

DEVELOPING STUDENT'S ABILITY TO HOLD
A DISCOURSE THROUGH DIALOGUES

Munira Xabibullayevna Xakimova - senior lecturer,
scientific supervisor , department of foreign language
and literature, History and philology faculty,
Tashkent University for Applied Sciences
munirakhakimova2575@gmail.com
<https://orcid/0009-0005-4677-5279>

Ilhamova Nigina - graduate of
Tashkent University for Applied university
ilkhamovanigina@gmail.com

Bahadirova Muxlisa - graduate of
Tashkent University for Applied university
bmukhlisa777@gmail.com

Abstract: The importance of dialogue in forming students' communication cultures and its critical role in the development of their discursive skills are examined in this essay. Effective strategies for improving abilities including logical reasoning processes, understanding the viewpoints of others, and responding appropriately to others during communication are examined in this study. The report also provides useful advice on how to use contemporary pedagogical technology to improve students' overall discursive ability and prepare them for spontaneous conversation. The results highlight how important deliberate dialogic practices are for improving students' critical thinking, communication, and teamwork skills. This study adds to the continuing conversation on effective teaching methods for fostering students' ability to have fruitful conversations, enabling them to take an active role in their education and in larger social interactions. This study adds to the continuing conversation on effective teaching methods for fostering students' ability to have fruitful conversations, enabling them to take an active role in their education and in larger social interactions. For two main reasons, discourse skills—which include both competent speaking and listening—are essential to a successful education. Students can clarify their opinions, hear other people's viewpoints, and work through difficult ideas through conversations and debates.

Keywords: discourse, communication, interactional mechanic , discursive ability, communicative competence, pedagogical technology, students, language teaching methodology.

I. Introduction

In the contemporary landscape of higher education, the primary objective of language instruction has evolved from the mere mastery of grammatical structures to the development of sophisticated communicative and discursive competencies.

Developing students' ability to hold a discourse through dialogue is no longer a peripheral goal but a central necessity in preparing future professionals for a globalized society. Discourse, in this context, represents a complex social and cognitive act where language is used as a tool to construct meaning, negotiate identities, and navigate various social environments. The significance of this study lies in the observed gap between students' theoretical linguistic knowledge and their practical ability to maintain coherent and contextually appropriate interactions. Many learners, despite possessing an extensive vocabulary, struggle to sustain a meaningful discourse because they lack the strategic competence to manage the flow of conversation, interpret subtle nuances, and respond dynamically to their interlocutors. This phenomenon is often rooted in the traditional focus on "isolated sentence" learning rather than "connected speech".[1:p.190]

By placing dialogue at the heart of the pedagogical process, educators can transform the classroom from a site of passive reception into a vibrant arena for discursive practice. Dialogue serves as the most natural and effective medium for this development, as it forces students to move beyond isolated utterances and engage in the logical sequencing of ideas through turn-taking and conversational repair strategies. Furthermore, fostering discursive abilities through dialogic interaction encourages critical thinking and sociolinguistic awareness, as students must constantly evaluate their perspective against those of others while adjusting their register according to the social distance between participants. This process involves the mastery of both cohesion—the grammatical and lexical linking within a text—and coherence—the overall sense of what is being expressed. Ultimately, this article argues that mastering the art of discourse through structured and spontaneous dialogue is essential for empowering students to become articulate, persuasive, and culturally sensitive communicators in both academic and professional spheres, thereby bridging the gap between classroom learning and real-world application.

II.Literature review

The significance of discourse and language in learning is emphasized by the research of Vygotsky and social constructivism. According to Russell (2002), Vygotsky extended earlier behaviorist models that had only examined learning as a person's reaction to stimuli. Instead, Vygotsky emphasized the significance of cultural tool mediation—in particular, language and social contexts—when a person encounters any stimulus. Learning is not a vacuum; rather, it is a process that the learner creates for themselves through interaction with others, the social environment, and language.[2:p.78]

According to Vygotsky, a learner's zone of current development (ZCD) may be extended into the zone of proximal development (ZPD) by problem-solving with more experienced peers (Harland, 2003). It is evident that discourse is important to these

cooperative problem-solving exercises. Expanding upon Vygotsky's concepts, Bruner (1975, as referenced in Harland 2003) emphasized the significance of "scaffolding" in order to facilitate the growth of students.[3:p.1630] Examples could be "self-dialogue," or critical reflection on learning to advance through the ZPD. 'Intermediate' discourses, including narratives and case studies, couched in common language and experiences as a bridge to more abstract academic concepts, could also be used as scaffolding to assist learners join discourse communities.[4;p.170]

The analytical examination of dialogue as a primary instrument for discursive development reveals that it functions far beyond a simple exchange of information. In the educational context, dialogue serves as a dynamic bridge between internal thought processes and externalized linguistic expression. The process of developing discursive skills through dialogue begins with the mastery of interactional mechanics, such as the ability to initiate topics, sustain a logical flow of ideas, and manage the transitions between different speakers. Unlike monologic tasks, which are often static and predictable, dialogic interaction is inherently creative and requires students to employ real-time cognitive processing. This constant cognitive engagement ensures that learners do not merely memorize phrases but instead internalize the underlying patterns of natural communication, which is the essence of true discourse. Furthermore, the effectiveness of dialogue as a developmental tool lies in its capacity to simulate the unpredictable nature of real-world communication. Through various pedagogical strategies like open-ended questioning and peer-to-peer negotiation, students are forced to move beyond "rehearsed speech" and enter the realm of "spontaneous discourse." This transition is critical because it builds discursive competence—the ability to maintain coherence and cohesion across multiple turns of talk. In this setting, the dialogue becomes a platform for practicing sociolinguistic adaptation, where students learn to adjust their linguistic choices based on the context, the status of the interlocutor, and the communicative goal. The teacher's role in this analysis is crucial; by acting as a moderator rather than a primary speaker, the instructor creates a "scaffolded" environment where students feel empowered to experiment with complex sentence structures and discourse markers.[5:p.67]

Discourse skills, which encompass both speaking and listening effectively, are fundamental to a successful education for a couple of key reasons. Through discussions and debates, students can explain their ideas, listen to others' perspectives, and grapple with complex concepts. This back-and-forth strengthens their understanding of the material and fosters critical thinking. The ability to communicate clearly and collaborate with others is vital for success in today's world. Discourse skills help students develop these essential tools, preparing them for future careers and interactions in a globalized society. In short, strong discourse skills are not just about conveying information; they are about actively engaging with ideas and building

knowledge together. This makes them a cornerstone of effective education. Your statement of the problem is clear and concise. It effectively identifies the issue: students need to develop their ability to hold discourse through dialogues. Here are some ways you could expand on this statement, depending on your specific needs briefly mention why this is a problem. For example, "In today's information-rich world, students need to be able to not only consume information but also analyze it, discuss it critically, and effectively communicate their own ideas." Are students struggling with specific aspects of discourse, like active listening, formulating arguments, or respectfully disagreeing? Highlighting these challenges can provide a clearer direction for solutions. Who is this statement for? If it's for educators, you could mention the impact on student learning. If it's for parents, you could frame it around preparing students for future success. Here are some examples of expanded statements: "Students often graduate lacking the ability to hold meaningful dialogues. This hinders their critical thinking skills, collaboration abilities, and overall academic success in a world that demands effective communication." "Many students struggle to actively listen and respond thoughtfully during discussions. This limits their ability to engage with diverse viewpoints and build upon the ideas of others." "Developing students' ability to hold discourse through dialogues is crucial for fostering critical thinking and collaboration in the classroom. By tailoring your statement of the problem, you can effectively communicate the importance of addressing this issue and pave the way for proposing solutions.

Moreover, the integration of collaborative dialogue tasks facilitates the development of metacognitive awareness. As students participate in argumentative dialogues or collaborative problem-solving, they become more aware of their own communicative strategies and the impact of their words on the listener. They learn to evaluate the clarity of their arguments and use linguistic "hedging" or "boosting" to convey certainty or politeness. This level of analysis shows that dialogue is not just a method of practice, but a sophisticated analytical tool that sharpens the student's ability to navigate the complexities of interpersonal and professional discourse. Ultimately, the systematic use of dialogic interaction in the classroom fosters a holistic development where linguistic accuracy, social appropriateness, and logical coherence converge, preparing students for effective participation in any discursive community. The subjects preferred to work in groups to watch on various topics of speaking skills through dialogue by exchanging opinions with their group mates and individually. It is possible to say that almost all of the students were supportive to each other; both groups had the friendly atmosphere to each other. However, it was found out that higher-level students tended to correct the others' mistakes in the form of interrupting, but not in the way of advice. Speaking about the language proficiency, the subjects are not differing from each other. Two groups made effort to use English in their talking during the lessons, expressing their opinions and thoughts in understanding language.

Most of students tended to make mistakes while they were speaking and when they can give their opinion.

III. Materials and Methods

Focusing on the ages of participants the researcher began to use small questionnaires, visual aids and authentic materials such as interviews, discussions, case studies, blog posts related to the topic of the lesson and after watching scene the teacher asked them to show their ability and make the dialogues on that scene which they have seen. This method helped researcher to get attention of pupils. After the second pair and group work pupils started to feel themselves much more confident and active. They showed their great enthusiasm in presenting their opinions in groups after watching interviews, discussions, case studies, blog posts, and in pairs that mostly reflected on their short presentation process. The researcher tried to follow the instructions of the supervisor in organizing activities and create suitable atmosphere in class.

The materials consisted mostly from taken from and course books. The materials were chosen with regard to the level, the age, and the interests of the pupils, as well as they were productive and educationally valuable. The tasks were intended to develop subjects' interactive method sub-skills. The materials for teaching pupils were taken from the "Prepare" "New Headway", "Straightforward", and "Inside Out", "New English file" and so on. Besides, references and helpful instructions given by my experienced and respectful teachers are also precious materials for my research. Utilize online discussion forums or platforms to facilitate asynchronous dialogues among students. Platforms like discussion boards, forums, or collaborative documents allow students to engage in discourse beyond the confines of the classroom and at their own pace. Over a period of two months the researcher tried to apply as many topics related to theme as possible in classes to learn from learners' reactions. Provide access to various sources of information such as books, articles, websites, and databases. Ensure these sources are age-appropriate and credible for students to gather evidence to support their arguments. or not and if videos could help improve their existing interactive method. Another way for her to gather data was to interview learners orally so that we were able to better understand their expectations, problems and progress in their process of listening.

In order to collect the relevant data and to work with the subjects chosen for the current research, the researcher tried to use various sources as internet websites, language teaching program Course books and blog posts, ethnographies. The extracts of clips or interviews for the research were carefully chosen under the directions of supervisors and experienced subject teachers. The active materials of the research were mainly IT (Information Technology) based DVD materials. In order to monitor the progress in the listening and speaking abilities of pupils the researcher used pre

and post-tests based on oral performance for evaluating their listening and speaking skills. To provide the effectiveness and attractiveness of the conducted activities the researcher tried to find and choose as many interesting and valuable short movies as possible from various sources in order to develop students discourse through dialogues. During the experimental process of the research the researcher tried to use the following materials which are useful for achieving expected results.

Table 1. The next current is followed by the list of the materials used for the research:

Materials of research	The main components
Interview	For this stage language teachers were interviewed. The interview contained the following questions: whether intended method of teaching English through interviews or case studies can be successful; what type of oral speaking activities and teaching techniques can be more effective; what are the main factors that provides the effectiveness of video materials.
Needs analysis questionnaire	Needs analysis questionnaire was given to the participants of the class. It contained ten questions. The questionnaire was useful in identifying the main needs of pupils as well the frequency of the activities based on improving language learning; whether they prefer to use materials for developing oral skills like dialogues, debates, interviews in the class and so on.
Test: Pre-test, Post-test	Pre and post tests were mainly used for pupils prior to the experiment and after finishing it. The current source was useful in identifying the progress in their speaking abilities and communication skills. In addition, the results demonstrated the effectiveness at the same time not adequateness of the used materials and activities.
Reflection letter	Reflection letters were mainly used to identify the major problems that they faced during this period which was held by the researcher the types of activities that they find useful and the ones that they did not like.

During the research different equipment was used. By utilizing these equipment and resources effectively, you can create a supportive environment that enhances students' speaking skills, confidence in public speaking, and overall communication abilities in 8th grade and beyond. Adjust the tools based on specific learning objectives and the needs of your students to maximize their speaking development.

IV. Results

The findings of this study revealed that the use of speaking materials to develop discourse of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. Analysis of the students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used English speaking resources as teaching materials. In addition, the keyword preview before speaking

materials motivated them to learn English. They explained that it was easier for them to remember and understand vocabulary in the debate and interview which they had previously taught by the researcher. Overall, students agreed that were beneficial in learning English, and that English subtitles in movies were an excellent aid to learning English. The finding of this study was consistent with a study conducted by researcher. The result of her research showed that teaching a developing students' ability to hold a discourse through dialogues using authentic materials increases the ability of the listener to listen by a combination of visual images and sound that stimulate the learner's perception. In addition, the tone and speed of speech are spontaneous, similar to what is in everyday life. According to researcher, strong susceptibility can be associated with ease of listening processing, which implies visual accompaniment. The structure of the language takes the form of non-grammatical functions that are not similar to written language, which can improve students' understanding, as well as their entertainment. The relationship between class and the real world encourages learners to understand the relationship between learning and practice.

This study also showed that the class was more attentive, and it was more interesting for the students to follow the lesson carefully. This may also be due to the fact that the atmosphere was more relaxed and, therefore, more conducive to learning. Images and gestures can support their understanding of video content and guide them to guess and interpret the message sent by the speaker, even without audio support. Gesture and emotion in video can have a significant impact on critical thinking and culture in discourse. Nonverbal communication, including gestures, facial expressions, and body language, plays a crucial role in conveying meaning and emotions during discourse. Gestures can complement verbal communication by emphasizing key points, clarifying concepts, and adding emphasis or nuance to spoken words. Gestures can also convey cultural norms, values, and social cues, contributing to the development of cultural competence and intercultural communication skills among students. Emotions expressed in video content can evoke emotional responses and promote empathy among viewers, fostering a deeper emotional connection to the subject matter and the discourse. Emotional engagement can enhance students' motivation, curiosity, and willingness to actively participate in discourse activities, leading to more meaningful learning experiences.

Visual materials that depict diverse perspectives, experiences, and cultural contexts can promote empathy, tolerance, and appreciation for cultural diversity, contributing to the development of a culturally inclusive discourse environment. The integration of gesture and emotion can stimulate cognitive processes associated with critical thinking, such as analysis, evaluation, and synthesis of information. Visual cues provided by gestures can prompt students to interpret and evaluate the credibility,

relevance, and implications of the information presented in the video. Emotional content in dialogues, debate can elicit emotional responses that prompt students to critically reflect on their own beliefs, biases, and assumptions, leading to deeper insights and perspective-taking. Encouraging students to analyze the use of gesture and emotion in video content can cultivate media literacy skills and promote critical evaluation of multimedia messages. Culture influences how gestures and emotions are interpreted and expressed in discourse, shaping communication patterns, norms, and expectations.

Speaking activity that reflect diverse cultural perspectives and communication styles can broaden students' understanding of cultural differences and similarities in discourse practices. Exposure to culturally diverse video content can promote cross-cultural communication skills, empathy, and appreciation for cultural diversity in discourse interactions. By analyzing the cultural dimensions of gesture and emotion in video, students can develop a deeper understanding of how culture influences communication and discourse dynamics in various contexts. Teachers should be well prepared to use the speaking skills and how to better use its inherent advantages in the learning environment. In addition, the choice of video content should correspond to the level of English. The content topics should correspond to their interests and their basic knowledge in order to encourage them to learn.

Authentic speaking skills as debate and interview materials should be carefully selected to ensure that the level of complexity and content of interest to students is consistent. Do not use video materials that contain a complex dictionary or an ungrammatical or incomplete structure. This includes movies in which the spoken language can contain many complex or unnecessary English idioms and expressions, or rhythm, tone and phonological systems have different characteristics from the first language of students, which can contribute to a misunderstanding or be difficult for non-native listeners to understand the content. In addition, researcher further explained that when the conversation speed is too high, listeners will not have enough time to process the full messages. This means that they will focus more on lexical or grammatical processing than on the meaning of the text. Therefore, they will not catch all the messages sent. Based on the results of this study, it can be assumed that the video can make a positive contribution to the study and processing of the language. This helps students develop listening skills, learn new lexical terms and encourage autonomous learning. Video instruction can be used to develop listeners' skills and spoken and written communication. Activities related to video-based learning, such as filling in gaps, group discussion and oral presentation, can also develop listening and speaking skills. Thus, other aspects, such as how the video helps to improve speech production, should be the subject of further research.

At the same time, surprisingly most of the students report that the use of these

multimedia devices in the classroom is rather infrequent. It should be highlighted as well that, according to students' answers, some multimedia resources are not used at all. In particular, it is the case of multimedia presentations and videos (Between 30-40% of respondents affirm that they never used them in the class). The other interesting aspect of the data collected is a high number of opportunities created for students in the language classroom that allow them to improve their oral skills. In fact, more than 90% of the students affirm to have oral classes on a daily basis. Most of the pupils are in favor of increasing the use of different visual materials, in particular, multimedia visuals (about 70% of the respondents). The percentage of those who are against or indifferent is significantly low if compared the total number of respondents. In fact that, 78% of the respondents would like to watch more videos in the language classroom, while only a 3% of them feel satisfied with the current use of oral skills. The data collected from question 3 suggest that half of the respondents would like to have more visual support during their oral activities, while 37% of them remain indifferent to that aspect.

V. Discussion

When answering the question if they wanted to have more opportunities for practicing English in the classroom, 45% of the respondents answered positively, the same number of pupils was neutral towards the topic, and only 10% opposed the idea. The elevated numbers of respondents who did not feel enthusiastic to practice more English in the language classroom could be attributed to the lack of motivation. The other interesting fact: 59% of respondents do not support the idea of English classes to be given in the target language. The elevated number of negative answers could be explained, from our point of view, by the fact that pupils' level of foreign language is not sufficient. After having analyzed the results of the students' answers, the research leads to see teacher's responses.

The results of the teachers' quest clearly show that most of them do not see viable using English as the only language tool in the classroom. More than 80% of teachers consider that their pupils are not able to follow the class given only in English language. As far as the visuals concern, about 66% of teachers claimed to use videos in the classroom. Unexpectedly this percentage goes down to zero in case of multimedia presentations and picture slides. In spite of the fact that most teachers recognize that their use of multimedia visuals was rather infrequent, all of them coincide in the fact that these new technological tools could be highly beneficial in the language classroom, in particular in terms of gaining students' attention and increasing their motivation (100% of positive responses). Using checklists and field notes regarding students' behavior and attitudes towards the activities carried out classroom observation. To rate students overall engagement and participation during the use of the activities and strategies, each item has been marked with L for low engagement, M for medium

engagement and H for high engagement and participation. The level of noise in the classroom has been rated with the same letters. During the first session students were sat forming a semi-circle and I stood in the middle of it, walking through the classroom in order to write on the blackboard and check students' performance of the activities. The brainstorm was a whole-class activity monopolized by 3 or 4 pupils that are usually more active. In order to enhance whole-class participation in the next exercises, I started asking them individually. The pupils' engagement in this task can be rated as L-M, taking into account that the level of participation was rather low and it had to be turned into obligatory.

Speaking activity as dialogue activity was planned for the lesson. It was not introduced at the beginning because we did not know if the projector available in the classroom worked. Once it was prepared, the dubbing exercise was explained and it caused a change of attitude in the classroom. Students tried to complete the conversation and be ready in case they have to do the dubbing of the scenes. At the beginning they were not sure what they had to do, so there were not volunteers. After the first dubbing the level of stress went down as students had fun doing the exercise and listening to their classmates. Then 2 more groups volunteered to perform the activity. The noise was high, because of the laughs and comments, but students seemed to be highly engaged it can be said that participation increased by the end of the lesson. In the sixth session, even though the topic introduced was new for the students, they understood it quickly and performed most of the activities well. There were no disciplinary problems; students respected their classmates' turns, so the level of noise was really low.

The results of this study showed that the use of debates or interview to study the perception of school pupils in English seemed to be effective, as evidenced by the post-test score, which was significantly higher than the pre-test score. An analysis of students' answers to the questionnaire showed that they are more interested in learning English, if the teacher used speaking activity as teaching materials. In addition, the keyword preview before watching the video dialogues prompted them to learn English. They explained that it is easier for them to memorize and understand the vocabulary in dialogues, which they previously taught to the researcher in the preliminary listening phase. In general, the students agreed that watching movies or interviews was useful in learning English, and that English subtitles in movies were an excellent help for learning English.

Overall, the use of as teaching materials like dialogues presents opportunities to leverage gesture and emotion to enrich discourse experiences, foster critical thinking, and promote cultural understanding. By selecting culturally diverse and linguistically accessible content and implementing effective instructional strategies, teachers can harness the power of multimedia to create engaging and inclusive learning

environments for all students.

VI. Conclusion

The development of students' discursive abilities through the strategic use of dialogue represents a fundamental shift toward a more communicative and learner-centered educational model. This study has demonstrated that discourse is far more than a collection of linguistic rules; it is a live, interactive process that requires students to integrate grammatical accuracy with social appropriateness and logical coherence. By prioritizing dialogic interaction in the classroom, educators provide students with the necessary tools to navigate the complexities of real-world communication, moving them beyond the limitations of rote memorization. The transition from isolated sentence production to the management of continuous, meaningful discourse is facilitated by the spontaneous and reciprocal nature of dialogue, which builds both confidence and strategic competence in learners. Furthermore, the integration of structured dialogues into the curriculum serves as a bridge between theoretical knowledge and practical application, ensuring that students are not only language learners but effective communicators. The ability to negotiate meaning, adapt to different social contexts, and maintain coherence during interaction is a vital asset in today's globalized professional and academic spheres. As this analysis has shown, when students are empowered to engage in authentic dialogic exchanges, they develop a deeper metacognitive awareness of their own communicative impact. Ultimately, fostering these discursive skills through dialogue prepares students to meet the challenges of the 21st century, enabling them to articulate their ideas with clarity, respect diverse perspectives, and participate successfully in any discursive community they encounter in their future careers.

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