and the facts to understand and operate morphology and syntax of a foreign language. "The first language remains as help system in acquisition of the second language" [23].

2. Reading and the letter - the main center; a little any systematic attention it isn't told closing or hearing.

3. The choice of the dictionary is based only on the texts of reading used and words are taught through bilingual lists of words, research of the dictionary and storing. In a typical target text of Grammar of the rule of grammar are presented and illustrated, the list of points of the dictionary is given their equivalent of the translation, and exercises of the translation are ordered.

4. The offer - the main unit of language practice and training. The most part of a lesson is devoted to remaintaining offers in and from a target language, and this attention to the offer - distinctive feature of a method. Earlier approaches to a foreign language study the used grammar, as age to research of texts in a foreign

language. But it was thought to be too difficult for students at high schools, and the attention to the offer was, attempt to make language, the pupil is easier.

5. Accuracy is emphasized. Students as expect, will reach high standards in translation because of "the high priority attached to meticulous standards of accuracy which, and also existence of internal moral value, was the prerequisite for passing of the growing number of formal written examinations which grew within a century".

6. The grammar is taught deductively - that is, representation and research of rules of grammar which specify by means of translation exercises are them. In the majority of target texts of Grammar the program was followed for ordering of points of grammar in the text everywhere, and was, attempt to learn that the grammar in is organized also a systematic way.

7. The native language of students - teaching language. Classes are taught in the native language with small active use of a target language.

8. The having pupils reach, the correct answer is important; the teacher often delivers the correct answer when students don't know it.

9. Main/main use of exercises of the translation

10. The grammar provides the rule for connection of words, and the instruction often concentrates on a form and bending of words.

11. Reading difficult classical texts is begun early.

12. The minimum attention is paid to a pronunciation.

2.3 History of CLT

Unlike the Translation of Grammar Method - Sociable "revolutionary" Approach which moves attention from language competence to communicative competence.

Communicative Language Teaching (CLT) generated from Europe, with increase interdependence of the European countries in the 1960th. Distribution of CLT to Bangladesh to a modern era, and it was applied both in advanced and in the fundamental education so far. Both The American and British supporters consider it now as approach which aims to (a), does communicative competence as purpose of teaching languages and (b) develop ways for training of four language skills. "Communicative Language Training emphasizes importance of providing pupils with opportunities to use English for the communicative purposes and attempts to unite such actions in wider program of language teaching" [24]. According to it approach, teaching and studying for communication. It always assumes that language occurs in a social context, and it shouldn't be divorced from its context when it is taught. Studying to communicate, now banality.

In 1971 the group of experts began investigate possibility of the developing language courses that, about system of the credit of unit, system, in which problems of studying are broken on "part or units, each of which corresponds to a component a needs of the pupil and systematically communicate about all other parts" [25]. The group used researches of requirements of the European language

pupils, and in particular preliminary document prepared by the British linguist, [26] which offered functional or communicative definition language which could form the basis for development communicative programs for teaching languages. Wilkins's contribution was the analysis communicative values that language pupil requirements to understand and express. Instead of describe a language kernel through the traditional concept of grammar and dictionary, Wilkins undertaken to show systems of values it lies behind communicative use of language.

It described two types of values: the abstract categories (concepts, such as time, sequence, quantity, location, frequency) and categories of the communicative function (inquiries, denials, offers, complaints). Wilkins considered later and expanded the document in the book under the name Abstract Programs [26], which had considerable impact on development of Communicative Approach. The Council of Europe included its communicative the analysis in a row technical requirements for the first level communicative language program. Threshold technical requirements of level [25] have the had strong influence on design communicative language programs and textbooks in Europe. Work of the Council of Europe; Wilkins's letters, Vidousov, Brumfit, Keith Johnson, and another The British applied linguists on a theoretical basis for a communicative or functional approach to language training; fast application of these ideas authors of the textbook; and equally fast acceptance these new principles British teaching languages experts, centers of development of the curriculum, and even the governments gave outstanding situation national and at the international level to that became called as Approach of the Communicative. Though the movement began as generally British innovations, from the middle of the 1970th CA volume extended widely.

Communicative Approach in teaching languages begins with the theory of language as communication. The purpose of teaching languages consists in developing communicative competence. Other linguistic theory of the communication approved in CLT is the functional account of Halliday of language use. Linguistic all function of language and therefore all components of value underlined concerns the description of speech acts of texts, as only through research of language in use.

The language Theory increase of interest in the person and to the relations among people who characterized the sixtieth, noted emergence of sociolinguistics, that branch of science where the sociology and linguistics meet. New light was thrown on language, it isn't simple as system of structurally connected elements which form the rule but as the vehicle for expression of value and social interaction. In other words, structural representation was added with functional, semantic and representation of interactional. This idea of language as communication began the whole communicative movement [27]. And it was Hymes [8] which made history, having thrown down a challenge to the point of view of Chomsky about linguistic competence and having replaced it with concept

of the communicative competence quoted in. In the words Canale and Swain communicative competence belongs to "interaction between grammatical competence, or knowledge of rules of grammar, and sociolinguistic competence or knowledge of the rules of language use". In other words, rules of use and rule of use additional and not mutually exclusive. According to Canale and the Rural guy "the main objective of communicative approach has to consist in facilitating integration of these two types of knowledge for the pupil". Savignon notes that communicative competence characterizes ability of language pupils to interact with other speakers to make value, and" [it] is relative, not absolutely, and depends on cooperation of all participants involved". Generally speaking communicative competence - aspect of our competence which allows us to transfer both to interpret messages and to agree about values interpersonal within certain contexts. According to the sociolinguistic theory, the act of communication is noticed not as generally an exchange of linguistic messages, and it is rather as the social phenomenon in which use of language plays a role. In the field of ethnography of communication which Stern [23] defines as "research of communicative activity of the person in its social environment". Language - the subordinate, nevertheless the integrated part of social and situational systems which are actually examples of behavior. Halliday [29] claims that existence of a semantic network - linguistic realization of examples of behavior. It postulates that" more we are able to connect options in grammatical system to value of potential in social contexts and behavioural settings, it is more than understanding which we will receive in the nature of language system". In its functional account of language use Halliday criticized linguistic Chomsky, the theory of competence. He says that "Linguistics... it is mentioned... with the description of speech acts or texts, as only through research of language in use all functions of language, and therefore all components of value, underlined". This opinion of Him of additions of idea of communicative competence, and we can only understand language if we consider it as the tool or as the communicative tool. To which Viddouson [27] adds that, "as soon as we accept requirement to teach language as communication, we can't, obviously any more, to think of language in terms only of offers". This statement provides a justification for emphasis on conversation in CLT.

2.4 Advantages and disadvantages of CLT

Advantages of CLTAs incited against grammatical and linguistic competence which is concentrated, for example, on language audio and methods of the translation of grammar Richards, were mentioned that the attention of CLT on and strives for communicative competence. Thus granting opportunity to pupils to use language in a communicative situation to satisfy their needs for real communication is in CLT priority. On the contrary, Brown [19] mentioned that the method of the translation of grammar "doesn't do actually anything to increase communicative ability of the student in language". In this regard value is

emphasized in CLT [30]. Finocchiaro and Brumfit specified that CLT concentrates on value contrary to methods as audio, language which concentrate on a form and grammatical or linguistic knowledge. So, CLT passes from studying of structure of language to studying how to communicate and how to communicate effectively. In CLT the linguistic system of a target language is studied best of all while the pupil tries to communicate. In this case a training process body not on the teacher thus illustrating that the classes CLT moved from concentration of the teacher to concentration of the pupil. CLT gives to pupils more responsibility and participations in studying process. In other words, concentration of the pupil has a priority on concentration of the teacher. Thus, teacher in role, the class CLT can be regarded as the assistant who helps students and pupils in the course of training to carry out effective communication. This concept is useful as it is a pupil who has to study how to communicate effectively and clearly to use language. Thus the pupil has to train and communicate enough in the class CLT to reach communicative competence. In other words, the pupil has to be well involved in studying process. At the same time the pupil also tries to use language correctly. Therefore, the CLT center on linguistic competence is studied in a context and will reach by means of process of performance of effective communication [31].

In CLT points of studying are studied in a context [30], but in a method of the translation of grammar, only storing of "the list of the isolated words" is carried out [31]. The class CLT can begin with communication and communicative actions whereas this stage starts after long process of a training and drilling in language audio [30]. Besides, in the class CLT, coping with the speech has a priority on reading and the letter. Reading and the letter are postponed while don't cope with the speech. After emphasis of CLT on value, communicative competence and use of a target language in a communicative situation it is effective, it is possible to come to conclusion that functions play an important role and are concentrated in CLT. It is worth mentioning that not only functions, but also and sequence of functions are considered in books CLT. The sequence of units in books CLT for the classes CLT is defined according to functions which are of interest to the pupil, and is based on needs of the pupil for a communicative situation. For example, the book CLT would begin with a lesson greeting because it is the main need of the pupil for real communication. As units of the book develop, subjects of each unit consider more advanced needs of the pupil for real communication. For example, saving of air tickets and the contract on a meeting with the doctor - the subsequent units which would be published in the book for the class CLT. Thus the maintenance of units of books CLT which are used in the classes CLT, is based on functions of language, and needs of pupils for a real communicative situation and sequence of units are based on interest of pupils and their importance for pupils.

CLT shortcomings were various critical remarks on the principles of communicative approach to training and studying of language There. Discussions of shortcomings of this method are important critically to estimate CLT. Hiep [32] addresses to recent articles which began debate on CLT. Besides, Hughes mentions

that communicative teaching languages leads to production of "fast, but inexact" pupils. That is predicted to occur, here danger to give paramount value of fluency on accuracy in the classes CLT. In other words, elimination of a mistake has no important place in the classes CLT. As noted above, teachers play a role of the assistant in the class CLT as the classes CLT are based on the pupil. Thus teachers would try not to stop pupils repeatedly to correct their grammatical errors so that they could achieve the conversation objectives easily. In this case accuracy is ignored, and "petrification" mistakes would occur, and occurred errors can be never corrected. For this reason prioritization of fluency on accuracy can be regarded as one of CLT shortcomings.

In this regard Mekhafi and Ramani [33] conducted research to investigate the relations of teachers of EFL to use of communicative approach to training of English of in an EFL a context. From results of the questionnaires distributed to participants of research it was found that 58 percent from them agreed that CLT makes fast but inexact pupils. So, CLT can follow methods as a direct method and audio by a language method in the training grammar to concentrate on accuracy except fluency. However concentration on grammar and a form in CLT can differ from two mentioned methods in way by which the grammar can be concentrated and carried out in real communication of instead of the practicing grammar repeatedly [31] in the individualized offers as it is carried out in audio a language method. The teacher can control pupils who practice effective communication and report to them about their grammatical mistakes thus allowing them to be fast, and also exact. Therefore, both the accuracy and fluency will be taken to almost equal consideration in the class CLT. Other shortcoming to which will point about CLT, - that is difficult to be carried out in the context of EFL or a class [34]. Berneb and the Sun both Cho also Chiang specified in their articles that application of CLT difficult in the context of EFL due to the lack of sources and original materials and teachers of the native speaker, and also the big size of classes similar to the equipment. In the classes EFL a class - the only place which pupils receive an entrance to study how to carry out effective communication. As the native language is also used to operate the classes EFL, environment can't motivate enough to increase communicative abilities of pupils. Besides, absence of teachers of the native speaker in contexts of EFL leads to a low-quality entrance and doubtful material. Thus implementation of CLT in the context of EFL turns to be difficult and difficult both for the teacher and for the pupil.

2.5 Comparative analysis of GTM and CLT

	GRAMMAR TRANSLATION METHOD	COMMUNICATIVE APPROACH
Grammar rules	Central feature	Explained when necessary
Meaningful Communication	Not important	Central feature
Pronunciation	Not considered	Target-comprehensible pronunciation
Use of Translation	Central feature	Used when necessary
Sequencing of lessons	Follows linguistic complexity	Follows learner's needs
Teacher-student roles	Teacher centered	Teacher facilitates student to student interaction
Attitude to errors	Accuracy emphasized	Errors part of learning Process
Balance of language skills	Reading and writing emphasized	Skills taught according to learner's needs.

Table-1. Comparative analyze of GTM and CLT

In general, both of methods, Grammar Translation Method and Communicative approach are familiar for teachers. In the previous pages we have discussed about Grammar Translation Method and Communicative approach. Both of them has its own principals and techniques, advantages and disadvantages. Grammar Translation Method is still used even though it is an old method if its compared with Communicative approach. The teachers have to know suitable method for their teaching process and use them in appropriate situations.

Above you can see comparison table of two methods. With the help of table of comparison we can come to conclusion that in teaching second or foreign

language Communicative approach much more effective than Grammar Translation method.

Where grammar structure is emphasized in GMT in CLT is explained when its necessary. In Communicative approach during grammar instruction, teachers should provide meaningful input through context and provide an opportunity to put grammar to use, and relate grammar instruction to real life situations. This is best achieved if grammar instruction is treated in the same way as the teaching of the four skills which involves smooth and organized transitions of pre-, while and post grammar stages.

Meaningful communication is significant in CLT than in GTM. Because the main goal of CLT is teaching language in communicative purposes. Attention is not paid to pronunciation in GTM while its important in CLT. Use of translation is central feature in GTM while its used when necessary in CLT. CLT will continue to be major methodology of teaching languages within many next years as it deals with certain factors, such as motivation, an individualization and strategy of training which play a major role in training of any language and a way to which it is taught. Being the approach concentrated by pupils, a role of teachers - a role of assistants who facilitate the language studying in all practical and communicative purposes, giving control of students over their own studying that approach gradually wins popularity in classes everywhere because it is understood that this approach not only effective, but also is also preferred by both teachers and students is similar. What English teachers need, however, is an administrative guarantee that their less dominating role in a class not a sign of negligence or loss of control, and it is rather a sign of the informed belief that students study best of all by means of language for purposeful communication. Despite some problems which this approach puts before teachers, it has many advantages which far outweigh difficulties which meet in its introduction. The correct type of planning and the correct connection of interactive actions and games can make this approach not only a successful technique of teaching in a language class, but also and the most effective strategy of training. However, we also can't simply finish the traditional training methods which allow to recognize the text consecutive whole and to cause training of a foreign language. The grammar allows everyone to understand how the native language functions to give it/it the chance to report her thought. As soon as training concerning rules of grammar was transferred, Approach of CLT can be entered to repeat them by means of the practical exercises and actions thus facilitating their use for communication. Rather Communicative Teaching the Howatt languages offers possible connection of Grammar and Structure with Communicative Approach of Teaching languages.

ADVANTAGES OF SHORT STORIES IN LANGUAGE TEACHING

Use of literature in language classes not the new phenomenon as it was used in the 19th century when the Method of the Translation of Grammar still was mainly used. Literature was one of material which students have to translate into their native language. However, as approach of Structuralism started dominating during the 1960th until the end of the 1970th, literature wasn't used any more [35]. Even when the Direct method, the Audio-lingual Method, Language Studying of Community, Suggestopedia, the Silent Way, the Full Physical Answer, Natural Approach and Communicative Approach perfectly dominated over training of ESL/EFL, literature was still ignored.

The concept that a main goal of training of EFL consists in helping students to communicate fluently in a target language, causes most of teachers, still believe that the class EFL has to concentrate on development with linguistic elements only. However the recent tendency in training of EFL indicates the need of the uniting literature because its rich potential to provide original model of language uses. Among literary genres stories, apparently, the most suitable choice for this purpose because of its potential to help students to increase these four skills — hearing, conversation, reading and writing — is more effective because of the motivational benefit included in the history. The purpose of this article consists in acquainting teachers of EFL with efficiency of use of stories in the instruction of EFL. After representation of selection criteria of the story of discussion are concentrated how to operate the story for strengthening of language skills of students.

In the nineteenth century the Method of the Translation of Grammar prevailed training of ESL/EFL. During that era, translating literary texts from a second / foreign language to the native language of students there was one of the main actions of studying. But when this method was replaced with Approach of Structuralism, during the 1960th until the end of the 1970th, literature wasn't used any more. Approach of structuralism concerned correctness of a grammatical form but not the contents, interpretation of the written word or style. In other words, training of a foreign language was regarded as linguistics. Then when the Direct method, the Audio-lingual Method, Language Studying of Community, Suggestopedia, the Silent Way, the Full Physical Answer and Natural Approach consistently dominated over training of ESL/EFL, literature wasn't used. After and with the advent of Communicative Approach in the late seventies and very much at the beginning of the 80th, literature was also ignored. The tendency in the classes EFL consisted in teaching "applicable, practical" the contents. Thus literary works had no place in the curriculum. During this period the majority of the courses EFL was mainly aimed to allow students to communicate orally. Therefore, dialogues dominated over the curriculum.

However from the 1980th the situation changed quite considerably, and literature is exposed to extensive reconsideration within a profession of teaching languages. Inclusion of literary works in the classes ESL/EFL caused more interest

among teachers and more and more researches of how to use literature in the classes EFL/ESL, are carried out. This interest in use of literature in teaching languages consists in three interconnected elements: authenticity, culture and personal growth. First of all, literary texts can be more favorable, than information materials in acquisition process stimulation as they provide original contexts for processing of a modern language. As literary texts contain the language intended for native speakers, literary stands as model for language pupils to get acquainted with various forms and agreements [36]. Containing real examples of grammatical structures and points of the dictionary, literary texts lift understanding of pupils of range of a target language and progress their competence of all language skills [37]. Secondly, use of literature in teaching languages has advantage of providing cultural information on a target language. Literary texts increase understanding of pupils of a foreign language of the country and people which language was learned [36] which promotes ability of pupils to interpret conversation in various social and cultural contexts of a target language [38]. At last, as literature allows students to understand and appreciate other cultures, societies and the ideologies different from their own, it encourages the personal growth and intellectual development [39].

According to these ideas, Littlewood [40], emphasizes importance of use of literature in the classes EFL, showing the fact that the main problem of teaching languages in a class - creation of an original situation for language. All language classes, especially that out of community of native speakers, are isolated from a context of events and situations which make a natural language. Literature can overcome this problem because in literary works language creates an own context. The actual situation of the reader becomes insignificant as he or she considers the events created by language. These events create, in turn, a situation context for language of the book and allow it to exceed an artificial situation with a class. To put it briefly, literary works, undoubtedly, allow students to understand language better, providing to students of an event of the real world, the relation between society and people where speak a target language even if they - a fiction.

Despite its privileges for students, some objections always rise against use of the literature at public schools because of the crowded classes overloaded programs and limited time — some problems which are usually met in elementary in high public schools in almost all developing countries. First, the rejected and figurative language of poetry demand very long time to grab. Secondly, length of the novel will prevent such classes to come to an end. At last, the drama can be used in classes, but it will be difficult to play game in the crowded classes within limited hours of a course. Considering these objections, it is obvious that among literary forms, the story which is defined on [41] "as the story which can be read at one meeting from a half of hour by two o'clock, and it is limited to 'a certain unique or only effect' on which each detail is dependent", apparently, the most suitable to use at public schools. As it is short, and seeks to give 'the only effect',

usually there is one plot, some signs; there is no detailed description of settlement. So, for students it is easy to follow a work plot.

This reason which stories - the most suitable literary genre to use in English training because of its brevity, is supported by the Collie and the Roofer [36], when they list four advantages of use of stories to language teachers. First, stories are practical as their length is rather long to cover completely at one or two sessions of a class. Secondly, stories not difficult for students to work with independently. Thirdly, stories have a variety of options for various interests and tastes. At last, stories can be used with all levels (the beginner to promote), all age (young pupils the adult) and all classes. Pardede [35] research at Christian university of Indonesia showed that most of English students of training of teachers generally found stories interesting to use and as materials for self-pleasure and as language professional classes of components. Results designated that only 0.37% of answers entered, "Disagree" criterion; and 18.4%, "Neutral". Other 81.5% were included into criteria of "Agree", and "Strongly Agree".

Use of the story in English training has to be aimed to encourage students to use that they studied earlier. Doing it, process of training will be concentrated by students. However the teacher plays large role. She / he has to choose the suitable text to use in a class and has to help her / his students to understand history with various actions.

In use of stories to teach English, a history choice - really one of the most important roles of the teacher. As lengths of stories quite change, choose history, rather short to address within hours of a course. The brevity of the text is important for students because they will see that can read, understand and finish something in English, and it will give to students feeling of success and self-confidence. Besides text length, Hill ^[42], points to three other main criteria of a choice of the text: (1) requirements and abilities of students; (2) linguistic and stylistic level of the text; (3) the sum of reference information is required for a true assessment of material. Importance of consideration of these criteria could be apprehended, having understood that the dictionary and a sentence structure of the story which will be studied, have to be suitable for the level of students. Stories with archaic, a slang, foreign words and hints, having the offers imitating the speech of the special district or unaware people or foreigners it is necessary to avoid if the text is intended for students below an intermediate level. In the same way very long offers difficult for students to understand. As students won't understand these offers and words, they will miss and not to read work. Therefore before to give the story, the teacher has to solve legibility of the text.

To correspond to that criterion of legibility, use of the classified or simplified stories is perhaps the most practical way. According to Ur [43], "... use of the 'original' text with less skilled pupils it is often sad". Therefore, use of the simplified text with less skilled readers is highly offered for the sake of satisfaction to texts with the level of students.

In addition to the previous criteria of Spack [44] offers that the aspect of interest was considered. According to him, for the teacher it is important to choose stories which would interest students whom he or she most of all likes to read and teach and who were turned into the movie to provide visual interpretation. Mackay [45] and Rivers [21], specify that students read and enjoy the text if the subject of the text belongs to their life experience and interests.

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch [46] indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency". According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues.

Among literary forms, really, the story - the attractive literary genre, also can therefore be used in the language purposes of studying. Almost all modern stories have after unique characteristics which do them especially suitable to be used in reading understanding classes: Universality, Nemeloch, Personal relevance, a Variety, Interest, Economy and Directing at reflections Power, Ambiguity; besides, interpretation of each pupil has a legality and almost infinite guarantee to fund of interactive discussion. The story creates the intensity necessary for an original exchange of ideas in a class discussions. Besides, the story nominates students from a passive condition of reading in a personal communication with the text - and then out of, expanding communication with other texts and with the world outside school. Closely connected with a problem of implied value, Nutson [47] claims that there are two processes by means of which skilled readers find out value a Parvin Ghasemi text. Everyone - that she calls "the ascending process", and another she calls "the descending process". The ascending process consists in when the reader deciphers separate elements of the text to construct a general meaning while in the descending process the reader begins with the formed hypotheses and creation of predictions. It is obvious that these two strategy are used at the same time a successful reader. Rather above-mentioned argument advantage of use of the story it is rather than the nonliterary text that some actions before reading which it is possible to treat pleasantly the story - such as discussion of a subject and structure of the story - is very useful in simplification of the descending process of readers.

The story offers certain advantages to essential design to students of ESL since it the genre includes short text material which will be well processed in that, or limited training sessions. As John Povi specifies, excellent features of the story do him desirable for its inclusion in the curriculum of ESL because "it is short, modern, interesting and represents a modern cultural environment which or is rather familiar to the student or otherwise it is considerable attached to target culture of language he or she studies".

Problem of a text choice - very considerable in use of literature in general in language classes. Generally literary material more is suitable for students with the

high level of language skill. Rather literary material, except linguistic skill of the reader, the text difficulty depends on features of the text and literary competence of the reader. Literary competence can be reached through repeated influence of literary material. However relatively features of the text the attentive relation have to be paid structure of the text. It usually preferred to choose texts with direct structures. The general assumption is when The student of ESL reads the text, he or she has to pay more attention to linguistic coding, therefore he or she will be easily mixed with the text which has a difficult structural organization. As Angry [48] points "to researches of reading English as the second or foreign language confirms the hypothesis that history which breaks various aspects of the history grammar, would be more difficult to unite and understand, than one compliance to initial structure".

Usually surer choice of rather suitable text for pupils of ESL/EFL can be stories which are more modern and rather short to be discussed in one or two the training sessions. Linguistic aspects of the text have to concern language, style and the diction corresponding to the level of our students; Gillian Lazar offers that "the text was rather difficult, without being so difficult what to demotivate [It] has to be in limits the student's grasp, from the point of view of their linguistic, intellectual, and emotional capacities" [49]. Besides, reading the whole, unreduced and not simplified literary text gives students satisfaction. Therefore, it will be encouraging when students are in the psychological relation satisfied that they read the words of the great writer.

PROCEDURES AND STRATEGY

The systematic technique of teaching the story can include the following stages:

- I. Preliminary reading actions: to provide to students the dictionary trains also the cultural background
- II. Oral reading in a class: to improve oral and colloquial abilities Training of the story to improve skills of reading L2 and skills of the letter.... 269
- III. Text analysis and collective work: to improve understanding read and communicative skills
- IV. Post-reading appointments: to establish the acquired knowledge and to improve the written skills.

The account that understanding of the text - the center of reading short the history as Richard A. Rashio explains, the teacher, has to pay attention to nonlinear process ability of reading: "It includes integration of a sound, symbol, the word, phrase, a context, the text, and cultural information as it is presented by the author and comprehending the reader When cultural information as believe, is important for understanding of the text ..., providing cultural prospect of the author, we [teacher] encourage students to rely on it, but not on their own idea of the cultural contents which, perhaps, distorted their understanding". Many tasks can be developed for each story to cover skills of language Beysik demanded for the effective understanding read. These tasks can include work of the dictionary, questions of understanding the read, oral presentation of the text, discussion in a

class and interpretation, and at last the subsequent tasks which can take the form of written answers or storage of the magazine.

Preliminary reading actions: work of the Dictionary

As Riley claims, "Preliminary reading, during reading and post-reading the actions which are cut out to the certain studying of a context can help the pupil to get access to history, having become more knowing about structure". One vital problem of rather preliminary understanding includes a task overcoming of the dictionary is presented by the text. Researches confirmed that understanding of to read fragments which could there were linguistic difficulties can be facilitated by the corresponding preliminary problems of reading. One aspect reading material - work of the dictionary. Susan Louise Stern in her investigation the problem of effective acquisition of the dictionary by pupils of ESL reports about the following results:

There three ways to improve the dictionary of the pupil of L2: (1) through research of the word exercises, i.e., research of origins of the word — prefixes, suffixes, roots, related, and the word formation; (2), submitting the new dictionary in the meaning situations, i.e., in so that in practice acquisition of knowledge wasn't usually feasible to isolate the corresponding context about the dictionary from understanding of a subject usually or concerning words which grammatical or are semantic connected with them; and (3) through regular practice in definition of word meaning from a context, i.e., using contextual keys to a solution guess value of unknown words and use of contextual dismissals to define lexical meaning. This last strategy of permission with unknown words especially important for not native speakers not only because it encourages them to be more self-assured, but because as Gorman [50] specifies, in general it is impossible to guarantee it presented to students all lexical units in which they probably will face the advanced texts. Literature serves as excellent material to carry out the second two the ways described above.

Students can be obliged to define the new dictionary in the text. The teacher can work together with students to enter the list of the dictionary which includes the new and intended dictionary list. The list can, then, discussed in a class. Students can create groups and work on parts list to find their values and designating and connotative. As the unfamiliar dictionary will be usually interfering with understanding of students, and can demotivate them to finish the text, such list can be very useful. Preliminary reading points of the dictionary can be also used to facilitate introduction the necessary cultural heritage and even belongs to thematic features of the story. However the real task of the dictionary occurs when students try to use these words in a text context. The connected and accompanying activity can prepare short implementation like end to encourage students to assume value from a context. In selection and entry into the final list of the dictionary, items which contain vital or emotional helps have to be selected.

III. Text analysis and collective work

Nutson in "Training of the Whole texts" places great value on the text made interpretation by means of collective work:

The phase of discussion/interpretation can include the whole collective work with the semantic display, that is, brainstorming accompanied with the organization of subjects or ideas, and also supporting examples on board ... As soon as examples from the text were written on board, students can start formulating the interpretation of the fictional view of these problems. The teacher can also present certain elements of history and invite group discussion of a possible outcome [47]. Useful activity at this stage allows time to students to think of the main problems text. To begin this process, the text can be given to the student to read houses, using the prepared glossary and the requirement that students commented on important questions of the text. Teacher can stimulate their figurative power, inviting students to write one or two paragraphs on the main ideas of the text or connect these ideas to own real events or even the imagination of under circumstances offered in the text. Working with the motivated students, even two readings the story of the house, to its oral presentation in the class, can be reached. The first reading can achieve the objectives of understanding and second interpretation and critical analysis. Linda Gedzhduyesk [51] confirms advantages two readings as: "for the first time, which will get full feeling of part and to possess history, second time to look for solutions of problems and questions was prepared for them waiting the actual and analytical work which has to follow".

It should be noted that a main objective of use of the literary text in the curriculum of ESL not only, to subject our students to literature, but also to involve them in direct experience. Besides, the purposes of a language class have to be followed and carried out carefully. As Strict observes, "the purposes of some textbooks on ESL/EFL literature for inclusion of exercises in syntax really seems, however, included in ability to use syntactic devices productively". It further mentions various textbooks of the story, such as American Stories of the 20th eyelid, which "follow each history with exercises in grammar, and syntax projected (1) to increase understanding of readers of that they just read, and (2) to help them to assimilate new words and grammatical designs for their own use". Interest of students has to be stimulated activation of their special skills. They have to be encouraged to read aloud parts of history, the summary of delivery of parts or all text, also take part in group discussions relatively important releases of the text. At this stage students can set more mature important analysis of the text. It can lead to their personal communication with the text as Gajduesk claims, "having established the facts, students start asking now why and to develop their own the relations to signs, values, and history situations, to put it briefly, to move out of information to participation and experience ... " [52].

SUBSEQUENT ACTIONS AND FURTHER TASKS

The reading over of the story provides to students the added advantage of establishment them previous knowledge of the text. To increase effect of this activity before reading, short writing of appointments can be given to students to

allow them clearly to formulate and further to develop they found their thoughts and thematic value by means of discussions of a class. Focus which the teacher has to pay attention on concerning these written appointments there has to be a value expressed by students and extent of development argument or ideas; linguistic signs and accuracy have secondary value. Writing of the appointments based on the appointed story increases participation of students with the text also encourages them to think oh, to re-read, and further to investigate the text. Tierney and Shanahan confirm that recent researches specified that problems of record as development activity promotes the best studying and understanding in comparison with reading one; they bring long-term response of the text contents [53].

Nutson states that, "A reading over - the related final activity for many texts. ...For novels or stories, the involvement of purpose of the letter retelling from special part the story from other point of view (the point of view of various character, for example) offers the effective vehicle for a reinterpretation. But even the most traditional type of the essay the letter can stimulate reading and manipulation of the text which are important for understanding and assessment". Really, students have to be able to bear interaction with the story out of the oral discussion of a class to develop their language skills effectively. More useful task would be to demand that students prepared creative, corresponding written answers and reports on reaction. It opportunity allows students to express the independent relations and opinions about considerable releases of history. Problems of record at this stage can take various forms. Students can be encouraged to keep magazine of the story. Thus they can ask to be written their personal the relations about the story. It is possible also to ask to comment on them result of history and as they estimate the termination. In performance of these tasks the following councils very much the useful:

1. Make sure that your students understand concept of "reader" and expect potential the reader when they write the creative answers to stories.
2. Demand that they prepared the scheme of plot of the story. Then ask that they wrote the newspaper based on their own vital events after the similar scheme.
3. Students can write the changes of the end of the story. They can create them own the favorite terminations.
Follow the Rhetorical Triangle: Encourage students to see three important components rhetorical triangle in the story. [The relations between three forms of rhetoric -Ideal (character), Pathos (emotion) and Emblems (logic)]. Then they can use the same the principles in their own creative letters.
4. Encourage students to discuss the main subject of the story in their own the independent letter, heading journal. Thus, they will develop a letter habit out of usual purposes of a class.

HOW TO TEACH VOCABULARY COMMUNICATIVELY?

As the knowledge of the vocabulary important in relation to understanding read, is important that what work with the young help of readers, promoted their development large "bank of the word" and effective strategy of training of the dictionary. There are a little effective obvious (the intended, planned instruction) and implicit (the direct instruction when the child comes to new words in the text), strategy which adults can use with readers of any age.

1. Importance of the English dictionary studying the Dictionary is the instrument of thought, self-expression, translation and communication. In any teaching languages the dictionary plays extremely important role. The famous linguist Wilkins told that people could describe a few things without grammar, but they could express nothing without dictionary. Viddouson thought that the native speaker of English can understand those language material with the correct dictionary, but not so appropriate in rules of grammar, but not those with the correct rules of grammar, but not so appropriate in use of the dictionary. Lewis [54] held idea that acquisition of the dictionary - the main task of the Second Language acquisition and language skills as hearing, conversation, reading, writing and transfer of all can't do without the help of the dictionary. Pupils of nonnative language usually a tendency to make mistakes about the dictionary; the most difficult thing in hearing - the dictionary. Foreign language the training methods various, but all shows importance of training of the dictionary. To start learning a foreign language it is connected with studying of words.

2. Simplification and neglect the dictionary, teaching Traditional English teaching languages in China in the power of central in the teacher, the method focused on examination, grammars & based on the dictionary. In China training and acquisition of knowledge of the English dictionary, as a rule, underestimated and neglected in our English language instruction. The English teacher usually has on priorities syntax or phonology as main in the linguistic theory and more important in relation to language pedagogic. They don't think that the dictionary main in language, and words have vital value to typical language pupils. The increase in the dictionary of the pupil is simple, without placing his knowledge that use can not to be effective

II. Application of CLT in the Dictionary, Teaching 1. The theory of CLT communicative approach appears in peace times in the early seventies. The weak version of Communicative approach underlines importance of providing pupils with opportunities to use their English in the communicative purposes. The strong version of Communicative training, on the other hand, of achievements the requirement that language is acquired by means of communication. Anyway these approaches can be described as "training to use" or "use of English to study it".

2. Explain Word Meaning in a situation which the nature of communication can be the management in communicative words, teaching to approach. That is irrespectively words the training actions in which students if it really promotes

language use are involved, students have to have a desire to communicate. If they don't want to be involved in communication then that the message probably will be not effective. Students have to have some communicative purposes, then their attention will be concentrated on situational use of words of that is told or written, they will have to deal with a set of languages, but not all forms of spelling or use of a grammatical design. Therefore, in training of the word that teachers have to make the most important, has to awaken communicative consciousness of students, activate their communicative motivation. To comprehend the word' real communicative value and use if there is a large sum of knowledge of a situation in mind of the pupil. Thus that teachers have to make, has to increase knowledge of a situation of readers, awaken their communicative desire to achieve the communicative objectives. So next two ways to use: Play on roles (removal of value from a context), Littlewood [40] offered two types of communicative actions: pre-communicative actions and communicative actions, both from which are necessary in the communicative

Magazine of the Cambridge Researches of 130 classes of teaching languages. Actions and materials which involve students in communication of a class, include: the games, music, discussions stimulating pictures, drama stories, amusing jokes play on roles and, etc. Role has to create presence of a real situation at a class. It is important in communication of a class because it gives to students the chance to practice communicative in various social contexts and in various social roles. The language applied in this activity is various according to the status of character, the relations, mood and various situations.

The relations to the instruction on the dictionary vary, however, developing extensive, ever the extending the dictionary, as usual believe, is fundamental part of the second language studying. One of key distinctions in training of the dictionary - whether have to direct or indirect approach to be the accepted. The fact that the most part of acquisition of the dictionary occurs through unforeseen influence, can leave the teachers asking a question concerning their role in the context concentrated by students [55]. Nevertheless, as Nunan specifies, the instruction concentrated by pupils not simple change of the power from teacher to the student. It is a question of providing students with necessary tools to rather further their own educational purposes. Concerning the instruction on the dictionary it can change from the training mnemonic and thematic display, to training of successful strategy of the assumption value from a context and effective use of negotiations in role-playing games. This work investigates efficiency of an indirect method of the instruction on the dictionary with attention to colloquial contexts also investigate ways with which the teacher can prepare best of all students for the autonomous dictionary studying.

For any who learned in the context of ESL/EFL that it won't surprise that "... acquisition of the dictionary is identified by most of pupils as the only biggest source problems" [56]. Historically, the training dictionary and connected language strategy of training were avoided often or underestimated a role. Traditional

Method, also known as the method of the Translation of Grammar really paid some attention to the dictionary as the translation of classical texts on the native language was the main center. However with domination of an audio-lingual method in the 70th, language structure and formation the correct language habits saddened training of the dictionary [57]. Recent approaches, apparently, emphasize development of the dictionary in the context of the functional phrases for communication. Attention to interaction in a class in Approaches of Communicative Language Teaching (CLT) brought to the second language researchers research as acquisition of the dictionary happens through unforeseen influence. Kang and Golden [56] pay attention that since the most part of the dictionary of students, the pupil, occurs by means of studying of an episode, the instruction has to concentrate on training of pupils of L2 "... how to study the dictionary, instead of concentration on the most training dictionary.

Reading Original Materials In the communicative principle, original material is considered desirable to give to students the chance to develop strategy for understanding of language as it is actually used by native speakers. According to Tomlinson, original materials - "materials, such as newspaper articles, brochures, the train tickets, letters, advertisements, record of news, announcements of the airport, etc., which were originally used in the valid states of affairs and weren't developed for use in teaching languages. Such materials are used in a class to subject pupils to language in real use". For a communicative method original material - an effective way for pupils to gain communicative abilities. When students pay attention to really useful materials and real language situations, words seem easy to the owner. The following - advertizing: feel pure pleasure of pure silk against your skin. A miss in a wavy silk shirt, obligatory and magnificent addition to your wardrobe. Throw it on on leggings of jeans and, of course, it is ideally suited for work or dressed up for special cases. Available in three flowers — scintillating blue, shaking pink or an ivory, it is tremendous cost only in £29.95. It is small condescension which you simply aren't able to afford to pass. It is advertizing of a shirt, all word in which it is colorful and it is excellent. Some adjectives are used to point to its structure, the cost, pleasure, low price, need of purchase, color and, etc. In the remarkable description of a shirt it is better and easier to feel for students the word wavy means, free, easy and graceful, than the message its their Chinese value is simple. Reading Extensively has to allow students to study the purposes of teaching languages how to use language in colloquial English or written English. Thus, it is necessary to cope with all types of the words connected with all areas, and one word can be used in several areas. Students have to be available to English newspapers and magazines in the original, especially recently published. Thus in such ways, they have opportunities to learn original English, to add original English to their dictionary and to grab relevance of English expression. Reading material has to be various, such as literary books (novels, dramas, verses and, etc.) scientific books, books of everyday life and so on. We recognize that we can listen to such British broadcasting as VOA and the

BBC through broadcasts. To break obstacles of new words, there will be a big progress. Thus, after limited hours for English training, the teacher have to encourage and order to students to contact with original materials. It brings benefit and does effective.

Communicative revision of the dictionary

Revision plays an important role in training/studying of the dictionary. It helps training process, thus, it has to be made properly and regularly. Teachers can include revision on the whole lesson everywhere (in the middle or at the end in the beginning). In this case, an important way by which it is included. According to the basic principles of communicative approach, it is recommended to use communicative the focused actions and tasks [58]. The matter is that communicative actions create opportunities for communicative and original use of language where communication strategy are activated. I offer some examples of already mentioned communication strategy which can increase communication abilities of students.

Practical recommendations for training of the dictionary

Except above-mentioned recommendations concerning training of the dictionary, I would like to add more supervision which can increase success of studying of the dictionary.

Give to your students some points of the dictionary. Tell them to find the value, a pronunciation and to ask that they wrote the standard offer with the word of century.

Prepare work sheets and ask that your students recognized words to definitions.

Ask that students classified group of words in various categories (so-called semantic areas).

Ask that students found the new dictionary from reading their homework. They can teach to each other in a class.

Consider the dictionary which you teach through game or activity and you encourage the students to do the same houses.

Encourage an autonomy in the pupils. Tell them to read, to watch movies, to listen to songs, etc. and to point to useful words.

It is good idea to teach/study words with similar values together, but only in case of more advanced students.

Encourage the students to buy the good dictionary and time of a class of use to put in the forefront its advantages.

Teach to your students grammatical names of parts of speech and the phonemic original of words.

Always you hold the good dictionary the party in case the student asks the word, you aren't sure century.

If you never heard about the word, tell the student that you will check and come back to them. Really come back to them.

Opening communication strategies

On the whole, ...; Guess what!; To tell you the truth, ...; To be honest, ...; That reminds me of, ...; It's my opinion that, ...; To my mind, ...; What I'm more concerned with is ...; This shouldn't be passed around, but, ...; If I were you, ...; Why not ...; How about ...;

Linking communication strategies

What bothers me is ...; That's very kind of you.; That may be so, but ...; As a rule, ...; Very true, but ...; Generally speaking, ...; By and large, ...; In my experience, ...; To give you an idea, ...;

Responding communication strategies

That's right.; Exactly!; You're close.; I agree!; That's just not true!; Don't give us that!; No, I'm afraid not!; Yes, but don't you think ...; I'm afraid I can't make up my mind.; I might consider it.; I doubt it.; Not for all the tea in China!.; Not (even) if you paid me!; It's no good, I can't remember.; That's very kind of you.; Do you really think so?;

As for the choice of vocabulary, the lexis for revising can be chosen in a random way. Vocabulary can be grouped in different areas. Words can be sorted by topic (e.g. *food, body, vegetation*), by situation (e.g. *the bank, the post office, the supermarket*), by semantic field (e.g. *boy, youth, man, guy, mister, husband*), or by grammatical category (adverbs, adjectives, etc).

PRACTICAL PART

As we have discussed in previous pages Communicative approach emphasizes the ability to communicate in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. It means that learners are taught how to communicate in the target language rather than learning grammatical structures and phonetically rules.

Atmosphere in the classrooms is more comfortable, students feel free themselves. Student and student interaction is main principal in CLT classroom.

Used structures are easily learned by students because most of them taken from real life situations.

The Man Who Never Lied

There was once a man named George Fox. He was very religious man and tried to be honest and just with all men. He talked the same way to ordinary people as he did to rich men. He also had a reputation for never telling a lie.

Two men wanted to trick him into telling a lie. Together they worked out a plan. Then one of the men went to see George in his rooms, pretending that he needed to talk to him about something. While the first man was talking to George, the second man knocked on the door. George left the room to open the door. While George was out of the room, the first man climbed out the window. The second man asked George if the first man was there.

George answered, “**He was there when I left him.**”

Notes on the Story

This is based on a historical account George Fox, the founder of the Quakers. I included it partly because I like the story, but partly also to illustrate the wide variety of places where you can find useful stories: History is full of fascinating legends, and for our purposes, it doesn't matter whether they are historically accurate or not.

Word and word combinations

1. try to be honest-адал болуға тырысу
2. to trick him into telling a lie-оны жалған сөйлеуге итермелеу
3. worked out a plan-жоспар жасап шығу
4. knock on the door-есік қағу
5. climbed out the window-терезенің төбесіне шығу

Exercises

I. Answer to the questions.

1. What was the man's name who never lied?
2. What kind of man he was?
3. What was the two men's aim?
4. Where was the first man when the second man knocked the door?
5. What did the first man do when George left the room to open the door?

II. Express your agreement or disagreement.

1. George Fox very religious man.
2. Four men wanted to trick him into telling a lie.
3. Once there was a man whose name George Scott.
4. The first man answered "He was there when I left him."
5. George answered, "He was there when I left him."

III. Say if it was so.

1. There was a man whose name George Adams.
2. George was very smart man.
3. George had reputation for always telling a lie.
4. The first man pretended that he needed some money.
5. When the second man knocked the door the first man opened it.

IV. Number the facts below in order in which they came in the story. You may look back at the story:

1. Two men wanted to trick him into telling a lie.
2. The first man pretended that he needed a help.
3. George was religious man.
4. George said that the first man had been there when he left him.
5. The first man climbed out the window.

V. Retell the story on behalf of:

1. the honest man
2. the first man

VI. Dramatize the dialogue between the George and the first man.

VII. Discuss the following:

1. George had reputation for never telling a lie.
2. Two men wanted to trick him into telling a lie

VIII. Characterize:

1. George Fox
2. Two men

IX. Make up the words from this letters

1. liriouge-
2. cih-
3. sthoen-
4. ryroidan-

5. uperatnoti-

X Make up sentences from these words.

1. had/reputation/a/never/a/felling/lie/also/he/for.
2. worked/a/out/plan/they/together.
3. to/the/door/room/George/the/open/left.
4. named/Fox/a/man/George/was/there/once.

The Man, the Boy, and the Donkey

One morning, a man and his son left their house and started walking toward town. They walked along next to their donkey. A man passed them. He said, "You are fools. A donkey is to ride on. Why are you walking?"

So the man put the boy on the donkey. They went on down the road. Soon they passed a group of men. One man said: "See that lazy boy. He rides on the donkey while his old father walks."

So the man said to the boy, "Get off." Then he got on the donkey. They walked a little more. Soon they passed two women. One woman said, "See that lazy man. He rides on the donkey while his young son walks."

The man didn't know what to do. At last he picked the boy up and put him on the donkey. Then he sat on the donkey behind the boy. Soon they came to the town. Some people pointed at them and said, "See that man and boy. The donkey is small and the man and boy are both big. They are too heavy. The poor donkey . . . they are very mean.

The man and boy got off the donkey. They cut a pole. Then they tied the donkey's feet to it. Then they put the pole on their shoulders and carried the donkey between them. They went along down the road. Everyone who saw them laughed. They walked until they got to the Market Bridge. Then the donkey got one foot loose. The donkey began to kick. The boy dropped his his end of the pole. The donkey fell off the edge of the bridge and into the water. Since his feet were tied, he drowned.

An old man had followed them the whole way. "That will teach you," said the man. "If you listen to everyone, you will have trouble and no one will be happy."

I. Answer to the questions.

1. Why did the people laugh when the boy on the donkey?
2. What did a man do after the people laughed?
3. How do you think why did the man get the boy off the donkey?
4. What did the people say when they saw a man on the donkey?
5. If you were that man and boy would you listen to everyone?

II. Write full sentences.

1. put/on/the/donkey/so/man/the/boy/the.
2. donkey/along/next/their/to/walked/they.

3. they/and/donkey/the/carried/then/put/the/shoulders/them/between/pole/
on/their.

III. Make up the words from the following letters.

1. koyedn
2. zaly
3. loutrbe
4. kcki
5. dirbge
6. orpo.

IV. Definitions of the new words.

1. Donkey-an animal like a small horse, with long ears.
2. Fool-a person who is silly or who acts in a silly way.
3. Lazy-(used about a person) not wanting to work.
4. Ride-to sit on a horse and control it as it moves.
5. Pole-1) a long, thin piece of wood or metal, used especially to hold smth up.
2) either of the two points at the exact top and bottom of the earth.

Amin and the Eggs

Once upon a time there lived a peasant named Amin. He owned a miserable little plot of land that he managed to survive on, but one year he lost all his crops in a drought, so he decided to seek his fortune in another village. On credit, he got a dozen hard-boiled eggs for his journey from a merchant, and then off he went on his donkey.

Seven years later, Amin returned to his village. This time he was riding a fine black horse, followed by a servant on a camel laden with gold and silver. Amin had become a rich man.

News of Amin's riches soon spread through the village. Right away the merchant who had given him the dozen eggs on credit came knocking at Amin's door, insisting that Amin owed him five hundred silver pieces in payment of this old debt. Amin of course refused to pay such a large sum and so the matter was taken before the judge.

At the appointed time on the day of the hearing, the merchant was there in court, but of Amin there was no sign. The judge waited impatiently for a quarter of an hour, and was ready to adjourn the hearing, when Amin rushed in, out of breath.

The judge began the hearing, and the merchant presented his case against Amin. "Seven years ago Amin bought twelve eggs from me on credit. If I had kept those twelve eggs, twelve chickens might have hatched. They would have grown to be hens and roosters, which would have laid more eggs, which in turn would have hatched. By now, seven years later, I would have had a large flock of

chickens, and I demand from Amin a payment of five hundred silver coins to compensate for my loss.

“This sounds very fair and just,” agreed the judge. He turned to Amin with a scowl, since he was still angry with Amin for being later. “What have you to say for yourself?”

“Please pardon my lateness,” began Amin humbly, “but I had a plate of boiled beans that I needed to plant in my garden right away so that I would have a good crop next year!”

“Fool!” exclaimed the judge. “Since when do boiled beans grow?”

To this Amin answered: “And since when do hard-boiled eggs hatch into chickens?” And so he won his case.

Notes on the Story

This story is from the Middle East.

I. Answer to the questions.

1. What was the peasant’s name?
2. What did he decide when he lost all his crops in a drought?
3. What did the peasant get as a credit?
4. After how many years did he return home?
5. Who was the winner at the end?

II. True or False.

1. Amin got 12 chickens as a credit.
2. After 10 years Amin returned to his village.
3. Amin refused to pay a large sum of money.
4. Amin won his case.
5. News of Amin’s riches soon spread through the village.

III. Translate the following words.

peasant-
miserable-
drought-
merchant-
payment-
judge-
crop-

Kino’s Journey

A long time ago in Japan there lived a young man called Kino. One day Kino heard that his father was very ill and wanted to see his son before he died. Kino’s father lived in a small village many miles away. Kino would have to walk for five days to get to his father’s house. So as soon as he heard the sad news he set off.

At the end of the first day Kino was very tired. He looked for somewhere to sleep and saw an old barn by the road. It was empty so he lay down on some hay and soon he was fast asleep. Some time later he woke with a start. The barn was full of men. They were all dressed in black. They had black hoods over their heads. They did not move and they did not speak.

Kino was very scared. He closed his eyes and prayed. He curled up in the corner. If he kept very still maybe nobody would see him. Then Kino heard a voice, a voice as deep as thunder, a voice that made his blood freeze.

“Be seated!” boomed the voice.

The men in black sat down – all except one. This man said, “There is no place for me to sit, Master.”

“Then there is a stranger in our house,” thundered the voice.

Kino was very frightened. He hid under his cloak. He pressed himself into the corner.

“Away with him!” roared the voice.

A great blast of ice cold air blew Kino out of the barn and up into the night sky. The wind blew him over rivers and villages and mountains. When the wind stopped, Kino fell down and down and down. He fell into a tall tree. He could not move, so he stayed there until the next morning.

In the morning, an old lady came along. She saw Kino up the tree and helped him down.

“Where am I?” said Kino.

“Near the Lake of the Golden Fish,” said the old woman.

Kino could not believe her. The Lake of the Golden Fish was only one day’s walk from his father’s house. That wind must have blown him a hundred miles.

The old woman gave him some food. Then Kino set off again on his journey. The road was steep and rocky. When he got to the lake, it was getting dark. Kino looked for a boatman to row him over the lake. But the boatman’s hut was empty and there was no sign of the boatman.

Kino had to cross the lake to get to his father’s house. So he looked for a place to sleep. There was an old boat by the boatman’s hut. Kino lay down in the bottom of the boat and soon he was fast asleep. He woke up with a terrible shock. It was the middle of the night. He was in the old boat in the middle of the lake. There was a terrible storm howling all around. The boat was rocking from side to side. It was full of men dressed all in black: the same men that Kino had seen the night before!

Then Kino heard that booming voice again, “Keep the boat steady!”

One of the men in black cried out, “We are sinking, Master. Save us.”

I. Answer to the following questions.

1. Who was ill and whom did he want to see before his death?
2. Where did Kino’s father live?
3. Where did Kino lay down?

4. What did Kino do after he closed eyes?
5. Where was Kino when he woke up?

II. Translate into Kazakh.

barn-
cloak-
pray-
curle-
thunder-
boom-
boatman-
steady-
rock-

III. Find out true or false.

1. Kino lived in China.
2. Kino was very ill and he wanted to see his father.
3. Kino would have to walk for five days to get to his father's house.
4. Kino had to cross the river to get to his father's house.
5. The old woman didn't give him any food.

The BEE

There was once a great artist in Belgium who said that his daughter should never marry anyone but an artist. But she loved a blacksmith and the blacksmith was in love with her. When she told him that her father did not allow her to marry anyone but an artist, he left his trade and studied hard in order to become a painter. He was certainly a man of great talent, as in a short time he became a good painter. One day the young painter went to the artist's studio and, finding that the artist was not at home, decided to wait for him. Nobody had seen him come into the studio. He looked round at the picture. At last he took a brush and painted a bee on the leg of one of the figures and then stood aside to look at it. Suddenly he heard somebody open the door. He quickly put the brush down and turned to the door. The artist was not yet in the room and did not see his visitor put the brush in its place. When he came in he at once saw the bee on the leg of one of his figures: he thought that it was a real bee and tried to brush it off. When the young painter saw this he could not help smiling. The artist smiled too when he saw his mistake and said that it was a wonderful little painting. The young man told him the whole story and soon after that the young painter and the artist's daughter got married.

I. Give answer to the questions.

1. Where did the story happen?
2. What did the great artist say about her daughter's marriage?
3. Whom did artist's daughter love?

4. What did the blacksmith do to marry artist's daughter?
5. Did the painter and artist's daughter get married?

II. Translate the following words.

blacksmith-
allow-
decide-
brush-
figure-
aside
whole-

III. True or False.

1. The great artist was from Belgium.
2. The artist said that anybody else would marry his daughter except doctor.
3. The artist's daughter was in love with blacksmith.
4. Young painter took the brush and painted a bird.
5. Young painter and artist's daughter got married.

Alyonushka

Once upon a time, in a land far, far away, a brother and sister walked together down a long road. The sister's name was Alyonushka, and her brother was called Ivanushka. The two had been walking a long time when they came to a cow's hoof filled with water. "May I drink from it sister?" Little Ivanushka asked. "No, or you will turn into a calf."

Alyonushka answered. Little Ivanushka was very thirsty, but obeyed his sister. He obeyed her again when they came to a horse's hoof filled with water. Alyonushka told him that if he drank from it, he would turn into a foal. The brother and sister walked along further, and Ivanushka became increasingly thirsty. Then they came upon a goat's hoof filled with water. "May I drink from it?" Ivanushka asked. Alyonushka once again was firm, "No, if you will turn into a kid." But this time the boy disobeyed his sister, and on his first sip turned into a little goat. Alyonushka sat on the road crying when a merchant drove by and inquired about her trouble. Alyonushka explained the situation to him, and he said that if she married him they could live happily with the goat. Alyonushka agreed, and so they lived happily this way for some time. Then one day an evil witch tricked Alyonushka into going down to the river, where she tied a stone around her neck and threw her in. The witch then took on Alyonushka's form and lived as her for awhile. Only poor Ivanushka knew the truth about his sister. Little did he know that the witch had plans for him too. When the wicked woman overheard him one day talking to his sister in the lake, she decided to ask the merchant to kill the little

goat. It was hard for the merchant to agree to kill Ivanushka, as he loved the goat like a person. But, begin deceived by the witch, he felt his wife's wishes to be the most important. Ivanushka asked the merchant if he could go to the river for one last drink before he died, and the merchant agreed. There at the river's edge the goat cried out to his sister, and she answered him that she couldn't help him with a stone tied around her neck. Neither the brother nor sister realized that this time a peasant had overheard their conversation, and was on his way to stop the merchant from killing Ivanushka. Upon hearing the peasant's story, the merchant ran to the river, found Alyonushka, and took the stone from around her neck. The witch was then tied to a horse, which was turned loose in an opened field. The little goat was so happy that he turned three summersaults, and was changed back into a boy. They lived happily ever after.

I. Answer to the following questions.

1. What was the sister's name?
2. What was the brother's name?
3. Where did they walk?
4. What did happen at the end?
5. How many summersaults did the little goat turn?

II. True or False.

1. The sister's name was Alyonushka.
2. Brother's name was Andrushka.
3. Little Ivanushka was very tired.
4. The little goat was a girl whose name Alyonushka.
5. The little goat turned five summersaults.

III. Find out the spelling mistakes.

1. Alyonushka told him that he drank from it, he would turn into a foggy.
2. The witch then took on Alyonushka's from and lived as her for awile.
3. The witch was then tied to a hourse which was turned three lose in an opened field.
4. The little goat was so happy that he turned three summersalts, and was changed back into a boy.
5. They leeved happily ever after.

IV. Give the second and the third forms of the verbs below.

1. come-
2. drink-
3. tell-
4. become-
5. take-
6. hear-

Ali and the Sultan's saddle.

Once upon a time... there lived a very powerful Sultan whose kingdom stretched to the edges of desert. One of his subjects was called Ali, a man who enjoyed making fun of his ruler. He invented all sorts of tales about the Sultan and his Court, and folk would roar with laughter at his jokes. Indeed, Ali became so well known, that people pointed him out in the street and chuckled.

Ali's fun at the Sultan's expense reached the point where the Sultan himself heard about it. Angry and insulted, he ordered the guards to bring the joker before him.

'I shall punish him for his cheek', said the Sultan eagerly, as he rubbed his hands, thinking of the good whipping he was about to administer.

But when Ali was brought before him, he bowed so low that his forehead scraped the floor. Giving the Sultan no time to open his mouth, Ali said, 'Sire! Please let me thank you for granting my dearest wish: to look upon you in person and tell you how greatly I admire your wisdom and handsome figure. I've written a poem about you. May I recite it to you?'

Over helmed by this stream of words and delighted at Ali's unexpected praise, the Sultan told him to recite his poem. In actual fact, Ali hadn't written a single word, so he had to invent it as he went along, and this he did, loudly comparing the Sultan's splendour to that of the sun, his strength to that of the tempest and his voice to the sound of the wind. Everyone applauded and cheered. Now quite charmed, the Sultan forgot, why he had called Ali before him, and clapped at the end of the poem in his honour.

'Well done!', he cried. 'You're a fine poet and deserve a reward. Choose one of these saddles as payment for your ability'. Ali picked up a donkey's saddle and, thanking the Sultan, he hurried out of the palace with the saddle on his back.

When people saw him rush along, they all asked him: 'Ali, where are you going with that donkey's saddle on your back?'

'I've just recited a poem in honor of the Sultan, and he's given me one of his own robes as reward!'

I. Answer to the questions.

1. Where was the Sultan's kingdom situated?
2. What was the one of his subject's name?
3. What did Sultan say when he heard jokes about himself?
4. What did people ask Ali when they saw him rush along?
5. Why did everyone applaud and cheer?

II. Make up words from this letters.

1. ercedhstt
2. aulergh
3. ipnshu

- 4.rmniaidset
- 5.tderaes
- 6.dwerar

III. True or False.

1. One of his subject was called Ali.
2. Sultan's kingdom stretched to the edges of desert.
3. Ali invented all sorts of tales about the Sultan's wife and children.
4. Sultan told Ali to recite his composition.
5. Sultan didn't like jokes about himself.

IV. Give the second and third forms of the verbs below.

- 1.hear-
- 2.bring-
- 3.tell-
- 4.write-
- 5.go-
- 6.have-

The Turtle and the Rabbit

Once the rabbit said that he was faster than any other animal. The rabbit was always asking other animals to race with him. One day, he asked the turtle to race. He was surprised when the turtle said, "Yes." They set a day for the race.

When the day of the race came, the rabbit and the turtle met. The other animals came to watch. The race began, and the rabbit was soon out of sight. The turtle, not discouraged by this, just slowly walked along.

Soon the rabbit could see the finish line. He wanted to wait for the rest of the animals to come so they could watch him win. So he sat under a tree to wait. With the warm sunshine, and the pleasant breeze, and the buzzing of the bees, the rabbit was soon asleep.

Several hours later the rabbit woke up. He heard cheering in the distance and saw the turtle close to the finish line. He jumped up and ran toward the finish line, still hoping to win, but the turtle crossed the finish line before the rabbit got there.

So people say, "Slow and steady wins the race."

I. Translate the words into Kazakh.

- fast-
- race-
- turtle-
- discouraged-
- pleasant-
- cherry-
- steady-

II. Answer to the questions.

1. Who said that he was faster than any other animals?
2. With whom did the rabbit want to race?
3. How did the turtle start his way?
4. What was the rabbit waiting for when he came to the finish line?
5. Who was the winner?
6. What did people say about the winner?

III. True or False.

1. Fox said that it's the fastest animal.
2. The rabbit asked the elephant to race.
3. Turtle came first to the finish line.
4. The rabbit said "Slow and steady wins the race."
5. The rabbit sat under a tree to wait for others to come so they could watch him win..

IV. Make the words from this letters.

1. nialam-
2. ecra-
3. lutrte-
4. zebree-
5. hsinfi-

The Whale and the Sea Slug

Long ago, the whale was very proud, and he was always bragging, "No animal is greater than I." The sea slug heard this and laughed. This made the whale very angry, so he challenged the sea slug to a race.

The sea slug agreed, saying, "Certainly, but not today. In three days we will meet at the beach at Yura, and then we will race."

After this the sea slug gathered up all of his friends. He told them, "I just agreed to race the whale. Now, of course, I cannot win, so here is what we must do: Each of us must go to a different beach around here. Since the whale can never tell us apart, each of you must pretend to be me. Then, when the whale arrives, you must call out, 'Are you just now getting here?' The whale will then think I have beaten him. If he wants to race to a different beach, the same thing will happen there." The other sea slugs all agreed, and so they went tumbling off through the sea to the different beaches.

After three days had passed, the whale and the sea slug met at the beach at Yura. "All right," said the slug, "let's race to the beach at Kohama." Then they both set off.

The whale swam swiftly and powerfully, but when he got to Kohama he was surprised to hear, "Whale, Whale, are you just now getting here? You did not swim

very fast this time. But perhaps we should race again. Let us to the beach at Shimoda.” So they both set off again.

The Whale swam even more swiftly than before, but again, when he arrived, he was surprised to hear, “Whale, Whale, are you just now getting here? You did not swim very fast this time. But perhaps we should race again. Let us race to the beach at Mori.” So again they both set off.

And so it went. At each beach that they swam to, the slug was always there first, and so, in the end, the whale was forced to admit that he was defeated.

I. Answer to the questions.

1. Why was the whale angry?
2. Why did Sea Slug gather up all of his friends?
3. What did Sea Slug say to his friends?
4. Who was the first at the end?
5. What did the whale hear and was surprised?

II. Give the Past forms of following verbs.

1. tell-
2. meet-
3. swim-
4. arrive-
5. be-
6. think-

III. Write down the number of the syllables of the following words.

1. morning-
2. animal-
3. challenged-
4. certainly-
5. whale-
6. different-
7. tumbling-
8. powerfully-

IV. Complete the words by adding letters.

- 1) S . . g
- 2) . . a . e
- 3) A . . . y .
- 4) w . . t . y

The Ummerciful Man

Once there was a man who owed the king millions of dollars. The king sent for the man but he was not able to pay. So the king said, “Sell this man, and sell his wife,

and sell his children, and sell his house and everything else that he owns, so that I may at least get something.”

The man begged the king to spare him and his family. He promised that he would pay everything in time.

The king decided to have mercy, so he cancelled his debt and let the man go.

When this man went out, he saw another man who owed him a few thousand dollars. He grabbed this man and began to choke him. “Pay me what you owe me at once,” he shouted.

This second man fell to his knees and begged, “Please be patient with me and I will pay you back.” The first man refused, and instead had him thrown into prison until he could pay.

The king’s servants saw all this and went and told the king what had happened.

In anger, the king sent for the man. “You wicked man! I cancelled all of your debt because you begged for mercy. Shouldn’t you have had mercy on someone else who only owed you a little, just as I showed you mercy? Then in anger the king had the man thrown into prison, saying that he would not come out until he had paid the last penny.

I. Questions.

1. Was the man able to pay the bill to the king?
2. What did the king decide about the man’s family?
3. What did the man promise to the king?
4. What did the second man beg about?
5. What did happen at the end?

II. True or False.

1. Once there was a man who owed the king two million dollars.
2. He promised that he would pay his bill in time.
3. The first man fell to his knees and begged.
4. The king’s son saw all this and went out.

III. Find out the spelling mistakes.

1. Once there was a man who owned the king millions of dollars.
2. The man beged the king to give him a time.
3. He grabbedthis man and begin to chkoke him.
4. In anger, the kings sent him to the prison.

III. Translate the words into Kazakh.

King-

Owe-

Least-

Beg-

Prison-

Servant-
Refuse-

The Three Billy Goats Gruff.

Part I

Once there were three goats – a little, tiny goat, a medium-sized goat, and a great big goat. They were brothers. They lived on a green, grassy hill in the mountains, and they liked to eat grass.

One day, the little, tiny goat said to his two bigger brothers, “I am going to cross the bridge over the river. The grass is greener on the other side.”

The little, tiny goat trotted down to the river and started walking over the bridge. His feet made a soft ‘clip, clop’ on the boards.

‘Who’s walking on my bridge?’ said a loud, mean voice from under the bridge. It was the voice of a troll.

‘I am,’ said the little goat with his little voice.

‘I will have to eat you up,’ said the voice from under the bridge.

‘Please don’t,’ said the little goat. “My big brother is coming. He is much bigger than I am, and he will be much better to eat.”

‘OK,’ said the troll. “You may go across.”

Part II

Soon the medium-sized goat said to his older brother, “I am going to cross the bridge over the river. The grass is greener on the other side.”

So he trotted down to the river and started walking over the bridge. His feet made a loud “clip, clop” on the boards.

“Who’s walking on my bridge?” said a loud, mean voice from under the bridge. It was the voice of the troll.

“I am,” said the medium-sized goat.

“I will have to eat you up,” said the voice from under the bridge.

“Please don’t,” said the goat. “My big brother is coming. He is much bigger than I am and will be much better to eat.”

“OK,” said the troll. “You may go across.”

Part III

Soon the great big goat decided that he too would cross the bridge over the river. He thought, “The grass is greener and thicker and longer on the other side.”

So he trotted down to the river and started walking over the bridge. His big feet made a very loud “CLOP, CLOP” on the boards.

“Who’s walking on my bridge?” said a loud, mean voice from under the bridge. It was the voice of the troll.

“I am,” said the great big goat.

“I will have to eat you up,” said the voice from under the bridge.

“Come and try,” said the great big goat.

So the troll came up on the bridge and ran toward the goat. But the great big goat just lowered his head and butted the troll into the river. The river carried him away, and the troll was never seen again.

Then the great big goat crossed over the bridge and joined his brothers on the other side. There they all ate grass until they got very fat, and if they have not gone somewhere else, then they are still there.

Notes on the Story

Notice that this story has many special prepositions (on, over, under) and a number of comparatives (greener, bigger, better). This story could have been divided into four parts by splitting Part 3 where the troll comes up on the bridge.

I. True or False

1. Three brothers on bridge over the river.
2. The little tiny goat made very loud CLIP-CLOP.
3. The great big goat said that other brothers much bigger than him.
4. The troll came up on the bridge and ate the big goat.
5. The three goats ate all grass until they got very thin.

II. Make up words from these letters.

1. kictreh
2. oitnmaun
3. tegra
4. sarugs

III. Find out spelling mistakes.

1. The grass is griner on the other side.
2. It was the voice of the troll.
3. His pig's feet made a very laud CLOP-CLOP.
4. The river carryed him away.

IV. Find out the antonyms.

Big-
Better-
Long-
Fat
Quite-
Loud-

THE REAL PRINCESS

There was once a Prince who wished to marry a Princess; but then she must be a real Princess. He travelled all over the world in hopes of finding such a lady; but there was always something wrong. Princesses he found in plenty; but whether

they were real Princesses it was impossible for him to decide, for now one thing, now another, seemed to him not quite right about the ladies. At last he returned to his palace quite cast down, because he wished so much to have a real Princess for his wife [59].

One evening a fearful tempest arose, it thundered and lightened, and the rain poured down from the sky in torrents: besides, it was as dark as pitch. All at once there was heard a violent knocking at the door, and the old King, the Prince's father, went out himself to open it.

It was a Princess who was standing outside the door. What with the rain and the wind, she was in a sad condition; the water trickled down from her hair, and her clothes clung to her body. She said she was a real Princess.

"Ah! we shall soon see that!" thought the old Queen-mother; however, she said not a word of what she was going to do; but went quietly into the bedroom, took all the bed-clothes off the bed, and put three little peas on the bedstead. She then laid twenty mattresses one upon another over the three peas, and put twenty feather beds over the mattresses.

Upon this bed the Princess was to pass the night.

The next morning she was asked how she had slept. "Oh, very badly indeed!" she replied. "I have scarcely closed my eyes the whole night through. I do not know what was in my bed, but I had something hard under me, and am all over black and blue. It has hurt me so much!"

Now it was plain that the lady must be a real Princess, since she had been able to feel the three little peas through the twenty mattresses and twenty feather beds. None but a real Princess could have had such a delicate sense of feeling.

The Prince accordingly made her his wife; being now convinced that he had found a real Princess. The three peas were however put into the cabinet of curiosities, where they are still to be seen, provided they are not lost Wasn't this a lady of real delicacy?



Picture-1. The main characters of the tale "The Real Princess"

Tasks based on the fairy tale “The Real Princess” (Hans Christian Andersen).

Task1. Guessing the title of fairy tale by the pictures.

1. Picture of princess
2. Picture of queen
3. Picture of king
4. Picture of prince
5. Picture of servants
6. Picture of peas
7. Picture of palace
8. Picture of mattress

Task2. Defining the meanings of words: princess, prince, queen, king, servants, peas, palace and mattress;

Princess- the daughter of a king or queen, or one of their close female relatives;

Prince- the son of a king or queen, or one of their close male relatives;

Queen- a female ruler in some countries; king’s wife;

King- a male ruler in some countries;

Servants- someone who works and lives in someone else's house doing their cooking and cleaning, especially in the past;

Peas- a small, round, green seed that people eat as a vegetable;

Palace- a large house where a king or queen lives;

Mattress- the soft, comfortable part of a bed that you lie on;

Task3. Finding who is who.

1.He travelled around the world	
2.They were very sad.	
3.He opened the door.	
4.He saw a beautiful girl.	
5.She got wet in a storm.	
6.She put a small pea under the mattresses.	

Table-3. Tasks to the tale “The Real Princess”.

Task4. Answering to the questions.

What? When? Where? Who? How? Why?

1. ... did the queen go?	She went into the kitchen.
2. ... did the girl say?	"I'm a real princess "
3. ... was a terrible storm?	The storm was in the evening.
4. ... did the girl sleep?	She slept badly.
5. ... opened the door?	The servant opened the door.
6. ... did he travel around the world?	Because he wanted to marry a princess.

Table-4. Task to the tale "The Real Princess". Answering to the questions.

Task5. Finding word phrases.

1. sad	storm
2. beautiful	Prince
3. wet	King and queen
4. royal	Evening
5. happy	Family
6. rainy	Clothes
7. terrible	End
8. young	Princess

Table-5. Task to the tale "The Real Princess".

Task6. To make up sentences to word phrases.

Wet clothes, beautiful princess, rainy evening, royal family, young prince, terrible storm, happy end, sad king and queen;

Task7. Role play

Task8. Doing exercises. (To check pupils memory)

Once upon a time there **(be)** a young prince.

The prince **(want)** a wife.

He **(want)** to marry a princess.

So the prince **(travel)** around the world on his horse.

The prince **(meet)** a lot of beautiful girls.

"I'm a princess," the girls **(say)**. But the prince **(not believe)** them.

Some girls **(be)** too short. Others **(be)** too tall to be princesses.
Finally, the prince **(go)** back to his palace. He **(be)** very sad.
The king and the queen **(be)** very sad too.
The next evening there **(be)** a terrible storm.
The sky **(be)** black and it **(rain)** and **(rain)**.
There **(be)** a knock at the palace door.
A servant **(open)** it. And he **(see)** a beautiful girl outside in the rain.
The girl's clothes **(be)** wet. Her hair **(be)** wet.
She **(be)** very cold. "I'm a princess," the girl said. "Please can I come in?"
The servant **(take)** the girl to the queen.
"I'm a princess," the girl **(say)** again.
But the queen **(not believe)** her.
The queen and the servant **(go)** out of the room.
"The girl is staying with us tonight", the queen **(say)**.
"Make a bed for her. Put twenty mattresses on the bed".
The queen **(go)** into the kitchen. She **(pick)** up a pea.
She **(think)** that real princesses can't sleep when there is a pea under twenty mattresses.
The next morning the queen **(go)** into the princess's bedroom.
"How did you sleep?" the queen **(ask)**.
"I **(sleep)** badly.
There **(be)** something in the bed. I don't know what it **(be)**.
Perhaps it **(be)** a stone.", The princess **(say)**.
The girl **(be)** a princess! The queen now **(believe)** her.
The queen **(be)** sure that princesses can't sleep when there is a pea under twenty mattresses.
So the prince **(marry)** the princess.

Task9. Pictures speak. Describing pictures by using new words.



Picture-2. Task to the tale “The Real Princess”.

THE LEAP-FROG

A Flea, a Grasshopper, and a Leap-frog once wanted to see which could jump highest; and they invited the whole world, and everybody else besides who chose to come to see the festival. Three famous jumpers were they, as everyone would say, when they all met together in the room [60].

"I will give my daughter to him who jumps highest," exclaimed the King; "for it is not so amusing where there is no prize to jump for."

The Flea was the first to step forward. He had exquisite manners, and bowed to the company on all sides; for he had noble blood, and was, moreover, accustomed to the society of man alone; and that makes a great difference.

Then came the Grasshopper. He was considerably heavier, but he was well-mannered, and wore a green uniform, which he had by right of birth; he said, moreover, that he belonged to a very ancient Egyptian family, and that in the house where he then was, he was thought much of. The fact was, he had been just brought out of the fields, and put in a pasteboard house, three stories high, all made of court-cards, with the colored side inwards; and doors and windows cut out of the body of the Queen of Hearts. "I sing so well," said he, "that sixteen native grasshoppers who have chirped from infancy, and yet got no house built of cards to live in, grew thinner than they were before for sheer vexation when they heard me."

It was thus that the Flea and the Grasshopper gave an account of themselves, and thought they were quite good enough to marry a Princess.

The Leap-frog said nothing; but people gave it as their opinion, that he therefore thought the more; and when the housedog snuffed at him with his nose, he confessed the Leap-frog was of good family. The old councilor, who had had three orders given him to make him hold his tongue, asserted that the Leap-frog was a prophet; for that one could see on his back, if there would be a severe or mild winter, and that was what one could not see even on the back of the man who writes the almanac.

"I say nothing, it is true," exclaimed the King; "but I have my own opinion, notwithstanding."

Now the trial was to take place. The Flea jumped so high that nobody could see where he went to; so they all asserted he had not jumped at all; and that was dishonorable.

The Grasshopper jumped only half as high; but he leaped into the King's face, who said that was ill-mannered.

The Leap-frog stood still for a long time lost in thought; it was believed at last he would not jump at all.

"I only hope he is not unwell," said the house-dog; when, pop! he made a jump all on one side into the lap of the Princess, who was sitting on a little golden stool close by.

Hereupon the King said, "There is nothing above my daughter; therefore to bound up to her is the highest jump that can be made; but for this, one must possess understanding, and the Leap-frog has shown that he has understanding. He is brave and intellectual."

And so he won the Princess.

"It's all the same to me," said the Flea. "She may have the old Leap-frog, for all I care. I jumped the highest; but in this world merit seldom meets its reward. A fine exterior is what people look at now-a-days."

The Flea then went into Foreign Service, where, it is said, he was killed.

The Grasshopper sat without on a green bank, and reflected on worldly things; and he said too, "Yes, a fine exterior is everything—a fine exterior is what people care about." And then he began chirping his peculiar melancholy song, from which we have taken this history; and which may, very possibly, be all untrue, although it does stand here printed in black and white.

Conclusion

A long period of time vocabulary was viewed as the main task in second language teaching. Mastery of Vocabulary was the main goal in second language acquisition. The Grammar--Translation Method dominated second language teaching. On the contrary, vocabulary teaching and acquisition were of relatively minor importance. Vocabulary development was approached as some kind of auxiliary activity and, often through memorizing decontextualised word lists. The relatively minor importance attached to lexical knowledge and context was visible in the scant attention paid to it by second language researchers and teachers in the last decade. Vocabulary, which is the basic material of the language, is, of course, of crucial importance in expressing ideas and thoughts when communicating.

We all agree upon the importance of vocabulary in learning a FL as a key element in the second language class. Without vocabulary no message is conveyed. I believe most of the teachers agree with this statement. It includes the knowledge of words and word meanings.

While teaching new vocabulary teachers use any method that matches to students' learning style. For example: Visual learners learn words best by seeing words repeatedly. Auditory learners learn words best by hearing words repetitively. Kinesthetic learners learn words best by writing words repetitively. In this case it is very important for the teachers to know the learning styles of their students. This is something that we focus a lot in pre-service teacher preparation.

While dealing with the vocabulary student teachers should have in mind the word, its form, meaning and use. Form has to do with different derivation, spelling pronunciation, connecting sounds to spelling, etc. Meaning has to do with denotation/ connotation.

Our thesis paper deals with the teaching vocabulary to teenagers and which method to use in order to teach it effectively. In our thesis work we carried out comparative analysis of Grammar Translation Method and Communicative approach. We also pointed out the significance of the short stories in foreign language teaching.

In the first chapter we have looked through the origin and development of some methods. The historic development and linguistic characteristics, principles, techniques, advantages and disadvantages make up the core content of work.

After analyzing of positive and negative features we can conclude that the most effective, successful and harmonious is a communicative method.

But, however, the task of this paper is not to identify the best methods of teaching English language but to identify their main features, which is designed to facilitate teacher selection of methods to be used. It should be noted that the choice of teaching methods is necessary to consider not only their own preferences, but above all, we should focus on the age, abilities, interests and psychological

characteristics of students. Focusing on them, you will be able to choose the most appropriate and effective method.

Knowledge of word meanings is rarely (if ever) an all or nothing matter, especially for adolescents who have experienced difficulties in learning to read. Because of gaps in background knowledge, these students tend to recall very little from typical instructional experiences designed to acquaint them with grade-appropriate word meanings. And in cases where they are already familiar with a word's meaning, their knowledge is frequently based on their aural experiences rather than on any encounters they might have had with the word in print.

Many adolescents with reading difficulties find themselves facing the same dilemma as the students at Girls and Boys Town with whom we worked on this project. Their deficits in vocabulary knowledge cause them comprehension problems, and their comprehension problems prevent them from improving their vocabulary knowledge on their own. Intensive vocabulary instruction can be effective in turning this situation around. What is required, though, is a clear and deliberate focus on facilitating students' creation of meaningful contexts for the word meanings they are learning, and a frequent and consistent emphasis on helping them make connections to what they already know.

On the basis of this analysis we can identify the following trends of development of methodology of teaching English at the present stage:

Increasing differentiation methods, techniques and teaching content, depending on the objectives and planned levels of proficiency, the characteristics of the student and the learning environment and culture;

Using communication and students' speech activity;

Using new technical equipments;

The integration of elements of different methods in modern education.

In reviewing the research related to the importance of the methodologies associated with quality vocabulary instruction, it is clear that vocabulary learning should not be left to chance. Experts in the field support the use of a systematic and principled approach, incorporating both direct and indirect teaching and learning practices. "Vocabulary instruction that improves comprehension generally has the following characteristics:

Multiple exposures to instructed words

Exposure to words in meaningful contexts

Rich or varied information about each word

The establishment of ties between instructed words and students' own experience and prior knowledge

An active role by students in the word-learning process"

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