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together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

- The Role of the Teacher:

The teacher has to play different roles in the classroom at the same time. Three roles if the teacher is trying to get students to speak fluently:

Prompter: the teacher should help his/her students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

Participant: teachers can participate in discussions or role-plays themselves to prompt covertly, introduce new information this will help the activity along, ensure continuing student engagement, and maintain a creative atmosphere.

Feedback provider: teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity.

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TEACHING LANGUAGE SKILLS THROUGH COMMUNICATIVE APPROACHES

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This article is devoted to teaching language skills through communicative approaches. Teaching - the activities of educating or instructing; activities that impart knowledge or skill; this instruction was carefully programmed. Language teaching is influenced by ideas on the nature of language in general, by ideas on the particular language being thought, and by ideas on how the language is learned. A theory of language teaching analysis must therefore begin with language may differ, on (language description), how it differs from ideas on how language is learned.

In teaching a foreign language, the actual teaching must be about the language aspects, with delivery, which is based on a certain way, how a language is learned. The role of a teaching strategy is to assist the students to develop their language skills and knowledge of the language" [1. P. 108-119].

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

1. Linguistic competence is to know how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

2. Sociolinguistic competence is to know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

3. Discourse competence is to know how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

4. Strategic competence is to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue. The following considerations are necessary to construct a good dialogue [2]:

- The dialogue should be short
- The dialogue should have not more than three roles.
- The dialogue should contain repetition of new grammar.
- The context should be interesting for the students.
- Previous vocabulary and grammar should be included in the dialogue.

Since the aim of the method is speaking ability, teaching through the communicative approach language teachers spend most of the time for speaking. However, experimentation with the method has certain disadvantages so that some factors related to speaking have to be considered [3]:

a. The primary aim of foreign language instruction in the schools has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.

b. Real conversation is difficult to achieve in the classroom because the time to develop it is difficult.

c. Conversation must not be confused with oral practice. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Part of its effectiveness is due to facial expression and gestures.

d. Speaking ability is the most difficult phase of English to teach and to acquire.

e. It is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher.

f. Conversational competence depends essentially on an extensive vocabulary, memorization of numerous speech patterns, and the automatic control of stress.

Speaking is an art that few have mastered. Anyone can learn these principles and be able to master the fundamentals. If the students learn to master presentation skills Speech mastery will result. They should make it a goal to master the most wonderful gift of speech.

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