Effective Usage Of Game Activities, Dialogues And Role-Plays In Communicative Language Teaching

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ABSTRACT

At present, the English language is being taught by adapting world standards of Common European Framework Reference (CEFR) for teaching foreign languages to our national educational system. According to the Uzbek national standard the knowledge of the foreign language competence from the first to fourth grade is defined as A 1- for the beginner level. This article will disclose the formation and development of primary school learners' foreign language skills through communicative competence.

KEYWORDS

Game Activities, skills, Motivation, Communicative

INTRODUCTION

Initially when children start learning English language they face a lot of difficulties:

1.   Unfamiliar sounds

2.   Unfamiliar speech

3.   New surrounding

For the first time learners only repeat after the teacher without comprehensive concept. However, teachers showing the flash cards

with drawings of different subjects and animals gradually increase the interest of student to accept unfamiliar words of the foreign language. First several months pupils only unconsciously repeat after teacher but only after several months they will consciously respond elementary questions that teachers give to them.

MATERIALS AND METHODS

Language learners periodically will accumulate the knowledge of foreign sounds and words and keep them in them in their subconscious mind. Most of the words compile passive vocabulary and only few of them will activate during the English language classes. The individuality of each student varies due to the different factors according such as:

1. Types of character (melancholic, sanguine, phlegmatic, choleric)
2. Lack of self confidence
3. Motivation
4. Living conditions

According the types of learners' character sanguine, choleric and phlegmatic persons can easily interact with people around them. Their character somehow affect on their studies. In most cases, these individualities acquire knowledge easily and even share knowledge with their peers. However, melancholic people may not easily come into contact with others but depending on their character they may accumulate data in their subconscious mind but feel shy to demonstrate it. It depends on each individuality and motivation to learn and study with commendable achievements. Even students with sanguine character may study badly if there is lack of motivation. Sometimes poor living conditions may impede students' self-confidence and thus they have no wish to study but will be interested in earning money. On the contrary, those who live in better facilities feel over confidence and thus condition might hinder students thirst for knowledge. Thereby, all above-mentioned

factors may negatively or positively affect learners' education.

In the first and second grade pupils can learn approximately 200 passive vocabularies there is no adopted lexical minimum for language learners in primary school. They can communicate on the particular theme such as understanding the command in English, responding to the simple questions with Yes or No answers. Communicative competence of A1 learners is very limited but even understanding such commands as "Come to the blackboard, Sit straight, Show me the red colour, Open the book, Take your sit" tells that it is a vital stage for the development of students' concept and conscious mind. They gradually try to use the commands and process the data producing it in their own speech. Having the experience of teaching for the last 13 years, I decided that communicative approach will fully realize learners' capability to learn English language. Because it is the most effective method that makes students to use English language using genuine materials and motivates students to use like native speakers. In the practical part of thesis will be give explicit information about CLA to primary school teachers and hopefully those teachers will use it on a daily basis. Because teachers are the main decisive factor in students engagement to classes and they are responsible for students learning.

Holliday claims that the reliability and validity of research can be greatly enhanced by qualitative methods that include a concrete and detailed description of data collection strategies and a clarification of the appropriateness to the particular cultural setting. Therefore, with a view to assuring external validity of this study, in sections which follow, a full description of research settings as well as the profile of participants will present for the pilot study and the main survey. Emphasis will be laid on reporting the procedure of data collection on

communicative approach. Data will then be descriptively analyzed in order to minimize the effect caused by subjective evaluation.

RESULTS AND DISCUSSIONS

After observation and interviews, I started to get some preparations for approbation of my classroom instruction the periods of which lasted for a month. During a month, I was going to conduct lessons in 1st, 2nd, 3rd, 4th classes. In overall, it was going to be 8 hours in each class. Total amount is 32 hours. Firstly, I collected materials, which would fit learners' interest, would be in the frame of the curriculum and would motivate them. I designed communicative grammar activities for present simple, present continuous tenses in the grade 2nd, the use of modals using communicative activities in the 3rd grade, prepositions of place and time in the 4th form. In addition, I arranged communicative

activities such as games for 1st grade learners, role-plays for 2nd and 3rd forms, dialogues, problem solving tasks information gap, matching sentences, jigsaw-reading activities. Then, I prepared assessment rubrics to assess learners during the classes. To prepare materials and design the outline of 16 lesson plans it took me 2 weeks. Each class lasts 45 minutes. The number of students in the classroom is from 15 to 19. As the number of hours is 32, I wrote down in the table only the activities I conducted in each of the form. The table below describes communicative activities related to four language skills, in which form these activities were engaged in the class, grammar topics which was taught by me using CLA. At the end of each class, I evaluated student's performance during the class.   Table 4

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Language skills	1st grade	2nd grade	3rd grade	4th grade
Theme	Colours	Clothes	The world of stories	I help my parents
Grammar	N/A	The verb have/has	The modal verb: Can/cannot	Past simple tense
Reading	Learners repeat after the teacher colours. Then teacher will put on the floor colored circles. Pupils one by one play the game Stepping on the colour.	A student reads out a sentence and the rest of the class will guess which profession is it. They should guess which profession workers wear that special uniform	Jigsaw reading. In pairs pupils should separate in correct order two mixed stories and read the story. Consequently, they should tell one another that story.	Jigsaw reading. In group of four students will be given a passage which is cut into four pieces. They should put the story in correct order and then retell it.
Writing	Learners will paint different pictures in appropriate colour while colouring	Running dictation

Students are divided into two | Learners will be given a picture and a piece of paper in groups of four they | Snowflakes writing. Students will be given a piece of paper |

	they should shout which colour they are using. Then they in turn come to the middle of the class and show the class their picture..	teams. They will read a word from a long sentence that stick on the wall in the corridor. One by one they take a word and dictate to their member. At the end the words with less mistakes wins.	should make up a sentence turn by turn. Then the whole sentence will be read out to the class.	with a picture in it. In turn, they will one paragraph. They will start with introduction then they wrinkle the paper and throw it as a snowflake..
Listening	They listen to a song about "Colours". Pupils will sing a song. Then they will do an activity "Who in which colour". Teachers show them the picture of animals, fruit and vegetable they should say a colour and put in correct table.	Students will listen to the song about "Things I have" and put a tick in front of the correct answer. Then they will sing together this song. They will tell each other about their picture.	Pupils will listen to new words. Then they should make up a dialogue using the words. In pairs they will present their dialogue	Pupils will listen to a biography of Alisher Navoi. Then they fill in the gaps in the passage and do true or false sentences. Then they make up a PP work on topic "My favourite writer"
Speaking	Game. "Shop" Learners will go to the shop toys in different colour. They should ask the price and colour and then seller will sell them if they correctly tell the colour of a toy.	In teams of four, they will take a paper and then they paint a picture telling colours in English. Then one member from each team will present their picture.	Pantomime. A pupil in the middle of the class shows an action. Learners should make up a story in pairs and tell to the class. The story should consist the verb can and cannot.	They will be given a story to which they should find a happy conclusion. This problem solving activity makes pupils think over it discuss in English to find correct solution

Thus, I introduced assessment tools that could be used in CLA classes. The table below depicts four sample lessons for the classes from 1st to 4th.

The data, which is given in the table, is a sample that shows that there can be diverse strategies and variants to make up activities for students' communicative development. Everything depends on teachers' creativeness and commitment to their profession. There is no need to buy expensive materials. Everything can be done with papers, crayons,

scissors, glue and motivation. Motivate and enthusiastic teachers will always have happy students and will be satisfied with their lessons.

Each of the activities given above can be done to encourage students' teamwork or also pair work that enhances students' collaboration. Teachers should be good observers and take into account students abilities. If some learners cannot get well with others, teacher should encourage them to work in pairs and then to work in group. For those who are not able to work individually, teacher should give individual assignments to develop learners' independent work. Best teachers always can

transfer pair work to group work or individual work to pair work. Therefore, to master teaching - teachers should grow professionally and try to use different technique and try it work out well.

The below figure #1 disclose the information on students academic performance. At the beginning of the research elaboration I have worked out tests for two groups for each grade. Observation groups (OG) and experimental groups (EG). Primary tests consisted of 10 open ended and 10 multiple choice tests. Two groups accomplished their tests in the average of 77%.

Table #5

Participants	Prim. Test	2nd test	Final test
Observation group	76,8%	77%	77,80%
Experimental group	77,00%	78%	79%

After 2 weeks we decided to compare test result in two OG and EG groups. The results slightly varied as it was expected. OG had 77,4% while EG increased their performance in one percentage which motivated us to work

even harder. Final tests were conducted at the end of qualitative research work just in 2 weeks after 2nd test. Final test showed that our efforts were not in vain since the performance of EG groups raised in 2%.

Figure #1. The results of tests
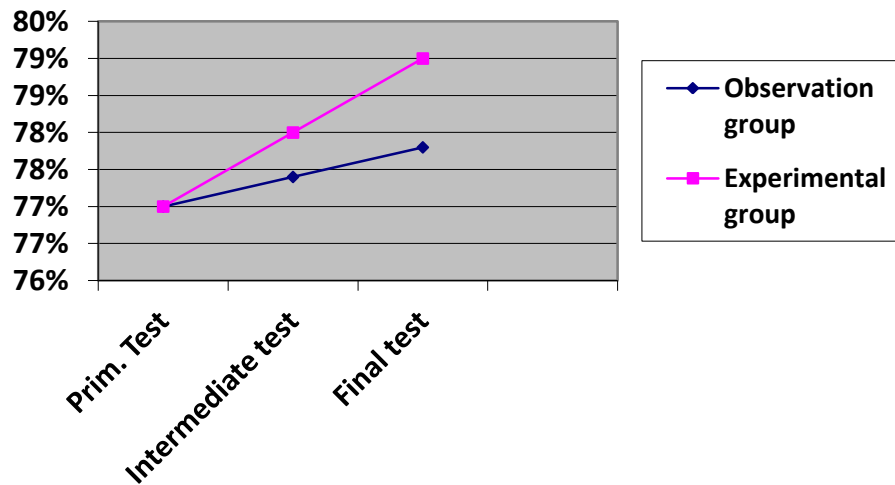
Feedbacks on the lessons I have taught

While I was conducting the class, the teachers became observant. They were sitting at the back of the class and made notes on each activity. Before each class, I shared my lesson plan, assessment tool I was going to use in the classroom. I asked them to make notes on in case they have some question or to give suggestion on some of the activities. Therefore, I have completed all 32 lessons in a month of period. Sharing the teaching materials, lesson plans, assessment tools with teachers I have asked for their feedback on each lesson.

The last group interview was on teachers' findings about CLA usage in the classroom where I instructed. Teachers shared their opinion on the classes they have observed. They were surprised seeing easy, interesting and motivating activities. They never thought that to create such easy but very effective lesson plan could be so easy. The only thing they need for this is their creativity. They were happy that they could use assessment tools

on each of the activity while using CLA too. 93 % of teachers agreed that CLA is possible to arrange and successfully conduct. They shared their opinion on the benefits of CLA while the teacher will prepare and equip herself with classroom materials, lesson plans, and assessment tools:

1. Motivation
2. Engagement. They came to class with great enthusiasm
3. Almost 97% participation
4. Using all macro skills: reading, writing, listening and speaking
5. Activities and games that educates something new
6. Grammar in context. Easy to teach grammar
7. Strengthening students' self-confidence
8. Develop collaborative work
9. Assessment can be done all the time and almost everyone is assessed
10. Learning became easy and enjoyable
11. Pronunciation and imitating techniques were used successfully

12. Raises team work
13. Learned to work independently
14. Started to communicate with one another using English
15. Raised communicative competence of language learners
16. Students work a lot and learn a lot

These are the benefits that teachers liked about CLA.

Then I asked for sharing disadvantages of using CLA in the classes they observed. Only 13 % of teachers told me that it is hard to conduct CLA classes. They also gave an opinion that it is impossible to do it in every class and that they have no professionalism to create different activities. They gave their opinions on disadvantages of CLA in the following:

1. It is time consuming
2. It requires a lot of energy
3. It requires a lot of teaching materials
4. It is impossible to stay enthusiastic when you lessons 8 hours a day.
5. We cannot be so creative all the time
6. It is not easy to manage and observe the class all at once
7. It is hard to assess almost everyone all the time
8. Teachers work less during the class

The above information of disadvantages was mentioned by 13 % of teachers in their last interview. Unfortunately, these teachers do not want to work on their professionalism. I have explained that it is not easy to start using CLA and they should do it gradually. If they accumulate different activities, they will be able to use it through years of their teaching career.

After all interviews, seeing the learners' great desire to have CLA in their class, I decided to take a questionnaire from some of the students as well which was not intended before. Most of the students replied positively. Therefore, I took a decision to take randomly 6 students from each group.

Learners took the cards with blank side to outside and with a picture of violin and guitar at the bottom. Only six of the card had an image of violin, the rest were cards with guitar. Students who chose cards with violin raised their hands and were chosen to fill in the questionnaire Questions were about their English classes that they had recently. We have asked their opinion on new method that they had in their classes. I asked them whether it was easy or challenging, which part they liked most and which activities were difficult to manage and what other activities they would like to have in the lesson. The summary of advantages of the CLA is given below. Pupils explained that CLA developed their:

1. Motivation
2. They come to classes with great enthusiasm because they expected some new activities and new vocabulary which they would use in their classes.
3. Using all macro skills: reading, writing, listening and speaking. They responded that they liked to use all the skills at once in CLA lessons
4. Activities and games were the best of all during CLA classes. By doing activities and games they were happy that they were not wasting their time but learning something new
5. Grammar in context. It was easy to learn grammar rules through doing something.
6. Strengthening students' self-confidence. Learners highlighted that they felt more confidence in English lesson while producing foreign speech.
7. Develop collaborative work. They felt contend while working in pairs and in team. They learned supporting each other and sharing.
8. Assessment can be done all the time and almost everyone is assessed. They

were happy to get marks because they worked hard to get a result

9. Learning became easy and enjoyable. They never thought that learning might so enjoyable process sometimes difficult, though. But it worth getting positive result

10. Learned to work independently. They learned how to work independently working at home after classes, searching some information from internet, completing questionnaire by interviewing parents and friends

11. Started to communicate with one another using English. Even after classes they started talking using the words and phrases in English.

The questionnaire students completed was so well answered that I felt satisfaction after all work I have done. 97% students liked the lesson only 17% of them had difficulty to catch up with the rest of the group and 93% were still shy to demonstrate their talents.

CONCLUSION

In overall, 87% of teachers agreed that CLA could contribute to learners' communicative competence if implemented appropriately. 97% of students liked the classes with CLA. In my opinion, if teachers will facilitate learners to acquire the language, will support the emotionally, will motivate them. Learners will respond back with gratitude, zeal to become the best students and the tremendous results.

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